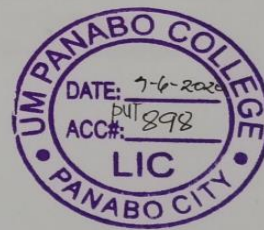


**A PHENOMENOLOGICAL STUDY ON STUDENT LANGUAGE
DIFFICULTIES**

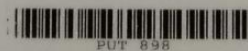
A Thesis Presented
To the Faculty of UM Panabo College
Panabo City

In Partial Fulfillment
Of the Requirements for the Course
Educational Research
(EdRes 1)



Ito, Layza C.
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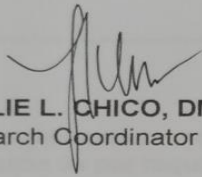
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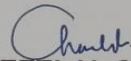
March 2020

ACCEPTANCE SHEET

This thesis entitled "A PHEOMENOLOGICAL STUDY ON STUDENT'S LANGUAGE DIFFICULTIES" prepared and submitted by Layza C. Ito, Mira Mae C. Largo and Janice L. MERCA in compliance with the requirements in the Research Subject under the Department of Teachers Education, UM Panabo College, Panabo City is hereby accepted.




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
This thesis entitled “**A Phenomenological Study on Student’s Language Difficulties**” prepared and submitted by **Ito, Layza, Largo, Mira Mae and Merca, Janice** in partial fulfillment of the requirements for the course Educational Research, has been examined and accepted, and is hereby endorsed.

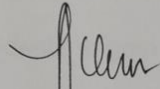

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Favourably endorsed for approval to Dr. Liezel V. Chan, Dean of College of (UMPC) UM Panabo College, Panabo City


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ABSTRACT

Language difficulties are a phenomenon that still exists in the cycle of student's learning. Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. The spoken form in the young learner's classroom acts as the prime source of language learning. However, language difficulties can be a major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still they face many language difficulties in speaking. Many studies have indicated that spoken language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. To develop the knowledge to deal with oral communication problems in an EFL context, researchers first need to know the real nature of those difficulties and the circumstances in which 'difficulties' are constructed.

Keywords: *Language Difficulties, English as a Foreign Language (ESL), grammar, inhibition, extensive reading*

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Finally, our saviour Jesus Christ for bestowing us with life, wisdom, knowledge, courage and strength to face this daunting task with all our humanity; we thank you wholeheartedly and bring you all honor and glory, now and forever.

Dedication

I dedicate this research to our God Almighty, our creator, who gave me strength to endure all the challenges and lengthen my patience to overcome this completion.

To the two person who gave me unending support and believing my ability, my Mama and Papa, who love and support me financially and morally.

To my loving partner, who always understand me whenever I get busy and keep on pushing my limits.

Also, the reason of my existence, my lovely son, who always cuddled me whenever I get tired. He is the source of my strength.

Layza

I dedicate research to our provider, our Lord God, who provides me financially and physically. He always showered us a bountiful blessing. A blessing that really gives benefit to us.

Also to my parents, my Mama and Papa, who extend their wings to help me and always lend their ears to listen my burden.

And to my partner, who always encouraged me to keep going. He always lift up my spirit whenever I get down due to struggles I faced.

Mira

I dedicate this fulfilment to our merciful God, who truly gave us wisdom to finish this study and guide us every path we take. And guard us in harm

To my beloved husband, who never get tired of understanding me. Thank you for believing me. To my two son, who are the supporter of my life and bring out the best in me.

Janice

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Chapter 1

INTRODUCTION

“Hala ! Reporting napud. Ma’am pwede magbisaya? Ask by the students and the teacher answered, “No”. The student replied “Ayy, bahalag Taglish lang Ma’am bi”.

-An excerpt from the conversation of ESL learner

One of English language skills that must be mastered by any foreign language learner is the ability to speak. The common question that arises from anybody who wants to know one’s ability in foreign language is whether he/she can speak English or not. In line with this, Nunan (1991) stated that for most people, mastering speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Language assumes a significant role in our everyday life interactions. It is used by human to communicate with other people in conveying and sharing ideas, feelings, and information both in spoken and written forms. Also, Binder and Smith (2013) argued that language proficiency may have a profound effect on an individual’s ability to learn and develop, due to its essential role in the transmission of information and regulation of cognitive processes. From the statement written above, these are the phrases or reaction from the students who has difficulties in speaking using English Language. For an ESL learner (English as Second Langaue), the failure to make typically observed

progress in learning first language is likely to curtail the child's capacity to communicate effectively, as well as having a major negative effect on other areas of development and learning (Aarts, 2011; Bishop and Leonard, 2000), with accompanying links to problems in social and emotional behaviour (Law, 2012). Young children with language delays typically experience less engagement with their linguistic and social environments, both of which are critical sources of teaching–learning interactions (Kaiser and Roberts, 2011).

Speaking is required by people to interact among them. In speaking activity, many things that should be paid attention, not only relate to what is being spoken, what the language is used, but also who is our speaker. In addition, a good speaker should pay attention what the topic is being spoken by him, what the language that he/she uses in order to be understood easily by his listener, and to whom he/she speaks. Hence, speaking is a tool to communicate ideas that are arranged and developed based from listener's need (Tarigan, 1987, cited in Musaddat, 2008). It means that the speaker must strive communicate his/her ideas clearly so that those ideas can be accepted well accordance with what is wanted by the listeners.

Since we are not native speakers of English we have limitation of words, we encounter words that seems ambiguous to us to identify the meaning and it will lead to misunderstand the context. Baker (2001) stated that when focusing on language proficiency, the communicative purpose of language is primary important. This is because the ability to communicate effectively is vital in the measurement of a person's capability to perform

socially and academically (Young, Sercombe, Sachdev, Naeb, & Schartner, 2013).

The main goal of teaching speaking is communicative efficiency. Teaching speaking means helping learners develop their ability to interact successfully in the target language. To do so, one must have communicative competence. Richards, Platt, and Weber (as cited in Nunan, 1999) defined the characteristics of communicative competence as: Thus, to help students enhance their speaking skills, the teacher must help students improve their grammar, enrich their vocabulary, and manage interactions in terms of who says what, to whom, when, and about what.

We are urged to investigate what are the difficulties encountered by a learner in speaking English Language and to determine if these difficulties can affect in their learning process and speaking skills of the students.

Purpose of the study

This Phenomenological study focuses on student's language difficulties and the aim of this research is to find out the most dominant problem in the speaking performance faced by the Education students and their ways to overcome their difficulties. Also, to investigate if language difficulties still experienced by the fourth year students major in English. This qualitative study provided students opportunities to express their speaking experience, respecting and encouraging students.

Research Questions

Research questions should be as broad as possible, allowing the individual narrative to guide the overall research (Creswell, 2013; Hays & Singh, 2011). Thus, the following research questions were used as a guide for this study:

1. What are the difficulties encountered by learners in speaking English Language?
2. What are the suitable solutions for overcoming speaking difficulties?
3. What meaning generated out of these finding?

Theoretical Lens

To organized this study, we have gathered helpful theories that support the existence of in speaking English language in order to crecretize this study into linguistic manner.

Mazouzi (2013), stated that learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately. The important characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill.

According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the

ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

As indicated by Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

Thornbury (2005) also added that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

Significance of the study

This study focuses on identifying the different difficulties in speaking English language and what are the ways to overcome these difficulties. The finding of this research may provide a clearer view of the

framework based on language barriers that might affect the students speaking ability that would lead to anxiety about speech. This research output will be another basis for future researches in the field of Communication Language, and Sociology in particular in the Language Barriers concept.

Students. The researchers hope that this study can give contribution to help the learner specifically the language learner to address their difficulties in speaking English Language and understanding the English vocabulary.

Teacher. The researchers hope that this study can give contribution to help the teacher in teaching and learning vocabulary. Also, help them in modifying their strategy to cope up the difficulties in language faced by the students.

School. The result of this study can be a reflection in teaching learning process and to help address the student's language difficulties in the a diverse environment.

Parents. The researcher hope that this study can give information to them and for them will know what will they do to support and motivate their children speaking English Language.

Delimitation and Limitation of the Study

The research entitled "A Phenomenology Study on Student's Language difficulties" is bounded within the UM Panabo College and limited only to the first year BSED English students of the said school. Since the time allotted for this research endeavor is limited for one semester only, the researchers strategically picked the respondents as proposed informants for the data gathering procedure of this study. The results of this study by interviewing 10

fourth year students majoring in English cannot generalized other English Learners.

Definition of terms

Inhibition is where most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. In this sense they are afraid of being laughed at by their friends due to their low ability in speaking language. (Saurik, 2011)

In this study, inhibition is one of the factors why the students has language difficulties. The learner found difficulty in speaking English because they are afraid to be laughed and judged by the peers and teachers. Also it is a reason why the students are hesitant to participate in the discussion.

Lack of self- confidence means having weak beliefs, lousy trust or unsure expectation towards their own capacity. Meshua in Nurlaila (2008) also states some students might good have pronunciation at high proficiency level but they still preferred to be reticent because of the lack of courage, don't have lot of confidence prefer to be quite rather than speak English.

So, self confidence is a positive attitude of someone but lacking of it is a great factor towards their academic performance especially in speaking. Mostly of the students having a low self-esteem has a doubt and reluctance on their capability and strength. The lower the confidence they have the lower rate of progress.

Pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean (Harmer, 2007).

In this study, pronunciation is the way of speaking of a certain word by considering the symbol use representing difference sound. While teaching English pronunciation is essential for students that it leads them to have good understanding of native speakers and improve their ability to communicate English well.

Grammar is the way in which words can change their forms and can be combined into sentences in the language (Harmer, 2001). It also defined by (Lado,1977) as the study of the rules that are claimed to tell students what should and should not say in order to speak language in social educated class.

It can be conclude, that grammar is the rule that says how how word change to show different meaning and how they are combined into sentence. It is how the words constructed in the sentence, when the pattern of grammar is used appropriately and how the sentence will be interpreted correctly.

Organization of the study

Student's Language Difficulties is a constitutive communication theory- the theoretical core is in living words. Communication is not in monadic people but it is a joint activity in the interdialogue (2004).

Chapter 1 it presents the brief description of the language difficulties and clarifies the meaning of this communication phenomenon. It will foster the information as it refers to this phenomenon in this study.

Chapter 2 a variety of related studies and reviews of related literature on student's language difficulties that may affect the learner's ability to speak that is anxious. Moreover, based on the related research presented in this chapter, its different setting will be discussed.

Chapter 3 addresses this study's design, the researcher's role, and the participants involved. Collect and Analyze data. To further understand its significance and essence in this phenomenological research this study's confidentiality and credibility.

Chapter 4 discusses the result of the study based on the data gathered. Analysis of the answers given by the informants that is categorized. The findings and discussion are of great help to enlighten and a clear view of this phenomenological study.

Chapter 5 presents the conclusion of the findings and explains its implication which this study is expected to give a great contribution to the academe.

Chapter 2

REVIEW RELATED LITERATURE

The purpose of this literature review is to provide the reader with a general overview about Student's Language Difficulties. The part of this chapter presents various related literature that are relevant to the investigation of the study.

Language Difficulties

There are some studies which have investigated the speaking difficulties encountered by ESL learners. For example, one study (Dil, 2009) investigated Turkish ESL learners' communication obstacles in English language classrooms, and it reported that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for ESL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends. This study also revealed that students who perceived their English as —poor feel more anxious and are more unwilling to communicate in English classes than the other students perceiving their English level as —very good, good, and OK.

As appeared by Nunan (1999), the learners need communication skills that include not only language skills but also a range of other sociolinguistic and conversational skills that help him/her know how to tell whom and when. Johnson (1995) claims that in order to participate and learn

from their classroom discussion, second-language students need communication skills.

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they areas follows :

Inhibition

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of self-confidence, mispronunciation and etc.(Tuan & Mai, 2015). Inhibition is the first problem that students encountered in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled.

Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of

talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

Woodrow (2006) claimed that anxiety has a negative effect on the speaking performance of English speakers. Adults are very careful to in making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which leads to be silent during the whole class activity. Inhibition is a feeling of being worry that stops people from telling or performing what they want (Cambridge A. L. Dictionary, 2008).

Pronunciation

According to Mahripah (2014), ESL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for ESL learners. As we know, English is not a phonetic language. That is, pronunciation of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they

sometimes get confused in producing the English words. ESL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways.

Merisuo-Storm (2007) viewed that an integrative and friendly view towards the people whose language is being learned makes sensitize learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just communicative competence is not sufficient for learners to improve their speaking skill.

Grammar

Cotter (2007) argued that as students learn to use English in the classroom setting, they should also be involved in learning about how language works. They should be asked to reflect on various aspects of language, to develop a common language for talking about language, and to use this knowledge to evaluate texts critically in terms of effectiveness, meaning and accuracy. Someone who speaks well would similarly understand when to use different grammar points.

All human beings make a series of defenses to protect the ego. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threats disappoint the learners to talk English and prefer to be silent rather than being criticized in

front of a large number of people (Brown, 2000). Risk-taking is pertinent to inhibition and self-respect. ESL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill (Mahripah, 2014).

Ur (1996) revealed some speaking issues that teachers may encounter in getting students to speak in the classroom. The first is Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that speech attracts. They are shy about the attention that attracts their speech.

Littlewood (2007) also claimed that a classroom in a foreign language can easily create inhibitions and anxiety. They are shy about the attention that attracts their speech.

Littlewood(1981) argued that some teachers use L1 for class management. L1 means the medium of communication is their native language. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication

Cameron (2001) stated that children need both to participate in discourse and to build up knowledge and skills for participationll in order to learn discourse skills .Furthermore, language is best learned when the

learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features (Kumaravadivelu, 2003). It is worthy to mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani, 2010).

In speaking class, Lukitasari (2008) conducted a study focusing on the strategies of the students to overcome speech problems. Her study results suggest that the students faced some speaking issues including inhibition, nothing to say, low or uneven participation and use of mother tongue in speaking class. The study findings also reveal that the speaking performance of the students was not good because they did not master the three vocabulary, grammar, and pronunciation elements of speaking

Lack of Self-confidence

Research by Robertson, Line, Jones, & Thomas (2000), concluded that Language students face far - reaching difficulties and challenges. Another study also found that most non - English - speaking students did not meet the academic system's expectations. The study also found that, despite many hours spent reading and reviewing, they struggled with class participation and writing assignments (Bretag, Horrocks, & Smith, 2002).

Most students suffer from a lack of self - confidence (Jackson, Ray, & Bybell, 2013), which is a key aspect of learning a new language as continual communication and social integration with local students enhances one's new language skills (Yoon & Portman, 2004). Confidence in speaking a second

language occurs when communicating while making mistakes is not ashamed (Clément & Bourhis, 1996). This is consistent with the findings of another study that found students with a significantly higher level of English expertise and communication effectiveness facing minimally perceived humiliation and anxiety and are less self-conscious of their accents or ethnic backgrounds (Barratt, 1994)

Possible Solutions to overcome Language Difficulties

Teaching English as a foreign language means being able to solve the problems of students in acquiring certain language skills. There are a number of resources and activities available to get round these common speaking problems. Ur (1991) also gave the solution, the several activities that can help reducing speaking problem.

Reading Activities

Krashen (2003) declared that in language education, free voluntary reading is the most powerful learning tool. It helps to improve language skills and enhances vocabulary size. Reading advocates such as Nutall (1996) stated that extensive reading programs were the most effective method of enhancing vocabulary size, improving reading skills and expanding overall language ability. Many studies found that extensive reading worked efficiently and it was compared with and associated well with achievement in reading comprehension. For example, Robb and Susser (1989) studied the comparison of extensive reading with a skill building approach. Hafiz and Tudor (1989) did a three month experimental study of extensive reading through graded readers.

Extensive reading is a language teaching process where learners are exposed to a variety of reading materials to gain a global understanding although may read for pleasure (Day & Bamford, 2004). Students choose books of their own choice to read independently and it should not be followed up by any task related to the reading material. If they do not feel any interest in the chosen material or find the content hard to understand, they can leave it there and start off with the new book or text. Students of any age and level can benefit from this extensive reading but at least they should have basic skills to read it (Day & Bamford, 2004). According to Krashen (2004), extensive reading is also like free the voluntary reading approach, sustained silent reading and independent voluntary reading.

Communicative Activities

There are many ways to help the students to overcome their difficulties in speaking English. According to Harmer when the teachers want to encourage students to speak, they have to use communicative approach that avoids the concentration towards grammar and vocabulary but emphasizes on the significance of language function (Harmer, 2001). In other words, these activities will involve students in real communication, where the achievement of their communicative task is more important than the accuracy of language they are using. However, Harmer continued his statements that in order to do these activities, there must be something that makes students interested in communication (Harmer, 2004). In this case, game can be a solution as it stated by Prank that game is used for giving intense and passionate involvement in communication to the students so that they can feel enjoyment and pleasure in learning (Mahmoud & Tanni, 2014). Therefore, teachers have

to try to motivate students to speak by using games combined with communicative approach so that hopefully it can create a good circumstance, encourage students to take part actively and improve the quality of students' communicative competence.

Rama, Yinglee & Luei (2007) conducted an action research study on the hypothesis of using language games to improve speech skills during English classes in a primary school called "Jurong" in Singapore. The participants in this study were 78 students. The researchers used two different methods for two different groups; they divided students into experimental group in which was implemented a communicative method where were implemented language games to improve speaking skills, and a control group which was focused in a teacher centered method in which teachers used real-life activities including the essential vocabulary to perform a conversation. The results of the study organized in two tables. The first table shows the study of pre-tests and post-tests where 4 students did not were present in class during the pre-test and a total of 35 students were present in pre-test and post-test.

Hamzah & Ting, (2009) conducted a qualitative and action research study on success of using group work in teaching speaking in English classroom in a school called "SMK Damai Jaya" in Malaysia. The sample of the study was 33 students and 3 English teachers. The researchers conducted three oral activities where students were observed then they received questionnaires and three experienced teachers where observed as well. Questionnaires, observations and interviews were used as data collection instruments. The researchers carried out a series of questionnaires in Malay language where students could provide their opinions about the group

work activities to improve speech skills and their consciousness of participation in those activities. The results of the study expressed enthusiasm in group work activities and proficiency in spoken language, because they were secure of expressing themselves in small groups which avoided anxiety to speak in another language.

Chapter 3

METHODOLOGY

Discussed in this chapter is the phenomenology used in this study. This research includes method and design, role of the researcher, informants of the study, the method of data collection, data analysis trustworthiness and credibility, and its ethical consideration.

Research Design

The research utilize a qualitative research design since they trusted that this will lead them to learn, find and demonstrate speculations and studies which has just been contemplated. Phenomenological study would be best suited as the researcher design since this is a phenomenon that is seen in the showing practice today. Raagas (2010) underlined that this designed would be investigate the numerous point of view of the circumstances and make speculations of what is something like. In this design, it depends almost exclusively on lengthy interviews with carefully selected sample participants.

Silverman (2000) said in his work that strategies utilized by qualitative researcher embody that they can allow a more profound comprehension of social phenomenon.in this sense, profound understanding begin in inward encounters and dialects. The phenomenon of language barriers is common not simply in casual setting of adapting, but rather it is likewise considered as an elective language for a specific function.

Our longing acquire the students keenness of language barrier in the classroom setting has guided us to utilized the phenomenological

examine. As indicated by Creswell (1998), individual encounters are considered as wonderful. In this examination, we are keen on knowing how the students responds towards this language barrier phenomenon which they have encountered in the classroom.

Roles of the Researchers

The researchers was the primary sources of the materials and data that this study obtained. As per Kieglemann (2002) the researcher's part is to encourage the inquiries of the research to the informants with the goal that they can share their encounters.

In acquiring the needed data, the researchers identified the teacher who are handling major English language subjects. After identifying the teacher, the researchers choose students from his/her class. Also, the researchers prepared a questionnaire which will be validated by an expert. After the validation, the researchers will proceed to the interview phase where the chosen respondents will be asked and will invited for a short time period. Aside from this, the researchers will record the responses of the participants. In order to encourage the informants to share their thought, their commitment is to guide and direct the whole course of the study. They will also be entitled for their findings and conclusion based on the acquired information.

Research Participants

In most cases, a phenomenology study method selects a very limited number of individuals as the subjects of the study. Patton (1990). A phenomenological study is one that focused on descriptions of what people

experience and how it is that they experience what they experience. One can employ a general phenomenological perspective to elucidate the importance of using methods that capture people's experience of the world without conducting a phenomenological study that focuses on the essence of shared experience.

The informants in this study will be ten random English Major Students of UM Panabo College during the 2nd term in the 1st semester. This conforms the minimum requirement of ten informants according to Creswell (2007) and was supported by Boyd (2001) that ten informants are sufficient to reach saturation.. In this case it focuses on their experiences in language difficulties in speaking and how they overcome that problem.

Data Sources

The information relevant to this study was gathered through a personal interview with the respondents. The participants was given an orientation about the study and was asked to participate through an in-depth interview as a means of data collection. The interview will be documented by the researchers and will be recorded respectively for decoding important statements. The researchers use their cellphones for recording and save the conversation as proof of interview.

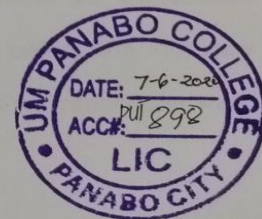
Data Collection

Research data is crucial as the data is intended to contribute to a better understanding of a theoretical framework. Then it becomes imperative to select the data collection method and from whom the data will be acquired

with sound judgment, especially there is no amount of analysis that can compensate for properly collected data (Acosta and Rolando, 2016). Research decides what needs to be known and identifies communication barriers that are willing to share information and experiences. The dominant sampling strategy in qualitative investigation is probability sampling, which depends on the selection from the larger population of the random and representative sample. Subsequent generalization of the research finding to the population is the purpose of probability sampling. In qualitative research, on the other hand, purposeful sampling is the dominant strategy.

Purposeful sampling seeks information- rich cases that can be thoroughly studied (Patton, 1990). In particular, purposeful sampling is exemplified by the key informant technique (Garcia, 2006), in which one or several individuals are asked to act as guides to a culture. Key informants are observant, reflective community members of interest who know a great deal about the culture and can share their knowledge with each other. Participants were identified using purposeful sampling techniques.

A letter requesting permission to conduct the study was sent to UM Panabo College participants requesting that researchers be allowed to conduct research by observing and recording conversation in a one - on - one interview as some forms of genuine data collection. Interviews and observations are the prevailing forms of data collection associated with qualitative inquiry. The following data collection forms are observed in this case:



Observation. The researchers created this scheme where they took notes specifying the instances. For this study, this focused heavily on the research question. The researchers used observations to determine the participants' predicaments and experiences. As cited by Cohen D. Crabtree (2006), observation is a systematic data collection approach. Researchers use all of their senses to examine people in natural settings or naturally occurring situation.

Interview. There is no doubt that the interview is the most common data source in qualitative studies. We, the researchers have found that to satisfy and enable our study to be completed. Interviews to answer the guide questions about the aspiration and experiences of UM Panabo College respondents are useful. The researchers requested permission for legality purposes before undertaking interviews. In the interview process, we set the environment first to make it particularly comfortable for our respondents as a way to appreciate their efforts to give our study favourable respondents.

Good questions should be open - ended, neutral, sensitive and comprehensible in a qualitative interview. Usually it is best to start with questions that can be answered easily by participants and then proceed to more difficult or sensitive subject.

Voice Recording. This is also the other way of collecting data. Wherein the research were making an audio-record with the use of mobile phones of what was said during the interview and must be transcribed verbatim before the data analysis started.. Specifically, before the interview the participants or the interviewees were informed that their responses were

being recorded. According to Creswell (2007), in order to achieve the effectiveness of the interview, recording the interview was the most applicable way to use to capture the most reliable data gathered.

Data Analysis

Bogdan and Biklen define qualitative data analysis as "work with data, organize it, break it into manageable units, synthesize it, search for patterns, find out what is important and what to learn, and decide what to tell others".

Qualitative researchers tend to use inductive data analysis, resulting in the emergence of critical themes from the plan (Patton, 1990). We've had a hard time analysing the data we've collected because it's one of the study's critical components. It is very important that the study results are comfortable and well organized. Data are described, illustrated and evaluated in the process of systematically applying statistical and logical techniques.

According to Resnik and Shampoo (2003), different analytical procedures ' provide a way to draw inductive inference from the data and distinguish the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data. While statistical procedures may include data analysis in qualitative research, analyses often become the most simultaneous ongoing interpretative (process where data is collected and analysed continuously).

Trustworthiness and Credibility

Four trustworthiness issues require attention in the qualitative research project: credibility, transferability, and confirmability. Tagadiad (2012) stated that in a qualitative inquiry, the objective of trustworthiness is to support the

argument that the findings of the inquiry are 'worthy to pay attention to,' which is quite different from the conventional experimental precedent of attempting to demonstrate validity, soundness and significance. Credibility is an assessment of whether or not the findings of the research represent a "credible" conceptual interpretation of the data from the original data of the participants. Transferability is the extent to which the inquiry findings can be applied or transferred beyond the project's boundaries. Confirmability is a measure of how well the data collected supports the findings of the investigation (Lincoln and Guba, 1985).

By maintaining high credibility and objectivity, the trustworthiness of a qualitative study can be increased. A definition of trustworthiness research could be: "Demonstration that the evidence for the reported results is sound and that the result - based argument is strong." Krefting (1991) suggested criteria to ensure valid data interpretation in order to maintain high confidence in a qualitative study: value of truth, applicability, coherence, neutrality. Truth value is measured by credibility in the qualitative approach: Having adequate research involvement in such a way that recurrent data can be properly identified and verified. With transferability, applicability is established: allowing readers to apply the study finding to their own situation. Because of its close association with data, sources, and methods, the perspective of a qualitative researcher is naturally biased, various audit strategies can be used to confirm findings (Bowen, 2009; Miler, 1997).

Credibility. Lincoln and Guba (1985) claimed that the researcher could enhance credibility by describing and interpreting his / her experiences as researchers as well as consulting with participants and allowing them to read

and discuss the findings of the research. Prolonged engagement, observation and audit trail can also demonstrate credibility.

Transferability. it refers to the possibility of applying findings outside the context of the study situation. A study can be deemed to have met the transferability criterion when criticizing qualitative research if the finding can "fit" into the other context and readers can apply the findings on their own experiences (Lincoln and Guba, 1985). This study includes numerous data analysis documents that are used to answer the research question in the appendix. Furthermore, this is a springboard for the researchers to transfer conclusion or recommendations as a starting point for further study.

Dependability. It is an integral component of rigor and involves the researchers providing the reader with sufficient information to determine how the study and the researchers are dependable. A study may be considered auditable if another research is able to clearly follow the investigator's trail and the potential reaches the same or comparable conclusion (Lincoln and Guba, 1985). To ensure reliability, the data had to be analysed and collected by recording and interviewing with ample number of days. And we will interpret the data that will be generated after examination.

Confirmability. It is a proportion of how well the request's discoveries are upheld by the information gathered by Lincoln and Guba (1985). The analysts will guarantee that the works and findings in this examination will be the consequence of the encounters and thoughts of the sources instead of the specialist's attributes and inclinations.

Requires researchers to show how to reach conclusions and interpretations. It is concerned with determining that the findings are derived clearly from the data. When credibility, transferability and reliability are achieved, confirmability is usually established.

Ethical Consideration. Graciano and Raulin (2004) saw ethical consideration as an integral part of the process of research design. Silverman (2007) added that it is possible to clarify ethical consideration by consulting the professional association's ethical guidelines. We sent a letter of permission to the school director after identification. The informants were not informed so that the conversation becomes authentic and personal, which in our study is the much-needed phenomenon. If the researchers ask the informants' consent, their conversation will be limited and their discourse may be careful. Having the respondents' permission would be more harmonious. The informants were informed about the study after the researcher collected the data and even discussed the findings.

To hide their identity, the names of the participants in this study were not revealed. The study's results and findings were revealed to the informants to observe ethical consideration. This gave them the chance to see how important in the study they were. Including that the statements they make during the interview are all considered to be their own and will be accountable and reliable with it.

Chapter 4

RESULTS

This section presents the results of the study based on the recorded interview data analysis. The discussion of the findings is also reported here in order to attempt to answer the two (2) research questions mentioned above. Based on our participants' responses on our interview and probe questions we have encountered of pros and cons.

Table 1

Difficulties encountered by learners in speaking English Language

Informants' Responses	General Themes
<p>Informant 2</p> <p>“Feel nako akong opinion is mali makadungog ko sa opinion sa uban hala murag tama man jud sila hala unya akoa mali, mali man tingali ni, mao ng dili na kaayu ko magparticipate. Pero pero kung sure pud ko sa akong answer magparticipate ko pero gamay lang (laugh).”</p> <p>“I have a feeling that my opinion is wrong .Whenever I hear the opinion of others I thought that they are right while mine is wrong. I’m thinking that maybe my opinion is wrong that’s why I often to participate. But, but if I am sure</p>	<p>Inhibition</p>

with my answer I do participate however just a little bit (laugh).”

Informant 5

“Para sa akong usahay lang. Syempre naa koy idea pero maulaw ko moshare kay basin basig kung mo-answer ko kay mamali ana.”

“For me, sometimes. Of course, I have the idea but it feels awkward to share it to the whole class because if I will share it maybe it’s not right.”

Informant 7

“Kay nay times nga naa koy idea pero di ko sure kung tama ba to unya matingala ko kay akong idea kay nay naghands up tapos bale same mi ba tapos ay mao man to ako idea bay. Pero moana ko sa akong sarili dili man gud ko mahands up ba.”

“Sometimes I’m not sure with my ideas if it is right or not then somebody volunteered to speak and I found out we have the same ideas. I regret myself because I did not raised my hand first.”

Inhibition

Informant 1

“Ma mispronounce nako. Naa man gud koy time nga magkabuhol-buhol akong giingon ba unya naa pud koy time nga dili lang jud maminaw kay kung maminaw lang jud ka sa question makaanswer man jud ka motuo jud kog ana nga makaanswer jud ka kung maminaw lang jud ka sa lesson.

“I mispronounced it. There was a time that my words I uttered are not compact and sometimes I didn’t listened, if you just listen carefully to the given question you can answer it correctly. I do believe you can answer anything as long as you listen to the lesson.”

Informant 1

“Because of ma mispronounce gani. Wala kay confident sometimes sa question ba unya mahadlok ko moanswer kay basin mawrong.”

“Because I mispronounced it. Sometimes I don’t have enough confidence to answer the question and we are afraid of it because I might answer it incorrectly.”

Informant 3

“Inig deliver nako usahay mabulol ko

Mispronunciation

o malimali nakog pronounce tungod sa akong kakulba ingana usahay. Syempre sa imong classmate ug teacher samot ng dili kaayu ka prepared mao ng ginapractice nako pra dili nako magstutter.”

“When I deliver the words sometimes I stuttered or I pronounced the words incorrectly because I felt nervous sometimes over my teacher and classmate especially when I am not prepared that’s why I keep on practicing to avoid stuttering.”

Informant 8

“Feeling nako naa koy stagefright Kanang the way magtalk ko kayknagstutter ko kay makulbaan mas mauna akong kakulba kaysa akong pagstorya then daghan pa kog iistorya kay tungod sa kakulba nga murag mamali gani akong pagstorya sa akong words mao na akong makuanan, pronunciation,sa words kanang dili nako makuanan usahay mokalit rag kaipit akong dila.”

“i have a feeling that i have a stagefright. I stutter whenever I talk. My nervousness comes first before my words. Even though I have lot of things to share due to my nervousness I pronounce

Mispronunciation

<p>those words incorrectly. That's my difficulties to pronounce the words, I can't control sometimes it feels like my tongue was twitched."</p>	<p>Mispronunciation</p>
<p>Informant 5 "Kuan ang akong self-esteem. Kay mawad-an nakag gana ay mali man di ay ako kuan mali man d I ako gi-oral so mawala imbes naa kay confidence mabuhat to nimo maboost imo confidence which is mawala na lang imo self-confidence nga mostorya sa atubangan." "My self-esteem. I lost my interest whenever I have a feeling that I am wrong. Whenever I feel that my answer in oral participation is not right my confidence will lost instead of boosting myself however I don't have enough strength to talk in front."</p> <p>Informant 6 "Dili. Usahay man gud mawad-an kog confidence maulaw ko mao na mao jud nay pinaka number 1 nga babag sa usa ka student pag nay mga ano parehas anang mga public speaking mao na sya." "No. Sometimes I lost my</p>	<p>Lack of Self-confidence</p>

confidence. I am shy. That is one of the major difficulties of the student whenever there's an activities like public speaking and etc."

Informant 6

"Para sa akoo kay lack of confidence mao jud nay pinaka first.

"For me, lack of confidence is the very first.

Informant 9

"Ako siguro is dili because kuan man gud ko kanang kung baga dili kaayu kuan ang akong confidence sa akong sarili kanang kanang moraise kog hands biskan kuan wala gitawag akong name mo participate ko kay usahay man gani even nga bisan ginatawag ko magduha2 pa ka especially pag dili ka pag dili ko komportable sa environment o dili ko kanang familiar sa mga tawong nakapalibot sa akoo.

"I guess, I don't because I don't have enough self-confidence especially in raising hands even though my presence is not called or participate voluntarily. Even my name called I'm doubting myself especially if I'm not comfortable with the environment or I'm not

Lack of Self-confidence

<p>familiar with the people who surrounds me.”</p>	
<p>Informant 1</p> <p>“Yes of course. Dili man ta ingana ka hawd no nga straight English pa jud atong maano pero naa tay idea sa atong huna huna pero mahadlok ta iform into verbal kay basin grammatically wrong.”</p> <p>“Yes of course. Not all of us are good in English but we have the idea in our mind however we are afraid to express it in words because maybe it’s grammatically wrong.”</p> <p>Informant 2</p> <p>“Actually sa grammar jud, sa tinuod sa grammar jud ko maglisod wala bagsak jud ko atong first year pa ko (laugh).”</p> <p>“Actually in grammar, to be honest I found difficulties in grammar. I was mark as failed during my first year (laugh).”</p> <p>Informant 3</p> <p>“Kanang kuan Speaking syempre, kay syempre magduha-duha ka ba tama ba nga grammar imo gigamit kanang kanang bagay ba sya ana. Bisan nagskwela ta about ana pero</p>	<p style="text-align: center;">Grammar</p>

<p>syempre makakuan jud ta, bisaya man jud tag dako diba?”</p> <p>“Like speaking of course. I’m doubting about my grammar if it is right or not, if I used it properly. Even we are studying about grammar sometimes we found difficulties in it because we are born bisaya right?”</p> <p>Informant 7</p> <p>“Mas prefer ko nga written na lang kay kung oral man gud maconscious ko basin mabantyan nga wrong grammar ko or mas dili magawas akong thought akong ideas pag ienglish na nako sya.”</p> <p>“I prefer in written activities because orally I’m conscious with my grammar and my ideas will not be elaborated enough if it is in English form.”</p>	<p style="text-align: center;">Grammar</p>
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After finishing the tedious task of rereading and identifying similar and common concepts based on the responses of the informants, the researchers grouped their answer into general themes.

Table 1 presents the difficulties encountered by the student in speaking English language. In order to give a clear picture of how themes are organized, the researchers used various and grouped responses of the

informants. These can be identified by the italicized items within the interpretation of the tabular inputs.

Inhibition. *“Of course, I have the idea but it feels awkward to share it to the whole class because if I will share it maybe it’s not right.”* Learners are afraid to speak in English because of the negative evaluation among their peers. They are often inhibited trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that speech attracts. They are shy about the attention that attracts their speech. As argued by many theorists, fear of mistake becomes one of the main factors of students’ reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students’ fear of being laughed at by other students or being criticized by the teacher. Also, they are afraid of looking foolish in front of other people and they are concerned about how other will see them. Hieu (2011) and Zang (2006) cited in He and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. The emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake.

Students’ fear of making mistakes in speaking English has been a common issue especially in an EFL context. As argued by Middleton (2009),

most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on. As a result, students commonly stop participating in the speaking activity (Hieu, 2011).

Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. *"I have a feeling that my opinion is wrong .Whenever I hear the opinion of others I thought that they are right while mine is wrong. I'm thinking that maybe my opinion is wrong that's why I often to participate. But, but if I am sure with my answer I do participate however just a little bit (laugh)."* Cameron (2001) argued that children need both to participate in discourse and to build up knowledge and skills for participation in order to learn discourse skills .Furthermore, language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features (Kumaravadivelu,2003). As a teacher, we should not keep on correcting the mistakes of the learners for them not to hesitate to participate next time. It is worthy to mention that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani,2010).

Mispronunciation. *"When I deliver the words sometimes I stuttered or I pronounced the words incorrectly because I felt nervous sometimes over my teacher and classmate especially when I am not prepared that's why I keep on practicing to avoid stuttering."* Most of the students will not speak English

due to the anxiety they feel. From the difficulties stated at first which is Inhibition, they are afraid and nervous of getting evaluated by other peers in relation to the next difficulty which is Mispronunciation and also based from our interview to our informant, when they get nervous they mispronounced the words. ESL learner get nervous in speaking English language because they are not native speaker of it. Meaning to say there are words in English that seems new to them and they pronounced it incorrectly. There are many barriers that hinder the speakers to speak with good English pronunciation. Many studies have demonstrated that the errors made by the speakers of other languages, who speak English, are something systematic rather than random as they mingle the unfamiliar sounds with the sounds of the native language. (Ronald Carter and David Nunan, 2001); (O'Connor, 2003) noted that the errors of pronunciation that learners of English from different language backgrounds make are systematic and not accidental. So they concluded that the main problem of the speakers of other languages, who speak English, is substitution of sounds i.e. they substitute the sounds that they don't have in their native language, with other sounds which are close to them in the place of articulation. It was concluded by other researchers that the English pronunciation problems among speakers of other languages are the same but it is according to each language background.

Lack of self-confidence. Most of the students commented that they don't have confidence to speak in English. *"I guess, I don't because I don't have enough self-confidence especially in raising hands even though my presence is not called or participate voluntarily. Even my name called I'm doubting myself especially if I'm not comfortable with the environment or I'm*

not familiar with the people who surrounds me.” Learners are not confident enough because of the environment they placed in. Also, some learners think that their ideas is not as much as relevant and organized compare to others. It is commonly understood that students’ lack of confidence usually occurs when students realize that the listener does not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students’ confidence is an important part of teacher’s focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students’ confidence.

Chen (2010) state the main cause of students’ confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students’ lack of confidence also deals with the lack of encouragement from the teacher (Brown,2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating.

Grammar. *“I prefer in written activities because orally I’m conscious with my grammar and my ideas will not be elaborated enough if it is in English form.”*

There are words floating in our mind and sometimes we cannot express it verbally for having anxious in grammar we used. Sometimes we prefer to shut

our mouth, not to speak out because we can't express it using English Language. ESL learner must know the rule of grammar especially to a college student majoring in English. Based from our interview, even fourth year college still have difficulty in speaking English language due to grammar.

Vocabulary knowledge and grammar are two essential factors of foreign language learning, and they both influence learner's speaking performance. Good knowledge of grammar is viewed as an essential aspect for achievement in a foreign language. Grammar is important to learn the nature of language. Grammar helps learners to build comprehensible sentences in speaking. In order to understand how language works, learners should give attention to grammar. "If we only understand what others say partially and superficially, the communication of ideas can't be properly realized (Zhong-guo, Min-yan, 2007)

Table 2

Possible Solutions to overcome language difficulties

Informants	General Theme
<p>Informant 1 "Magbasa ug English article, mga book, mga wattpad, romantic English tanan para mga words murag lisod somehow wala kaayu nimo dili sya popular, common paminawon is makafamiliarize ka so with in the class kung malitok man sya walay makabalo walay makafamilliar</p>	<p>Reading Activities</p>

makaingon ka nga kabalo ka unsay meaning.”

“Reading an English article, books, Wattpad, romantic English books and everything so that the words which are difficult and somehow unusual you can now familiarize those words. So, during in the class if these words came up and no one knows, no one can familiarize it then you can say the meaning of that.”

Informant 2

“Ako jud nagabasa jud kog libro labaw ng English. Miskan lisod na kaayu pero mobasa gihapon ko para mas daghan kog vocabulary mahibal.an. Ginaresearch nako sya sa dictionary kung unsay synonym nya unsay meaning. Usahay ginasulat ginasulat nako ginatake note basin diay magamit nako sya sunod.”

“I really read books especially English books. I know it is very difficult yet I still read so that I will discover different vocabularies. I research the synonym and meaning of those words in the dictionary. Sometimes I write it down in my notes so I could use it next time.”

Reading Activities

Informant 3

“Ahmm studyante paman ko. Kung unsa tong strategy sa mga teacher ako pud tong iapply sa sarili. Kay as a future educator diba maaply man jud nako na so dapat tagaan jud nimog panahon imong sarili kung pwede lang dapatman jud sya magstudy, Magbasa basa, Reading, Reading read read jud sya. Yes, and also ipractice jud makigcommunicate sa mga tao jud. Mao gyud na sya.”

“Ahmm, since I’m still a student whatever strategy of our teacher I also apply it to myself. As a future educator we really need to apply those strategy we learned from our teachers so we really need to give time to our self to Study, Reading, Reading, Reading. Yes, we need to practice our self to communicate with others. That’s really the thing.”

Informant 4

“Nagabasa basa ko, ahmmm speak aloud ahmm for example kanang poems bisan mga short stories mga novels. Ako Ginacompate akoang mga dati nga pronouciation mga diction ginacompate nako sauna og karon so ginatan.aw nako—Ay!

Reading Activities

<p>ginapaminaw nako kung naa bay improvement or wala mao na akong strategy.”</p> <p>"I keep on reading, ahmmm speak aloud ahmm, for example like poems and even short stories, like novels. I always comparing my previous pronunciation and my diction. I compare how I was before and how well I am now. I looked – Ay! I listened to my utterance if there’s an improvement or none, that’s my strategy.”</p>	<p style="text-align: center;">Reading Activities</p>
<p>Informant 1</p> <p>“Kay Sir, activities nya is katong ahmm open murag open speaking sya so dili kanya icorrect as long as you ingon nimo unsa imo huan huanaan unsa imo idea either you will speak in English or its either you will speak in vernacular o unsa ba diria Basta open sya nga speaking skills so murag ginaprocess nya gina develop</p> <p>nya hiang hinay imo speaking skills from pinakadali to standard nga skills.”</p> <p>“Our Professor, he had an activities given to us, ahmm like it</p>	<p style="text-align: center;">Communicative Activities</p>

is an open speaking. He will not correct us as long as we speak whatever ideas came up in our mind its either we use English language or vernacular or anything else. Since it is an open speaking it undergoes process that will help to develop gradually our speaking skills from easy to the needed standard.”

Informant 2

“Naa labaw na katong sa speech communication sige mig storya unsaon pagpronounce correct, unsaon pagpronouce ani nga word, unsay tama nga placement sa imong baba para maprounouce nimog correct and para sa ko mao to ang pinakakuan nga activity maenchance ako speaking skills.”

“Yes we have, our Speech Communication we keep on talking, ow to pronounce the words correctly, and proper placement for our mouth to pronounce the word. And for me, the activity we had is very helpful to enhance my speaking skills.”

Informant 3

“Oo like kanang oral participation,

Communicative Activities

report nga dapat kana gyud mura syag iEnglish only unya tama pud na sya ginabuhat sa teacher. Although hadlok sya nga inagana ginapabuhat sa teacher pero para man pud na sa studyante. Maka-enhance jud sya pero dapat jud tabangan jud ang sarili.”

“Yes like oral participation, report and has a rule of English only, that’s the appropriate thing that teacher must do. Although it’s very afraid if the teacher implement that however that activities is for the betterment of the student. It will enhance their skills but of course students must help their self as well.”

Informant 4

“For example katong sa mga past nga English major subjects ahmm katong kuan ahmm akong gikuan tong strategy sa akong teacher nga naa syay activities for example kanang mga impromptu, speech, ahmm katong pagkuan sa mga impromptu speaking basta mga all about impromptu public speaking mao na murag isa sa mga ways maenhance speaking skills kay makagain kag kuan kaning confidence kanang makakuan sa

Communicative Activities

<p>imohang kuan makpaspas sa imohang huna huna kay syempre maghuna huan ka unsa imo iistorya sa atubangan.”</p> <p>“For example in my previous English major subjects ahmm that ahmm I do the strategy of my teacher, for example like impromptu and speech. Ahmm doing impromptu speaking and all about impromptu and public speaking those are ways of enhancing your speaking skills because it will gain confidence and to practice your mind to think faster because of course you need to think widely so you can say something in front of everyone.”</p>	<p>Communcative Activities</p>
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Table 2 presents the possible solutions to overcome language difficulties. The researchers used the informants ' various and grouped responses to give a clear picture of how the themes are organized. These can be defined in the representation of tabular inputs by the italicized items.

Reading Activities. Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Walter R. Hill (1979) briefly defines reading as what the reader does to get the meaning he needs from contextual resources. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is

comprehension (Nunan, 2003). The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has (Grabe & Stoller, 2001). Alderson J.C.,(2000) stated that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence. Krashen and Terrell (1989) point out that reading enables learners to comprehend better which is an important factor that can develop language competence. Reading will add to learners' conversational performance.

Reading will help learners to learn new words that they need for conversations. *“Reading an English article, books, Wattpad, romantic English books and everything so that the words which are difficult and somehow unusual you can now familiarize those words. So, during in the class if these words came up and no one knows, no one can familiarize it then you can say the meaning of that.”* Through reading language learners will have vocabulary knowledge which will facilitate their speaking performance and their usage of structure in the target language will develop. These components which are required through reading are all necessary for developing speaking skills. Reading may contribute significantly to competence in a second language. There is good reason, in *fact*, to hypothesize that reading makes a contribution to overall competence, to all four skills (Krashen & Terrel, 1983).

Communicative activities. There are many ways to help the students to overcome their difficulties in speaking English. According to Harmer (2004) when the teachers want to encourage students to speak, they have to use communicative approach that avoids the concentration towards grammar and

vocabulary but emphasizes on the significance of language function (Harmer, 2001). *“For example in my previous English major subjects ahmm that ahmm I do the strategy of my teacher, for example like impromptu and speech. Ahmm doing impromptu speaking and all about impromptu and public speaking those are ways of enhancing your speaking skills because it will gain confidence and to practice your mind to think faster because of course you need to think widely so you can say something in front of everyone.”* In other words, these activities will involve students in real communication, where the achievement of their communicative task is more important than the accuracy of language they are using.

However, Harmer continued his statements that in order to do these activities, there must be something that makes students interested in communication (Harmer, 2004). In this case, activities can be a solution as it stated by Prank that activities is used for giving intense and passionate involvement in communication to the students so that they can feel enjoyment and pleasure in learning (Mahmoud & Tanni, 2014). Therefore, teachers have to try to motivate students to speak by using activities or games combined with communicative approach so that hopefully it can create a good circumstance, encourage students to take part actively and improve the quality of students' communicative competence.

Meaning generated from the findings

One of the ways to assess the lanaguge proficiency of a learner is through their ability to express ideas and thoughts in appropriate words and meaningful sentences. However, mostly of the ESL learner specifically the

students majoring in English found difficulties in speaking English language. Based from the interviews with our informants they are hesitant to speak in English for they fear to judge by their peers and teacher. They are anxious to speak in front because they thought their ideas are incorrect compared to others.

This hesitation called Inhibition, whom the students are afraid to be judge, laughed and get wrong whenever they speak. Also, they always mispronounced the words they read or uttered and they are not sure about the grammar they use. These anxiety will lead to lacking of self-confidence which is part of their hindrances. These difficulties presented above are the dominant difficulties had by a n English major student. These language difficulties gives a geat effect when it comes to the level of participation in class. The more they feel in this way the tighter their lips to open.

As an ESL learner, a English major student, we are know to be good in communication and fluency in English grammar. However these difficulties will blocked the expectation of others. As learner majoring in English, we need to push our self to overcome these difficulties. Based from our interview, the informant really want to overcome their difficulties, also they have their own ways by reading books and participating oral activities.

Since, the learners have the eagerness to learn more then the teacher must also give attention to them and always involve them an activities such as reading and communicative activites like public speaking, debate, reporting or demonstration. This will be their stepping stone to overcome their difficulties.

Chapter 5

Discussion and Conclusion

This chapter comprises the discussion and the result of identifying the language difficulties encountered by the learners and possible solution to overcome language difficulties presented in the various responses of the research informant. After the discussions, the researchers presented the conclusion in relation to the data reflected on the various deliberation of themes as per collected in the information gathering procedures.

Language Difficulties

The researchers has found that there are many and difficulties faced by the students in speaking English such as fear of making mistakes, fear of being laughed by their friend as they have no idea about pronunciation and grammar that they use. Besides, they are also not confident enough to express their idea and feeling hesitant due to the lack of vocabulary that they have. Those problems make students get lazy or less ability to speak.

Those cases are quite problematic considering that even though speaking is not included in final test, in daily teaching and learning activities it is involved in the scoring and become teachers' concern and consideration in determining whether or not the students pass the subject. Therefore, the researchers considers that it is very necessary to find out an alternative way to create suitable and interesting technique related to the students' condition.

In terms of possible solution to overcome students' fear of mistakes, the emotional bonds between students and teachers should be build. This

way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. The teacher should improve the students' concentration when learning English. This can be done by creating a supporting learning atmosphere. Finally, the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

In terms of possible solution to overcome shyness, it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. In order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success.

With regard to possible solution to overcome the students' lack of confidence, maximizing students' exposure to English is a good way to build the students' confidence. Teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English. Therefore teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are

In terms of mispronunciation, teaching should be focused on both recognition and production for an instance teachers should recognize the

pronunciation errors and correct them and teach the students how to pronounce these sounds correctly. The use of ICT should be made for better learning of pronunciations through Language Labs. The students should use headphones to hear the standard English pronunciations for practicing phonetic transcriptions. The students should be motivated to speak English to practice the newly learned sounds and get used to those sounds. A regular practice of writing spellings should be adapted to overcome spelling mistakes. Reading aloud should be practiced to develop the understanding of the rules of pronunciations.

In terms of the grammar which is one of the difficulties of a language learner, one of the ways to overcome this difficulties based from the interview we conducted to our informants. By reading books, articles or even fictional book which is the medium of language is English it can be a big help to overcome the said difficulties. Also, by doing oral speaking such public speaking, reporting and demonstration which it has a rule of “English only” are tools to overcome the problem. The effort of teachers is also a big help towards the performance of the student by implementing different strategy which involves speaking. Grammar is a vehicle to unlock the thought has the text. As, language learner it is a need to address for them to know what the write up trying to conveyed.

Good communicative skills are vital in the aspect of global communication. In this regard, the need for developing learner’s perception towards second language learning must be enhanced. This can only be done through the systematic creation and implementation of language learning programs and strategies which could overcome the language difficulties.

Conclusion

This paper reviewed the language difficulties faced by the English student . Those difficulties are the factors why mostly ESL learner can't speak English fluently. The mentioned factors in this paper have an important role in developing learners' speaking skill. The factors make learners less self-confident and less comfortable in their speaking classes. The result of this paper indicated that learners with a lack of self-confidence, inhibition, grammar and mispronunciation have serious difficulties in speaking skill in spite of having acceptable linguistic skills. This study showed that students who have higher confidence and lower anxiety can speak easily and effectively.

Thus, students should have a friendly and cooperative environment that can help them overcome their language difficulties. Teachers need to understand their students' interests and feelings, improve their learners' self-confidence, and choose the best teaching method to keep their learners' involved in the speaking activity. Teachers may praise their students to speak English. They should build a friendly relationship with their students, make them feel very happy in the class and have a feeling of great enthusiasm and eagerness to study English in general and speak English in particular. Giving enough time for the learners for speaking skill will help them overcome timidity through friendly behaviors to make them feel comfortable when speaking, remind the learners not to worry about making mistakes, and give them true instructions and enough guidance.

Teachers may give their learners more opportunities to speak English through using some speaking tasks that help them to speak and urge them to take part in speaking activities. In addition, teachers should know when and how to correct their learners' mistakes so that they are not afraid of making mistakes.

Recommendation

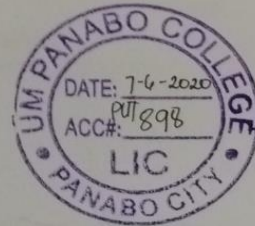
Constant use of English language is the best way to recommend for language difficulties. Also, one of the most useful ways to improve your communication skills is extensive reading. Extensive reading will help you to develop your ability to express ideas, also enlarging the number of vocabulary. Vocabulary knowledge is one of the crucial factors that will influence fluency in speaking. Reading introduces learners to a wider body of language and contexts. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills.

Also we suggest that using games in learning process could be a motivating factor for students in their learning experiences, but the non-existence of materials in English courses and teachers' deficiencies in game education make using games difficult in primary schools. It was aimed to reveal students' difficulties in enhancing their speaking skill and to give the solution to the problems occurred by applying a variety of Communicative games to solve students' problem in speaking. Using communicative game as means of instruction improved the students' achievement and results of speaking skill. Students enjoyed their lesson and got more motivation, interest

and confidence through their learning. Therefore, communicative game should be applied as designed activities in teaching speaking skills. It is recommended that the study should be preserved and extended to other language skills.

Teachers may speak using target language in the classroom frequently in order to expose students more to English language and to encourage them to use English in the classroom discourse. Teacher creates a friendly and open classroom environment and converse freely the ideas of the learners. In addition, for learners to improve their speaking skills, they should speak using the target language when undertaking classroom tasks and outside classroom, speak English at home with classmates, should be made to understand why it is important to acquire speaking skills, join speaking club for instance drama or debate. Since exposure of English language can be a way to have improvement in language difficulties teacher can apply "English only" rule whenever they want to speak. And also, both teacher and student must follow the rule not the students alone for the learner will be more motivated and encouraged.

This study suggests that encouragement becomes a vital thing in order to build the students' confidence. Once student build confidence towards their self and their performance in speaking English language will keep on improving. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.



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APPENDICES

Appendix A

Interview Questions

Research Questions

Research Questions	Interview Questions	Probe Questions
<p>1. What are the difficulties encountered by learners in speaking English Language?</p>	<p>1.1 What are your experiences in speaking English Language ?</p> <p>1.2. How this difficulty in speaking does affects your learning?</p>	<p>1.1.1 Do you have any experiences during classroom discussion? Such as failures or achievements?</p> <p>1.1.2. Have you reached the point that you found difficulty in conveying your message fluently using English language?</p> <p>1.1.3 If you're given a chance to speak in front using English language fluently, are you confident to do it or not? May we know why or why not?</p> <p>1.2.1. How are you in your class? How often you participate during class discussions?</p> <p>1.2.2. How about there's a rule which is 'English only'? Do you find it difficult?</p>

		<p>1.2.3. Why do we need to gain speaking competency specifically for a language learner?</p> <p>1.2.4. What do you think is the causes of these difficulties you had encountered?</p>
<p>2. What are the suitable solutions for overcoming speaking difficulties?</p>	<p>2.1 What are your strategies to enhance your communication skills?</p>	<p>2.1.1 What motivates you to look for ways to overcome those difficulties?</p> <p>2.1.2 Were those ways you do really enhance your speaking skills? May we know why? Or why not?</p> <p>2.1.3 What do you think your teachers do to help you speak English without being anxious</p>
<p>What meaning generated out of these finding?</p>		

Appendix B

Interview Answers

Sentences that are in bold style are the translations

***I.Q: Interview Question**

***P.Q: Probe Question**

INTERVIEW #1

Researcher: How's your life as a fourth year student majoring English?

- Fourth year for me is makaingon jud ko nga dili sya pareha sa old days na high schools life nga take for granted lang sya and ang college man gud is kanang ano sya kinahanglan ug focus kinahanglan ug kanang time management kinahanglan ug of course money para sa mga finances mga bayronon mga prints so all I can say that college life is not easy as that.

Fourth year for me, all I can say is its very different way back in my high school life where I just take it for granted while college life we really need to have a sense of focus, able to manage your time, need extra money to finance every payment and also a budget for printing. All I can say college life is not that easy.

P. Q 1.1.1: Do you have any experiences during classroom discussion? such as failures or achievements?

- Ahmm Naa man jud tay mga experience nga ingana kay for me its normal nga makaexperience ta ug mga ingana.

Ahmm, we really have different experiences and it's normal to experience those things.

Q: What are those experiences?

- Kanang mga magreport nga wala ka youre not familiar unsa imong gireport mga wrong doings, kanang mga mali pataka ra kag answer mga ingana.

Whenever you do reporting and you are not familiar about the content of your report. Your answer are all wrong.

Q: *Are you confident when you do reporting?*

- Confident. Kung gistudyhan nimo imohang topic.

Confident, if you study your topic well.

Q: *When it comes to delivering your message, how well you are?*

- Delivering message? So same sa pag magstudy ka sa imong report murag confident kayka of course pero pag kanang wala gyud ka nagduha-duha and wala kay focus sa imohang huna-huna so dili jud ka makaingon nga maayung ang result.

Delivering message? So, same as if you study your report you feel confident however if you are not doubting and your mind is not focusing the result is not as good as you think.

P.Q 1.1.2 : *Have you reached the point that you found difficulty in conveying your message fluently using English language?*

- Yes of course, dili man ta ingana ka hawd no nga straight English pa jud atong maano pero naa tay idea sa atong huna huna pero mahadlok ta iform into verbal kay basin grammatically wrong or pagpronounce nato ma mispronounce mga ing.ana.

Yes of course, not all of us are good in speaking English but we have the idea in our mind however we are afraid to express it in words because maybe it's grammatically wrong or we mispronounced it and the like.

P.Q 1.1.3: *If your given a chance to speak in front using English language fluently, are you confident to do it or not? May we know why or why not?*

- Depende kung unsay question.

It depends on the type of question.

Q: *About random lessons?*

- Mga ingana, about sa lesson kung naminaw jud ka of course confident ko moanswer straight in English about anang labaw na nga naa koy ideas ok kaayu, ok man sa akoo maconfident man kog tubag in English.

If it talks about any lesson and I listened very well in the discussion of course I am confident to answer in English fluently and also if I have all the ideas, it's ok, that's ok for me. I am confident to answer it in English.

Q: *So, you are not hesitant to speak in English?*

- Naa ray times siguro, kay dili man jud ta all perfect nga wala tay question nga maanswer.

Sometimes but we are not all perfect so not all question we can answer it.

P.Q 1.1.4: Do you have a skill that seems difficulty to acquire?

- Because of ma mispronounce gani. Wala kay confident sometimes sa question ba unya mahadlok ko moanswer kay basin mawrong
Because we mispronounced it. Sometimes we don't have enough confidence to answer the question and we are afraid of it because we might answer it incorrectly.

I.Q 1.2: How this difficulty in speaking does affects your learning?

- Somehow makaffect sya kay mawal-an man gud kag confident. Kung karon pa lang gani sa ing.ani pa lang nga level dili nako makatarung what more kung naa nako sa field dili nako ma handle ug maayo akong mga student so murag mawad.an kag confident murag di nako madayon o unsa ba murag basin maulawan lang ka mga ingana.

Yes oy! Somehow it will affect because we don't have enough confidence to ourselves. During this time, at this level, I can't do it properly how much more if I am now in the field of my specialization maybe I can't handle also my student properly so it will lead to losing of confidence that maybe I cannot do it or it will just give me a shame, like that.

Q: Are you participative during class discussion?

- Oo naman syempre mao man jud na ang role sa student to gain high grades.
Yes of course, that is our goal as a student for us to gain high grades.

P.Q 1.2.3: Why do we need to gain speaking competency specifically to a language learner?

- Sa akona ang speaking skills dili ing-ato ka importante but somehow part man gud sya sa atong profession pero dili man gud tanan all about sa speaking skills lang ang pagtudlo somehow naay mga teacher nga more on performance kay mga inga-ana gud.
For me, speaking skills is not only the important but somehow its one of the qualification we need to have for our profession but not all the teacher focuses on speaking skills some are performance-based and all the like.

P.Q:1.2.4: What do you think is the causes of these difficulties you had encountered?

- Ma mispronounce nako. Naa man gud koy time nga magkabuhol-buhol akong giingon ba unya naa pud koy time nga dili lang jud maminaw kay kung maminaw lang jud ka sa question makaanswer man jud ka motuo jud kog ana nga makaanswer jud ka kung maminaw lang jud ka sa lesson.

I mispronounce it. There was a time that my words I uttered are not compact and sometimes I'm not listening well, if you listen clearly to the given question you can answer it correctly. I do believe that you can answer anything if you only listen well to the lesson.

P.Q 2.1: What are your strategies to enhance your communication skills?

- Magbasa ug English article, mga book, mga watsapp, romantic English tanan para mga words murag lisod somehow wala kaayu nimo dili sya popular, common paminawon is makafamiliarize ka so with in the class kung malitok man sya walay makabalo walay makafamilliar makaingon ka nga kabalo ka unsay meaning.

Reading an English article, books, Watsapp, romantic English books and everything so that the words which are difficult and somehow unusual you can now familiarize those words. So, during in the class if these words came up and no one knows, no one can familiarize it then you can say the meaning of that.

P.Q 2.1.1: What/Who motivates you to look for ways to overcome those difficulties?

- Kay as a Teacher biskan lisod maingon ug perfect kay Nobodys perfect man jud , as a teacher as a model kinahanglan jud nato all skills ana kabalo ta, kabalo ta kay kita man ang model inside sa classroom kita man ang tan-awon sa atong mga students so dapat naa tay confident when it comes to speaking skills

As a teacher, we also found difficulties in speaking English perfectly, also nobody's perfect, since we are teacher serves as a good model we really need to acquire those skills and being confident to our speaking skills because the students will look after us a good model.

P.Q 2.1.3: What do you think your teachers do to help you speak English without being anxious?

Kay Sir Tagadiad, activities nya is katong ahmm open murag open speaking sya so dili kanya icorrect as long as you inngon nimo unsa imo huan huanaan unsa imo idea either you will speak in English or its either you will speak in vernacular o unsa ba diria nasta open sya nga speaking skills so murag ginaprocess nya gina develop nya hiang hinay imo speaking skills from pinakadali to standard nga skills.

Our Sir Tagadiad, he had an activities given to us, ahmm like it is an open speaking. He will not correct us as long as we speak whatever ideas came up in our mind its either we use English language or vernacular or anything else. Since it is an open speaking it undergoes process that will help to develop gradually our speaking skills from easy to the needed standard.

INTERVIEW #2

I.Q 1.1: What are your experiences in speaking English language?

- pud ko kay naa mna pud ako friends and kuan lisod sya kay syempre dili lisod basta lisudan ko.

Actually, it's difficult and also enjoyable at the same time for I have my friends.

P.Q 1.1.4: What are those difficulties that you meant?

- Actually sa grammar jud, sa tinuod sa grammar jud ko maglisod wala bagsak jud ko atong first year pa ko (laugh).

Actually in grammar, to be honest I found difficulties in grammar. I was mark as failed during my first year (laugh).

Q: How are you in your class? How often you participate during class discussions?

- Hilomon, dili ko nagaparticipate jud, kung tawagan e di motindog , motubag diha ra ko mokuan jud.

I'm quiet, I often to participate in class, if only the teacher called me then that's the time I stand and answer.

Q: May we know why you are not participative?

- Feel nako akong opinion is mali makadungog ko sa opinion sa uban hala murag tama man jud sila hala unya akoa mali, mali man tingali ni, mao ng dili na kaayu ko magparticipate. Pero pero kung sure pud ko sa akong answer magparticipate ko pero gamay lang (laugh).

I have a feeling that my opinion is wrong .Whenever I hear the opinion of others I thought that they are right while mine is wrong. I'm thinking that maybe my opinion is wrong that's why I often to participate. But, but if I am sure in my answer I do participate however just a little thing (laugh)

Q: What are the expected skills need to have as an English major student and soon to be a future English teacher?

- Dapat fluent ka sa English kay syempre nag—dapat as a English major dapat hawd ka sa English, fluent ka, dapat grammatically correct.

They should be fluent in English. As an English major student, you need to be good in English, fluent and grammatically correct.

Q: *Have you reached those needed skills since you are fourth year now?*

- Wala pa jud, sa tinuod lang wala pa jud even ng—kanang gusto ko magparticipate, gusto ko magenglish-english pero maulaw lang jud ko sa uban.

No, even though I would like to participate, to speak in English however I felt ashamed towards other.

P.Q 2.1: *What is your strategy to enhance your communication skills?*

- Ako jud nagabasa jud kog libro labaw ng English. Miskan lisod na kaayu pero mobasa gihapon ko para mas daghan kog vocabulary mahibal.an. Ginaresearch nako sya sa dictionary kung unsay synonym nya unsay meaning. Usahay ginasulat ginasulat nako ginatake note basin diay magamit nako sya sunod.

I really read books especially English books. I know it is very difficult yet I still read so that I will discover different vocabularies. I researched the synonym and meaning of those words in the dictionary. Sometimes I write it down in my notes so I could use it next time.

P.Q 2.1.3: *What do you think your teachers do to help you speak English without being anxious?*

- Katong sa speech communication sige mig storya unsaon pagpronounce correct, unsaon pagpronouce ani nga word, unsay tama nga placement sa imong baba para maprounce nimog correct and para sa ko mao to ang pinakakuan nga activity maenchance ako speaking skills.

Our Speech Communication we keep on talking, how to pronounce the words correctly, and proper placement for our mouth to pronounce the word. And for me, the activity we had is very helpful to enhance my speaking skills.

INTERVIEW #3

P.Q 1.1.4: *Do you have a skill that seems difficulty to acquire?*

- Kanang kuan Speaking syempre, kay syempre magduha-duha ka ba tama ba nga grammar imo gigamit kanang kanang bagay ba sya ana. Bisan nagskwela ta about ana pero syempre makakuan jud ta, bisaya man jud tag dako diba?

Like speaking of course. I'm doubting about my grammar if it is right or not, if I used it properly. Even we are studying about grammar sometimes we found difficulties in it because we are born bisaya right?

Q: If you are given a chance by your English teacher to speak in front, are you hesitant to do it?

- Syempre, hesitant jud ka.

Of course I'm hesitant to do it.

Q: Why are you having hesitation to do it? What do you think might happen if you do it?

- Ako mahuna-hunaan kay kanang mali akong answer pero feel nako tama man ba.

I'm confused with my answer maybe its wrong but I have also a feeling that it's right.

I.Q 1.2: How this difficulty in speaking does affects your learning?

- Maka-ano sya, kay syempre nikuha ka ana nga course dapat kabalo jud ka, diba? tapos ang expectation pud sa mga tao kabalo ka ana kay mao gud na gikuha nimo so.

For me, yes, it affects to our learning. Since you chose this course you really need to know it, right? Also, people expects you to know it because you chose this course.

P.Q 1.2.2 : How are you in your class? How often you participate during class discussions?

- Dili kaayu ko nakaparticipate, its because naa man tay mga classmate man gud basig...wala man pud ka nagahuna-huna nga "ngee dili sya kabalo" naa man gud tay mga classmate gud nga mas hawd jud nga lami kaayu sila moenglish unya ako feel nako " ay dili jud ko mkuan kay basig dili man pud sila mokatawa pero mga nawg sa atong mga classmate man gud mura kag gitikon nga motindog ka.

I often participate in class. I'm not anticipating that my classmate will tease me of not knowing it but we have classmate who is better than us when it comes to speaking English language then that makes me hesitant to participate. Though they will not laugh at me but the face of our classmate makes me tickle whenever I stand to participate.

I.Q 1.2.4 What do you think is the causes of these difficulties you had encountered?

- Kani sya feeling nako nagstart ni sya akonag elementary days kay tinuod jud di ay na no? kanang lahi ang public school sa private kay kung moingon kag public schools dili man siguro tanan pero akong teacher sauna kanang kulang gani ang pagtagad sa mga estudyante

nya moingon pud ka sa parent nako busy pud kaayu sila labaw na nga daghan kaayu mi dili kaayu macater sa akong mama unya syempre amo mahuna-hunaan kay dula, dula wala kaayu mi nagfocus sa amoang...sa amoang pagstudy kaayu pero while sa private mahatagan jud ug attention ang mga estudyante mao jud na.

This feeling I had started during my elementary days. It is really true about the difference between public and private schools in terms of teaching though I'm not generalizing but mostly. In public schools, the assistance of the teacher for the student in academic is not enough. Also, my parents were so busy and my mother cannot assist us to our studies for I have many siblings. We were not focused on our study because we kept on playing. While in private schools they really give you a full attention in terms of the needs of the student.

Q: Do you believe if you are weak on this skills can affect to you learning?

➤ *Oo, motuo ko.*

Oo, I do believe on it.

Q: If it will affect to your learning, as a language learner, do you think there's a need to gain this competency? Why or why not?

➤ *Oo, dapat ilearn nimo na sya kay gusto mana nimo sya nga field paningkamotan para para makuha nimo imong goal nga kani diba? Para mareach ang expectation sa uban.*

Yes, we really need to learn because this field is what we want so keep pursuing it for us to reach our goal which is this right? And to reached the expextation of others.

I.Q 2.1: What are your strategies to enhance your communication skills?

➤ *Ahmm studyante paman ko. Kung unsa tong strategy sa mga teacher ako pud tong iapply sa sarili. Kay as a future educator diba maapply man jud nako na so dapat tagaan jud nimog panahon imong sarili kung pwede lang dapatman jud sya magStudy, Magbasa basa, Reading, Reading read read jud sya. Yes, and also ipractice jud makigcommunicate sa mga tao jud. Mao gyud na sya*

Ahmm, since I'm still a student whatever strategy of our teacher I also apply it to myself. As a future educator we really needto apply those strategy we learned from our teachers so we really need to give time to our self to Study, Reading, Reading, Reading. Yes, we need to practice our self to communicate with others. That's really the thing.

P.Q 2.1.3: What do you think your teachers do to help you speak English without being anxious

- Oo like kanang oral participation, report nga dapat kana gyud mura syag iEnglish only unya tama pud na sya ginabuhat sa teacher. Although hadlok sya nga inagana ginapabuhat sa teacher pero para man pud na sa studyante. Maka-enhance jud sya pero dapat jud tabangan jud ang sarili.

Yes like oral participation, report and has a rule of English only, that's the appropriate thing that teacher must do. Although it's very afraid if the teacher implement that however that activities is for the betterment of the student. It will enhance their skills but of course students must help their self as well.

INTERVIEW #4

Researcher: What are your experiences whenever you have demonstration and reporting?

- Ahmm ok lang, kuan competitive ang mga student naa pud silay mga kuan mga knowledge mahatag about sa ilang topic especially pagmagreport sila, magdemo sila.

Ahmm it's ok, my classmates are very competitive, they do have also knowledge they can give about the topic especially when we have demonstration and reporting.

I.Q 1.1: What are your experiences in speaking using English language?

- Inig deliver nako usahay mabulol ko o malimali nakog pronounce tungod sa akong kakulba ingana usahay. Syempre sa imong classmate ug teacher samot ng dili kaayu ka prepared mao ng ginapractice nako pra dili nako magstutter

When I deliver the words sometimes I stuttered or I pronounce the words incorrectly because I felt nervous sometimes over my teacher and classmate especially when I am not prepared that's why I keep on practicing to avoid stuttering.

I.Q 1.1.2: If you're given a chance to speak in front using English language fluently, are you confident to do it or not? May we know why or why not?

Researcher: Like impromptu

- Ahmm it is because kuan man gud kining, from the word itself impromptu dili jud ka makaingon nga prepared ka ang impromptu man

gud ang topic diha na ihatag during the speech. Wala ka kablo kung kabalo ka anag nga topic kanang gihatag sa imoha so makulbaan jud ka. Pero ginaanad jud nako ako sarili an para in the near future inig mamaestro nako syenpre dapat naa koy mashare sa akong mga studyante about ana nga difficulties.

Ahmm, it is because from the word itself impromptu meaning to say the topic is given during the activity. You don't know yet about topic given to you then that makes you nervous. Yet I let myself to be comfortable to that activity so that for the near future, if I'm going to be teacher someday of course I have something to share to my student about that difficulty.

I.Q 1.1.4: Do you have a skill that seems difficulty to acquire?As a fourth year language learner, Siguro sa speaking especially sa impromptu kay murag dili pa kaayu ko ka kahiyang pero ginatry jud nako ako best kay mao mani ako gienroll nga kurso so dapat ako jud ning panindigan .

Maybe in speaking especially in impromptu because Im not really used to it but I really try my best since I chose to enrol this course so I need to stand with it.

Q: What if your English Teacher will give you a chance to speak in front, can you do it or not? Why or why not?

- Ahmm, kayanun syempre akoa maning gikuha so dapat ahmm prepared ko dapat ahmm naa koy kining kuan mind—ibutang nako sa akong mind set kaya nako ni buhaton ako maning gisulod nga kurso so dapat buhaton pud ko na.

Ahmm, of course I will do it. I choose this course so I need to be prepared on that ahmm I have this mind—I will put in my mind that I can do it. This is the course that I choose so I must do it.

I.Q 1.2 : How this difficulty in speaking does affects your learning?

- Ahhm, for me dili man hinoon kay in terms of learning naa naman jud na sa imoha gud kung nakabalo ba ka sa topic, kung kabalo kabalo man jud ka. Pero sa imoha lang ng delivery dili man ingon nga dli kay ka hawd modeliver wala naka nakalearn.

Ahmm, for me, No it won't, in terms of learning, its always there in you as long as you know the topic, as long as you know it, you learned. However it will matter on how you deliver it but it doesn't mean you are not good in expressing your ideas you never learned.

Q: How about there's a rule which is 'English only'? Do you find it difficult?

- Ahmm. Kanang oo mag lisod jud ko pero kanang ginatry man jud nako for example kanang imong ginnaingon nga rule English only so naa may rule dapat ikaw pud nga student maningkamot pud ka nga mabuhat pud na nimo nga masunod pud na nimo nga rule.

Ahmm. Yes, it's very hard but I am trying my best for example the one you said English only rule since it has a rule you as student we really have to stive hard to do it by following those rules.

Q: Are you participative during discussion?

- Yes.

I.Q 1.2.3 Why do we need to gain speaking competency specifically for a language learner?

- Syempre future English teacher gud ka itudlo mana nimo sa imo future English student so dapat kanang master ka ana about ana nga field kay mao gud na imohang major so mao pud na imohang itudlo sa imohang kuan lain man pud ug dili ka master ana unya itudlo na nimo makamali mali ka so nay possibility nga dili motuo imong mga students sa imoha kay naa man kay mga—ahmm kay dili accurate imong kuan kahibalo about ana nga topic oabout ana nga field.

Yes of course. We are future English teacher who teaches English student so we really have to be expert on that field because that is the major that we choose and that's what we teach to our student. It's not good if we are not expert on that, by the chance in teaching it might result to a false teaching and it has greater possibility that the student might not be believe on what you teach because you have – ahmm because your knowledge is not accurate regarding on that topic and field as well.

P.Q 1.2.4 What do you think is the causes of these difficulties you had encountered?

- Aah it is because wala kaayu ko naexpose siguro mas naexpose ko sa mother tongue so mao na.

Aah maybe it is because I'm not expose in English Language. I'm expose too much in our mother tongue.

I.Q 2.1: What are your strategies to enhance your communication skills?

- Nagabasa basa ko, ahmmm speak aloud ahmm for example kanang poems bisan mga short stories mga novels. Ako Ginacompate akoang mga dati nga pronouciation mga diction ginacompate nako sauna og karon so ginatan.aw nako—Ay! ginapaminaw nako kung naa bay improvement or wala mao na akong strategy.

I keep on reading, ahmmm speak aloud ahmm, for example like poems and even short stories, like novels. I always comparing my previous pronouciation and my diction. I compare how I was before and how well I am now. I looked – Ay! I listened to my utterance if there's an improvement or none, that's my strategy.

P.Q 2.1.3: What do you think your teachers do to help you speak English without being anxious?

- For example katong sa mga past nga English major subjects ahmm katong kuan ahmm akong gikuan tong strategy sa akong teacher nga naa syay activities for example kanang mga impromptu, speech, ahmm katong pagkuan sa mga imrpomtu speaking basta mga all about impromptu public speaking mao na murag isa sa mga ways maenhance speaking skills kay makagain kag kuan kaning confidence kanang makakuan sa imohang kuan makpaspas sa imohang huna huna kay syempre maghuna huan ka unsa imo iistorya sa atubangan.

For example in my previous English major subjects ahmm that ahmm I do the strategy of my teacher, for example like impromptu and speech. Ahmm doing impromptu speaking and all about impromptu and public speaking those are ways of enhancing your speaking skills because it will gain confidence and to practice your mind to think faster because of course you need to think widely for you can say something in front of everyone.

INTERVIEW #5

Q: If you are given a question and you answered it incorrectly, how does it affect to you?

- Kuan ang akong self-esteem. Kay mawad-an nakag gana ay mali man di ay ako kuan mali man d I ako gi-oral so mawala imbes naa kay

confidence mabuhat to nimo maboost imo confidence which is mawala na lang imo self-confidence nga mostorya sa atubangan.

My self-esteem. I lost my interest whenever I have a feeling that I am wrong. Whenever I feel that my answer in oral participation is not right my confidence will lost instead of boosting myself however I don't have enough strength to talk in front.

Q: What will you do if you can't find the exact word to express your thought?

- Kung dili nako makuha ang exact word? Syempre mangayo kog tabang sa akong mga classmate, mangayo kog opinion sa ilaha or naa man tay google or naa man tay internet so isearch nimo para mahibal-an pud nimo kung unsa to ginapangita nimo nga words.

If I can't find the exact word? Of course I will ask a help from my classmate, about their opinion or we have a google or internet we could search there for us to know what word you are trying to emphasize.

Q: What are the difficulties encountered by a learners in speaking English langauge

- Ang mga difficulties nga akong nabantayan kay as far sa akong mga classmate ang difficulties man jud kay ang pagstorya sa atubangan kay bisan pa ug classmate na nila o dugay na magkaila maulaw lang gihapon mao na.

The difficulties I observed so far even to my classmate is difficulty in speaking in English in front of the crowd even though the audience is just your classmate who knows you for many years yet still we feel shy over them.

Q: What are causes of these difficulties?

- Causes kay maulaw siguro wala sya kabalo sa maanswer, then maulaw sya, maulaw sya moadto sa tubangan ipangshare iyang thoughts.

Causes maybe they are shy, they doesn't know the answer, then they felt awkward, ashamed to go in frontand share their thoughts.

Q: Why do we need to gain this skills?

- Syempre as a language learner mogain jud kag mga words which is dapat nimo mahibal-an para in case na makaencounter ka nga word dili naka maglisod kabalo naka kung unsa to sya.

Of course as a language learner we gained with different words which is need to know figured it out. In case you encounter such words it will not be harder for you since you know it beforehand.

Q: What or who motivates you to overcome those difficulties?

- Ang nakapag motivate siguro nako kanang hawd pud siguro akong instructor unya kung tabangan pud mi nya dili lang tabangan lang namo ang among kaugalingon motabang pud siya unya naa puy collaboration mao na sya makamotivate sa akooa.

The person who motivates me maybe my instructor who's really great in speaking English language. And also help us and there's also a collaboration, that's what motivates me.

Q: What is your strategy to improve those difficulties?

- Maenhance? Magbasa ug mga books then motan.aw sa youtube kung unsa ang makaenhance sa effective nga sa imohang skills sa language.

How to enhance? I read various of book and watching videos in youtube, a video that will give help to enhance our skills in language proficiency effectively.

INTERVIEW #6

Q: If you are given a chance to speak in your English class? What will you do?

- As a kuan kanang future teacher so dapat dili jud ka magulaw-ulaw kung tagaan kag chance mostorya sa atubangan igrab nimo na nga opportunity para maenhance imong skills kung unsaon nimo pagstorya sa atubangan kay gamit na sya nga mahimo na kang teacher puhon.

As a future teacher we should not be shy if we are given a chance to talk in front, we need to grab the opportunity to enhance our skills on how to talk in front because that is useful when we become teacher soon.

Q: How often you can't express your ideas or opinions?

- Para sa ako usahay lang. Syempre naa koy idea pero maulaw ko moshare kay basin basig kung mo-answer ko kay mamali ana.

For me, sometimes. Of course, I have the idea but it feels awkward to share to the whole class because if I will share it maybe it's not right.

Q: If the English teacher throw a question then you are not prepared, what will you do?

- By the virtue of no choice, kelangan jud ka mag-ano ahmm unsay tawag ani oy...magkuan magkuan sa imong... kanang knowledge kung unsaon nimo pagtubag sa iyang pangutana magbase kag mga experiences nalang nimo mahatag nmo ang tubag nga gipangutana sa usa ka teacher.

By the virtue of no choice, it's a really need to ahmm... what do you call these... to your...to share your knowledge, answer it based on your experiences so that you can give the answer on the question of the teacher.

Q: What do you think are the difficulties in speaking encountered by a English student

- Para sa akoa kay lack of confidence mao jud nay pinaka first. Then ano then Dili man gyud tanang estduyante is perfect magpronounce. So isa pud na sa mga difficulties ang pronunciation tapos mao na sya naa man gud uban nga yungit mostorya mao ng dili clear para sa mga listener kung unsa ila gipangstorya.

For me, lack of confidence is the very first. Then not all students is perfect in pronunciation. Pronunciation is also one of the difficulties of the student because others are stuttering whenever they talk, the words they utter are not clear for listener.

Q: Do you participate in class? Why or why not?

- Dili. Usahay man gud mawad.an kog confidence maulaw ko mao na mao jud nay pinaka number 1 nga babag sa usa ka student pag nay mga ano parehas anang mga public speaking mao na sya.

No. because sometimes I lost my confidence. I am shy. That is one of the major difficulties of the student whenever there's an activities like public speaking and that's that.

Q: Why do we need to gain speaking competency especially to langauge learner?

- Ahmm kelangan jud sya, especially as a future English teacher so English man ta so dapat karon pa lang daan maenhance na nato atong skills kay para pag-abot sa—pag-abot sa naa nata sa field confident

nata mospeak sa atong studyante ug moshare sa atong knowledge and ideas.

Ahmm it is really a need especially as a future English teacher since our major is English as for this moment we really need to enhance our skills so that by the time—by the time when we are in our field of specialization we are already confident to speak to our students and to share our knowledge and ideas.

Q: Those difficulties you said, how does it affect to you?

- Ahhm ano kanag murag Makahimo syag kuan unsay tawag ani oy makahimo sya ug... mawad.an kag pag.asa ba ay ingani d I ko .Pero kung ikaw nga tao naa jud kay goal maningkamot ka.

Ahhm, it will create a—what do you call these, it will create... your hope will lost about yourself but you as a person if you set a goal, you need to strive hard.

Q: What are you motivation to overcome those difficulties?

- Kuan sa akong kuan labaw na karon sa pagswkela so kelangan, ang nakapagmotivate jud sa akoa is kanang kaya man gani sa uban why not sa akoa so kayanon pud nako mao jud nay isa nakapagmotivate so dapat maningkamot ta para makahuman ta.

Ahmm especially in my studies, so it is a need, who really motivate me is when others can do it why can't I so I need to do it, it motivates me we need to strive hard for us to finish our study.

Q: What are your strategies to improve your difficulties in language?

- By kuan kanang read, mag practice ka sa pronunciation tapos ilet imong self nga dili naka maulaw mostorya sa atubangan.

By reading, practice your pronunciation and also let yourself not to feel shyness whenever we need to speak in front.

Q: In what way does your teacher help you when it comes to speaking without being anxious?

- Ano kanang mag motivate ang isa ka teacher nga ingani ang way pagspeak sa atubangan dapat. Ang teacher kay hawd pud sya motudlo or motivate sa iyang istudyante para maenhance ang skills.

The motivation of the teacher on how to speak in front. The teacher should be great in teaching and motivating his/her student to enhance their skills.

INTERVIEW #7

Q: How was your life as a 4th year student majoring English? Do you have a skills that continually improving or still needs more attention?

- Ahmm so far, naa man pud koy mapansin nga develop na akong speaking but then dili jud ko makassure nga fluent nako when it comes to oral kay mastutter pa ko na mas prefer ko nga written na lang kay kung oral man gud maconscious ko basin mabantyan nga wrong grammar ko or mas dili magawas akong thought akong ideas pag ienglish na nako sya .

Ahmm, I also notice that my skills in speaking English language is developing however my fluency in this language is not really good because whenever in oral participation I still stuttered. I prefer in written activities because orally I'm conscious with my grammar and my ideas will not be elaborated enough if it is in English form.

Q: Are you not participative in class? Why?

- Yes, ulawon man ko.
Yes, I'm a bit shy.

Q: What if the teacher will give you a sudden question? What will you feel?

- Diba kamo inyo jud kong ginakuan nga moapil ug mutya kana pa lang mabuang na gani ko sa oral how much more kung naa nako stage so kana ginaisp nako syempre ana sila you should face your fears pero basta paningkamotan lang gud nako nga kanang matubag pag kanang pag diba pag lmrpompito kay unsay ideas nga nasa imong utok mao namn jud tong modiritso mogawas so usahay makatubag man ko pero mga simple lang jud akong English nga ma nga mahatag.

Oh, you keep on encouraging me right to join a pageant but whenever in oral activities I went crazy already how much more if I'm in the stage? That's what I keep on thinking but of course others will say we should face our fear. Yet, I do my best to answer it like in impromptu whatever ideas came up in your mind those are also what you utter. Sometimes I can answer the questions orally however I only used few and basic English word.

Q: Why you have hesitation in participating in class orally?

- Kay nay times nga naa koy idea pero di ko sure kung tama ba to unya matingala ko kay akong idea kay nay naghands up tapos bale same mi ba tapos ay mao man to ako idea bay. Pero moana ko sa akong sarili dili man gud ko mahands up ba.

Sometimes I not sure with my ideas if it is right or not then somebody volunteered to speak and knowing that we have the same ideas. I feel regret because I did not raise hand first.

Q: Is it really need to be fluent in speaking English language?

- Alangan pero wala ko kabalo unsaon kay kanang advance akong utok nga giistorya sa tao ug ako kuan ba wala koy salig sa kong own nga idea.

Of course but I don't know how because my mind think beforehand about what others may say and also I don't trust my own idea.

Q: These difficulty in speaking English language, do you think it affects to your learning? What are the scenario in your life that you really need to overcome this difficulty?

- Yes mga demo, mga reporting mga oral syempre kana. Kay nagkuha man kog English so dapat magenglish pud ko dapat akong language gamiton kay English magkuan ko nagkaduol na ko sa stage nga kanang kanang dapat jud ano nako mas hasa nako sa English pero mao lage.

Yes like demo, reporting and any oral activities of course. Though, I choose education majoring in English so we need to talk using English language since I am mostly finishing this stage then I should be well-proficient in English language.

Q: What are your strategies to overcome your difficulties?

- Ako sauna (laugh) ganahan nkaayu ko magbasa-basa mga libro karon kay tapulan naman ko tapos kanang sa mga movies kay kanang ganahan ko pag naay subtitles makasabot ko pero ako makasabot man ko pagmakabasa ko pero naa gani laglom nga words syempre di na jud nako makuan kailangan magpa—magDictioanry o magMeriam ko.

Before (laugh) I do love reading books but now I am too lazy to do it then I do love watching movies if it has subtitles because it is easy for me to understand. However if there are ambiguous words

of course I really need to use a dictionary or Merriam app for me can understand those words.

Q: Who motivates you to overcome this difficulties?

- Ang akoang mga classmate nga kana ganing grabe ka mama kaayu inig hands up nila “hala oy sila jud akong Makita nga pangteacher kaayu dapat ingana pud ko dapat kung kaya nila dapat kaya pud nako mao na tapos gusto pud nako ibuild sa akong sarili kabalo na dapat ko nga parehas ko sa ilaha nganong makuan man jud sa akong utok nga lahi ra jud.

My classmates who are very good in oral activities. Whenever they raise their hands I can see how fitted they are to be a teacher and I should be like them as well. If they can do why I can't. I really want to build my self that I should be better just like my classmate even though it feels it's different.

Q: What are the activities of a teacher that you think is very helpful to overcome your difficulties?

- Activities? Parehas atong English 202, 202 ba to sya? Katong sa speech sa pagpublic speaking namo nga kato sya kay kuan didto pud nako napansin ang akoang inistoryahan sa English kay ikapila mi ato nag participate sa atubangan, public speaking. Basta kapila to sya unya dili lang jud kay magfocus lang ta sa imong inistoryahan but then magmemorize pa jud ka daghan kag pero mas focus ka howd giunsa nako pagdeliver akong words nga masabtan sa mga tao ug makuha ilang attention.

Activities? Just like English 202, is it right 202? During our speech subject, our public speaking to be exact where I observed the way I speak in English. We participate oral activities several times. It is not only focusing on speaking but also you need to memorize those pieces. It focus also on how you deliver or utter those words for others could understand you and caught their attention.

INTERVIEW #8

Q: How are you during your report earlier?

- Feeling nako naa koy stage fright kanang the way magtalk ko kay nagstutter ko kay makulbaan mas mauna akong kakulba kaysa akong pagstorya then daghan pa kog iistorya kay tungod sa kakulba nga murag mamali gani akong pagstorya sa akong words mao na akong

makuanan, pronunciation, sa words kanang dili nako makuanan usahay mokalit rag kaipit akong dila.

I have a feeling that I have stage fright. I stutter whenever I talk. My nervousness comes first before my words. Even though I have lot of things to share due to my nervousness I pronounce those words incorrectly. That's my difficulties to pronounce the words, I can't control sometimes it feels like my tongue was twitched.

Q: If the teacher will give you a sudden question and you're not prepared, what will you feel?

- Ang feeling nako kay... mabuang ko (laugh). Parang, paran... wala ka kaready, kay wala ka kabalo sa discussion nga gikuan sa imo, wala ka kayka naminaw ba, kay unsa kaha imo itubag kato pa jud kaun parehas anag teacher nga kay tagaan jud ka, papugson kag paanswer then again dili gihapon ka katubag kay, magbalik-balik na lang, magtuyok-tuyok na lang kag storya.

I feel... it drives me crazy (laugh). Like, like... I'm not prepared because you have no idea about the discussion, I'm didn't listened well and I don't know what will be my answer. And also, some teacher will give a question and push you to answer it yet you're not able to response because your idea is keep on repeating back and forth.

Q: Do you find difficult to express you thought sometime?

- Yes, lisod jud sya.
Yes, it's difficult.

Q: How does it feel?

- Feeling nako kay kanang, maself-pity ko sa akong kugalingon kay dili ko kahuna-huna ug tarung.

I feel pity over myself because I can't think clearly enough.

Q: Did it happened everytime speak?

- Everytime—ay during klase kanang motubag ko kanang imbes ganahan ko motubag pero di nalang kay maulaw ko.

Everytime—ay during I speak in class discussion. Instead I like to answer the question I refused to do so for I am ashamed.

Q: How often do you participate during class discussion?

- Dili. Dili ko hilig magparticipate even bata pa lang siguro bata pa ko aah kinder yata to nga imbes ipursigido ko nga magtubag-tubag pero gikasab.an ko sa akoang lola nga teacher nganong di daw ko mohands—tawagon daw ko di daw ko motubag motago daw ko sa ilalom lamesa bali murag gikusi ko nya, gikasab.an ko nya, mao to sukad ato naa may kauban nya teacher murag naulawan gani murag bata pa lang, kinder pa lang. murag naay nakoy kaulaw sa akong kaugalingon unya mahadlok kay nga naay mokuan maghands-up hands-up ana mag-answer answer kabalo gud ko sa idea pero maulaw ko kay basin mali di ay sukad atong bata pa ko hangtod nagdako. Kuan mao ng dili ko ganahan magparticipate.

No. I don't like to participate since before during my childhood days. Maybe since I was a little, kindergarten to be exact, instead to encourage me to speak my lola who is a teacher that time always scolded be because I did not raise—whenever my name was called I didn't bother to answer it I rather hide under the table so she keep on nagging at me and pinched me even if her co-teacher is there. From that day, I feel awkward to others and ashamed over my self since my kindergarten. I am afraid to raise my hands and to answer a certain question. Since I was a young boy up to this age I am shy to share my ideas perhaps it is wrong though I have the idea.

Q: As an English major student, is it really need to overcome this difficulty?

- Yes kay ngano as an English major man jud kelangan man ka hawd ka sa vocabulary, hawd ka sa pronunciation, hawd ka magconstruct ug kanang mga sentence impromptly.

Yes, because as an English major student we are need to be good in vocabulary, good in pronunciation, and good in constructing sentence.

Q: What are your strategies to overcome your difficulties?

- So kelangan nako sya isulat everytime parehas anang magreport, tapos imemorize or something. Naa koy Murag unsay pangalan ana oy... (script), oo ana script gani murag mao na akong unang buhaton ing-ana pababa, sulaton nako, oo scripted na lang, kay kung dili nako sya ginasulat more oral lang maong mawala ko. Kay lisod siguro, lisod kaayu magconstruct ug unsa akong nasa akong utok.

So, I really need to write it down evertime. Just like whenever I have a report so I need to memorize the content of my report. Is hould have what do you call these...(script), yes script for me to

know what should I say or do chronologically. I write it, yes it is scripted because if I won't write it and more on oral speaking I'll lost my ideas because it's very hard, it's very hard to construct the ideas in my mind.

Q: What are the strategies from your teacher you remember which you think is very helpful to overcome your strategies?

- Ano katong, aaahh... siguro karon kay Maam Tamondong kanang the way sya magkuan mag—imotivate jud ka nya bahalag wala nagkadimao imohang mga vocabulary or pagenglish nimo imotivate gihapon ka dili ka nya ginadown padayun lang gihapon sa imong gibati.

The... aaahh... maybe our Maam Tamondong the way she will—she really motivate you no matter how your vocabulary or the way you speak in English is not that good she still motivate you. She won't bring you down and let you expressed what you felt.

Si Sir Tagadiad pud, even though hawd kaayu sya maginenglish pero dili gani nya ginapakita sa mga—nga murag terror gani nga kinahanglan inganion nimo pero mas ganahan pud kog terror para motivate gyud ta ba parehas anang but-an kaayu lain man pud ko kong but-an kay wala chill ra pud ko kung terror man gud ang terror maactive akong mind, maganahan ko ana, mapursigido jud ko.

Also our Sir Tagadiad, even though he is great in speaking English language but he never show any—that he is a terror and force us to do this thing. However, I also like terror teacher because it motivates me. While those teacher who is too much approachable you are just relax but the teacher is terror your mind is always active. I do like that. It makes me push more.

INTERVIEW #9

Q: How long you can express you thought in answering the given question?

- For me nagadepende pud sya sa question sa teacher kay diba naa man tay mga ahmm kind sa difficulty sa question kanang naay easy the padulong sya sa difficult so pagdifficult ang question siguro makathink pa ka ug mga pila lang ka second or minutes but pero kung kabalo ka sa tubag even though difficult sya or kabalo ka sa imo report or kabalo ka sa imo gioral so makatubag dayun ka even though difficult ang question kay knowledgeable man ka about sa gquestion.

For me it depends on the question of the teacher because we have different ahmm level of questions from easy to difficult. If the

question is in difficult level maybe you consume second or minutes but if you know the answer even it is a difficult question or you know your report or you have the idea about your oral then you can answer it eventually as long as you knowledgeable enough to the question.

Q: What if you English teacher throw a question to you and you're not prepared what will you do?

- First guro itry nimog atubangan iyahang mga questions bisan dili ka ready then pag icorrect to nya dawaton ra nimo then accept kabalo man jud ka sa imong sarili nga wala ka nakaandam then wala ka tas dili tama imong answer iaccept lang nimo kung unsa iyang correction sa imoha then at least gitry nimo imohang sarili even though dili ka ready kay sometimes naa possibilities mna gud nga naa kay idea pero dili ka sure pero pag imo ng ivoice out ahmm naa syay thought nga kanang connected ditoa then dili lang tama ang pagarrange at least matudloan pud ka sa imohang instructor kung unsaon pag deliver ug tarung para makuha dayun ang us aka point.

First, let's try to face the question even we are not ready then whenever the teacher corrected your answer, accept it because you know that you are not ready yet. Accept if you gave the wrong answer at least you've done something for yourself even though you're not ready and also sometimes there's a possibility that when you voice out your answer you will feel that it also has though and connection to the topic but the arrangement of your ideas is only the problem. At least the instructor will help you to rearrange your thought and taught you how to deliver properly your ideas for the others could understood your point.

Q: Do you participate in class voluntarily?

- Ako siguro is dili because kuan man gud ko kanang kung baga dili kaayu kuan ang akong confidence sa akong sarili kanang kanang moraise kog hands biskan kuan wala gitawag akong name mo participate ko kay usahay man gani even nga bisan ginatawag ko magduha2 pa ka especially pag dili ka pag dili ko komportable sa environment o dili ko kanang familiar sa mga tawong nakapalibot sa akoa.

I guess, I don't because I don't have enough self-confidence especially in raising hands even though my presence is not called or participate voluntarily. Even my name called I'm doubting my

self especially if I'm not comfortable to the environment or I'm not familiar with the people who surrounds me.

Q: Is it really need to gain speaking competency? Why or why not?

- Kinahanglan nato sya because as a future teacher then as a teacher we have to be kanang good in speaking skills because ahmm kana sya is kuan sya pinaka importante sya ang speaking skills specially makipagcommunicate ta sa ilahang tao then pagmotudlo pud ta. Ahmm dapat atong speaking skills nadevelop jud sya para masabtan pud ta sa mga estudyante or dili ta kanang magpatakag storya b at least mapractice na ta ba.

We really need it because as a future teacher we really have to have a good speaking skills because ahmm that skills is very important when it comes to communicate with others and also in lecturing. Ahmm we need to develop our speaking skills so that the student will understand us and avoid false teaching. At least we should keep on practicing.

Q: What are you ways to improve your difficulties?

- Kanang magreport gud diha man jud maenhance inyong speaking skills ako nagapractice jud ko sa amoa before ko magreport is nagapractice ko sa akong report then ginatry nakog best nga ipronounce ug tarung ang kuan ang mga words and sometimes nakapaminaw pud kog kanang mga mga movies kung baga or kanang nay kanang nay murag apps sya kanang magpronounce or magtudlo sa imoha unsaon pagpromounce ang words kana siguro ang mga ways nga mas madevelop ang speaking skills.

Like reporting, that's the way to enhance your speaking skills. Before my report, I keep on practicing the things I need to say and to pronounce those words properly. And sometimes I listened to the movies and there was an application to help you and teach you to pronounce the words correctly, that's it, maybe those are ways to develop our speaking skills.

Q: What have you remember from your teacher's strategy or activity which you think is very helpful to your difficulty?

- For me sa akong naexperience is ginaencourage ko sa akong teacher nga mospeak even though gikulbaan ko o nagduha2 ko dili ko nila giapakualawan sa atubangan ay kanang mali na imong kuan so pag

mospeak ko ginaencourage ko nila nga sige ipagawas imong opinion tanan then after that murag malipay pud ka kay imong idea is ginapawide pa nila.

In my case, my teacher encourage me to speak out even though I'm abit nervous and in doubt. They won't let me to feel whenever I am in front ashamed and always accept whatever my ideas. They encourage you to speak more, to open your opinion to everyone after that it feels lighter because they put an input to your ideas.

INTERVIEW #10

Q: What will you do, if you are given a chance to speak in your English class?

- Mo tindog, motindog unya motubag kung unsay pangutana sa maestra. Hinoon makaistorya tag English gamay pero dili jud ingon ana ka fluent.

I'll stand up. I'll stand and answer whatever the question from my teacher. Though I can speak English language a liittle bit but I'm not fluent from that language.

Q: If you answer the question incorrectly, how does it affects to you?

- Kuan, kanang makaingon ko nga wrong di ay ako idea.

I can say that my idea is wrong.

Q: How long you can construct ideas on your mind?

- Actually, in terms jud sa speaking dili jud ko makakuan dayun pero kung writing man gud sya makaexpress ko sa akoang iistorya especially in English.

Actually, in terms if speaking I cannot able to think faster while in writing I can able to express my idea even in English language.

Q: What will you do if your English teacher ask you a question and you are not prepared?

- Motubag na lang ko pero sure jud ko nga murag dili jud mao akong matubag.

I still answer the question but I am sure that my answer is not exact.

Q: How often you participate during class discussion?

- Sometimes lang kung murag peaceful akong huna-huna kana moparticipate ko.

Sometimes, if I my mind is at peace then that's the time I will participate.

Q: What are your ways to improve you difficulties?

- Kuan usahay naga-english ko sa sulod sa banyo (laugh).

Sometimes whenever I'm in the bathroom I speak in English (laugh).

Q: What strategy of your teacher that you remember which you think is very helpful to overcome language difficulties?


- Ang teacher man jud kabalo man jud na status sa iya student no. Dili man pud siguro pakaulawan ang studyante kundi iassist siguro nya para motivate pud ang studyante makabalo ug English language.

The teacher know the performance status of their student. I know they will not give their students a shame but rather they will assist them to be motivated to learn and know English language.

Appendix C-1
Validation Letters

July 09, 2019

DR. JEANILYN E. TACADENA
Professor
UM Panabo College
Panabo City



Ma'am:

Greetings!

The undersigned are enrolled in Ed. Res. (Educational Research). We are now in data gathering to complete the process. You are one of the chosen evaluators of our questionnaire on **Phenomenological study on Student's Language Difficulties**.

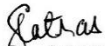
In view of this, it would be very much appreciated if you could share and give your comments to our questionnaire. It would be of great help for us if you could have suggestion and recommendation that will improve our study.

Thank you very much for your precious time and valuable contribution in accomplishing this study.

Respectfully yours,


ITO, LAYZA C.


LARGO, MIRA MAE C.


LATRAS, JANICE P.

Researchers

Noted by:


DR. MARIESEL A. LAUREL

Research Adviser

Appendix C-2
Validation Letters

July 09, 2019

DR. AMELIE L. CHICO
Professor
UM Panabo College
Panabo City

Ma'am:

Greetings!

The undersigned are enrolled in Ed. Res. (Educational Research). We are now in data gathering to complete the process. You are one of the chosen evaluators of our questionnaire on **Phenomenological study on Student's Language Difficulties**.

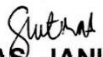
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Thank you very much for your precious time and valuable contribution in accomplishing this study.

Respectfully yours,


ITO, LAYZA C.


LARGO, MIRA MAE C.


LATRAS, JANICE P.

Researchers

Noted by:


DR. MARIESEL A. LAUREL

Research Adviser

Appendix D

Questionnaire Validation Sheets



UM Panabo College
 Research Office
 Arguelles St., San Francisco
 Panabo City

QUALITATIVE RESEARCH INTERVIEW GUIDE QUESTIONS Validation Sheet

Name of the Researcher/s: Dr. Layna C. Largo, Lisa Mae Catras, Janice P. Name of the adviser: Dr. Mariel A. Laurel
 Signature of the Adviser: [Signature]

Research Title: Students Language Difficulties

Name of the Evaluator: Dr. Jeanilyn E. Tacalena Date of the Evaluation: 07-15-2019
 Profession/Degree of the Evaluator: Ph.D in Educational Leadership
 Work Position of the Evaluator: Program Head - BEd Signature of the Evaluator: [Signature]

Directions: Kindly check the column which fits your evaluation of the questionnaire items.

Items	Yes	No
Ethics		
1. Questions contain conciliatory (not offensive and disgusting) terms.	/	
2. Questions are polite and courteous tones.	/	
3. Questions are sensitive to the interviewees' background (e.g. socio-cultural, socio-political, socio-economic background, educational and health background).	/	
4. Questions are sensitive to privacy and confidentiality concerns.	/	
Artistry		
5. Questions are stated in an organized manner.	/	
6. Questions are appealing.	/	
7. Grammatical wise, the questions are constructed correctly.	/	
8. Questions are finely focused on specific concerns.	/	
9. Questions contain appropriate words.	/	
Rigor:		
10. Questions are open-ended to encourage in-depth responses (avoid close-ended questions which are answerable by yes or no)	/	
11. Questions are stated in affirmative manner.	/	
12. Probe questions are provided.	/	
13. Questions are logically ordered as in the highest priority concerns first (Opinion, questions follow information questions).	/	
14. Questions are stated in clear, simple and understandable terms.	/	
15. Questions are in-lined with the interest of the study (as indicated in the research Questions).	/	

INTERPRETATION: Count the number of YES marks

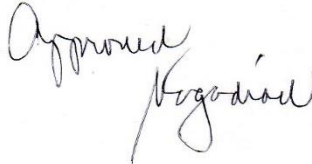
- (/) 13-15 Completely accepted.
- () 10-12 Generally accepted but with little apprehension on some items.
- () 7-9 No need for a revalidation but some items have to be improved based on advised correction.
- () 4-6 Revalidation of identified unfavorable/faulty/flawed items.
- () 0-3 Overhaul of the entire questionnaire.

Appendix E

Letter to Conduct the Study

July 23, 2019

DR. CELSO L. TAGADIAD
School Director
UM Panabo College
P.N Arquilles St., Panabo City



Sir:

The undersigned are fourth year students of UM Panabo College who are currently conducting their research entitled, "**The Phenomenological Study of Student's Language Difficulties** " as final requirement in the subject Educational Research subject.

Anent to this, we would like to ask permission from your good office to allow us to conduct our study to the fourth year BSED-English students of this institution. We assure that the data shall be treated with utmost confidentiality.

We highly appreciate your positive response to this matter.


Thank you and God bless!

Respectfully yours,



ITO, LAYZA C.

LARGO, MIRA MAE C.



LATRAS, JANICE P.
Researchers

Noted by:



MARIESEL A. LAUREL, Ph.D
Research Adviser

Appendix F-1

Certificate of Appearance



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the
UM Panabo College and conducted Interview
(Name of Office/Agency) (State activity)
in relation to their thesis/FS entitled "A Phenomenological Study on Student's Language Difficulties"
during the period September 12, 2019.
(State inclusive dates)

Jan Jay Castaños
Name and Signature of Authorized Personnel



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Arguelles St., San Francisco
Panabo City

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during the period September 12, 2019.
(State inclusive dates)

Katherine Sabus
Name and Signature of Authorized Personnel

Appendix F-2

Certificate of Appearance



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Research Office
Arguelles St., San Francisco
Panabo City


Certificate of Appearance

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UM Panabo College and conducted Interview
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in relation to their thesis/FS entitled "A Phenomenological Study on Student's Language Difficulties"

during the period September 12, 2019.
(State inclusive dates)


JESSA G. ONGSON

Name and Signature of Authorized Personnel



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during the period September 12, 2019.
(State inclusive dates)


LORIE MAE P. CATMON

Name and Signature of Authorized Personnel

Appendix F-3

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in relation to their thesis/FS entitled "A Phenomenological Study on Student's Language Difficulties"
during the period September 12, 2019.
(State inclusive dates)

ALINA P. TANAWO
Name and Signature of Authorized Personnel



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during the period September 12, 2019.
(State inclusive dates)

Domingo, Crisel Mae S.
Name and Signature of Authorized Personnel

Appendix F-4

Certificate of Appearance



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in relation to their thesis/FS entitled "A Phenomenological Study on Student's Language Difficulties"

during the period September 12, 2019.
(State inclusive dates)

ISSAH BENJAMIN TAWAMON
Name and Signature of Authorized Personnel



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Panabo City

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during the period September 12, 2019.
(State inclusive dates)

Deemi Gay Malasak
Name and Signature of Authorized Personnel

Appendix F-5

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(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "A Phenomenological Study on Student's Language Difficulties"
during the period (State inclusive dates)

Hanna Shane Cuirehan
Name and Signature of Authorized Personnel



UM Panabo College
Research Office
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Panabo City

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UM Panabo College and conducted Interview
(Name of Office/Agency) (State activity)

in relation to their thesis/FS entitled "A Phenomenological Study on Student's Language Difficulties"
during the period (State inclusive dates)


Opell AN AUDITOR
Name and Signature of Authorized Personnel

Appendix G-1

Approval of the Informant

Do you agree or disagree? May we know why?

Agree !!!

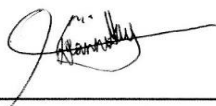

Jon Gray M. Castanos
Signature of Informant

Appendix G-2

Approval of the Informant

Do you agree or disagree? May we know why?

As I agree, because their findings are true. I don't have self-confidence and also inhibition are true.



Signature of Informant

Appendix G-3

Approval of the Informant

Do you agree or disagree? May we know why?

Yes I agree



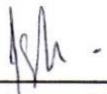
Signature of Informant

Appendix G-4

Approval of the Informant

Do you agree or disagree? May we know why?

(USA) Yes I agree the result of the researcher



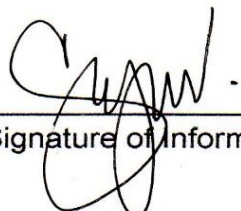
Signature of Informant

Appendix G-5

Approval of the Informant

Do you agree or disagree? May we know why?

Yes, kay para sa akua man gnd
naay mga ideas nga dili dayun
ma convert into english because
sa amung luna luna mali or
basin mamali og Producers.

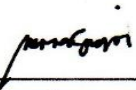


Signature of Informant

Appendix G-6
Approval of the Informant

Do you agree or disagree? May we know why?

Yes, I agree.

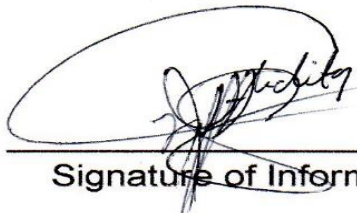


Signature of Informant

Appendix G-7
Approval of the Informant

Do you agree or disagree? May we know why?

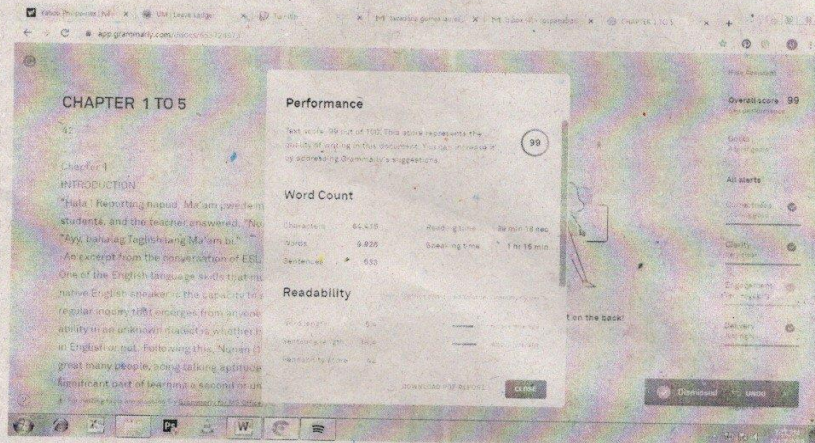
Yes, I agree

A handwritten signature in black ink, appearing to read "J. Stedley", is written over a horizontal line. The signature is stylized and somewhat illegible.

Signature of Informant

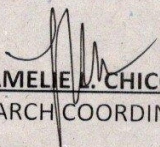
Appendix H


GRAMMARLY RESULT



ITO LARGO LATRAS

CONGRATULATIONS GRAMMARLY RESULT 99%


DR. AMELIE L. CHICO
RESEARCH COORDINATOR


DR. MARIEELA A. LAUREL
ADVISER

PLAGIARISM RESULT

Chapter 1

INTRODUCTION

"Hala! Reporting napud. Ma'am pivede magbisaya? Ask by the students and the teacher answered, "No". The student replied "Ayy, bahalag Taglish lang Ma'am bi".

-An excerpt from the conversation of ESL learner

One of English language aptitudes that must be aced by any unknown dialect student is the capacity to talk. The regular inquiry that emerges from anyone who needs to know one's capacity in unknown dialect is whether

Match Overview

8%

Match	Source	Similarity
1	Salamat sa pagpapalagay...	2%
2	Maliit na pagpapalagay...	2%
3	Pagpapalagay sa...	1%
4	Maliit na pagpapalagay...	1%
5	Maliit na pagpapalagay...	1%
6	Maliit na pagpapalagay...	1%
7	Maliit na pagpapalagay...	1%

ITO LARGO LATRAS

CONGRATULATIONS (December 5, 2019)

PLAGIARISM RESULT THIRD RUN PASSED 8%

DR. AMELIE L. CHICO
RESEARCH COORDINATOR