CHAPTER V

DISCUSSIONS

This chapter presents discussion in the research. Speaking English means studying about using English to communicate. The factors affecting students' speaking skills come from all of aspects in the school. In MA Darul Hikmah the factors affecting students speaking proficiency are performance condition factor, affective factor, listening factor, topical knowledge factor and feedback during speaking activities factor. All the factors above give effects for students' achievement.

A. Factors Affecting Students' Speaking Skills at MA Darul Hikmah

1. Performance Condition Factor

The school is a very reliable formal education of Indonesian people to advance their education. Therefore, the school as a stick holder demands the right atmosphere of the learning process. Based on the school background, it was revealed that MA Darul Hikmah was not separated from the *pondok*. Factor performance conditions that affect students' speaking skills, automatically, come from this cottage. Students not only do talking at school but they fulfill their speaking activities in the cottage through several learning programs that have been arranged by the school. In this fact, clerics in that cottage notice the progress of students' speaking skill. As evidence is the agenda in the

morning and in the afternoon after praying Subuh and Asar with the many activities in English.

Based on this research, classroom learning programs are interrelated with the activities program held in the cottage because students must stay in the cottage during learning (one semester). Before starting the study at 7:00 a.m. and after completion of study at 2:30 p.m. (activities after Subuh and after Asar) students will follow the agenda held every day. The agenda includes, adding vocabulary, pronunciation training and conversation. Students will memorize several vocabulary in English and Arabic (depending on week). Also weekly activities programs that include speech training, storytelling and debate so students can develop the ability to speak through these agendas. With a long time, students will automatically develop their speaking skills little by little to become good speakers in the future. In the other hand, communicative activities demand the learners activate and integrate their pre-communicative knowledge and skills in order to use them for the communicative of meanings which can be applied in the form of functional communicative activities and social interaction activities Littlewood (2002). In addition, students who violate programs that have been regulated by schools without participating in their activities will be punished. By making penalties the impact is easier in supervising students in educating and exercising the ability to speak English and Arabic.

Can be concluded from this study, by holding activities outside the classroom, the impact is more affected for students because students can develop language skills more precisely. They feel free and very happy in training themselves with others and there is no pressure from the surroundings. also with the punishment for students who do not participate becomes a very big influence for students, they consider the punishment as an encouragement for them to be more motivated to succeed themselves in language.

This situations offered opportunity for students to have willingness to talk and not to be afraid of making mistake in practicing language. In this situation, furthermore, the students' activities were appreciated as they reflected their great eagerness to be successful learners. Proposing an appreciation that every student could learn better enabled to stimulate student to have bravery and motivation to produce language. This situation gave direct influence on the availability of a kind of free of stress environment. Learning outside of school time seems more active and strong of desire than inside of classroom. As Vogotsky (1978) suggests, learning is more effective when there exists opportunity to interacts with others and with their environment. Activities that involve collaboration acknowledge and expertise of students as each individual can be able not only as a learner but more importantly as creature that uses language to communicate.

In addition, the teacher is planning learning plans to carry out professional development. Especially, in improving students' speaking skills. The teacher needs to provide various teaching programs related to the importance of using English to communicate. The goal of improving education for students requires attention to the competencies of professional speaking skills of students who are more demanding to increasingly diverse student groups who must be successful.

The results of the study show good teachers at MA Darul Hkmah for English lessons. The English Language Distribution Schedule reveals the importance of English language material at the school. English theory and the practice of English are enough to complete students as needed rather than just English theory in class. Besides Harmer, (in Tarigan, 1990) writes that when teaching speaking or producing skills, we can apply three main stages, namely: Introducing new languages, Practices, communicative activities. In addition, in this study, the existence of the practice of English is most widely used to provide opportunities for students to develop their speaking skills with their friends. Such as presentations and discussions are used to show students' development in speaking English.

According to researchers, the English learning program in improving students 'speaking skills by holding this program is very good because the program planned by MA Darul Hikmah greatly influences students' speaking. With the various programs above, the learning

carried out in the classroom is by the teacher as the material giver and the students as a response also directly practice related to the topic that has been studied, while the learning outside the classroom is an activity held by the school for adding vocabulary in English and exercises related to English are mainly spoken, they are carried out in the cottage and have pleasant properties. According to Johnson and Morrow (1981) said that speaking which is popular with the term 'oral communication', is an activity that involves two or more people in which listeners and speakers must react to what they hear and make their contributions at a high level of speed.

2. Affective Factor

English is the international language in the world and as a second language for Indonesians. Indeed it is very difficult to master English fully because English is not a mother tongue. So, English is very interested in some elementary schools and secondary schools to hold high English learning programs so that students can develop their self-achievement to further improve their language especially speaking.

The results of the study at MA Darul Hikmah are that, affective factors are very influential for students in language learning there are three categories that are needed by students and English students. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety.

Not all of students who attend international schools can quickly master English especially for based English. In fact, many students actually experience learning difficulties due to not mastering English well. This can be due to their lack of language learning skills or they are less motivated to master English. Increasing learning motivation in students is not an easy thing, especially if students themselves are not very interested in learning English. However, that does not mean they cannot be given motivation. Parents, teachers and people who are around children, have an important role to play in increasing their motivation in learning English, and teachers as a motivator for students while they are in the school environment in moving them and generating enthusiasm so that they do not feel difficulties and independent in learning. In this case, the teacher is the best motivator in raising students' enthusiasm in learning. Indeed English is a second language and language that is difficult for students to understand in its entirety. With that, students need to be motivated by their parents as well as from the teacher. For them to be happy, participate and like to speak English. In addition, students who are motivated in their learning will please themselves in accepting material and practice following activities organized by the school, especially speaking skills. If they have incorrect grammar and pronunciation, they are considered teachers as correctors in teaching and justifying them so they can speak English and do not feel difficult in learning languages. According to Littlewood (1981) state that their

motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.

In addition, students at MA Darul Hikmah were very confident in learning English because they already had enough of the basic English found in the exercises and the addition of vocabulary from the activities at the lodge and also they always used English in full communication with teachers and friends. Resulting in students at MA Darul Hikmah very confident in improving their speaking.

Morever, students also do not feel anxious in learning English. From the results of the study there is that the teacher at MA Darul Hikmah always wakes up a very pleasant classroom atmosphere and the teacher as a good mentor and corrector for students in helping and justifying what was said wrong by students. The teacher makes himself an advisor so that students do not feel afraid so that, students can learn happily and are not anxious in learning English, especially speaking English.

Teachers as public figure in language learning process especially for students' speaking proficiency. Actually, all of teachers expect great quality toward students in speaking English. In uttering foreign language, student need a building of appropriate situations which make them feel enjoy to say English. In the other word, teachers as stick holder

of students' achievement have to give enough learning activities consist suitable context to say English. Automatically, teachers should become model to give several motivations to student that will enhance their desire to speak English. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activities is a regular feature of lesson (Jeremy Harmer. (2007). Similarly, this research reveal that teachers gave model to speak English whoever they had interaction during in the school. By giving model, actually, make students have bravery to speak English minimal toward teachers. Commonly, students feel embarrassed when faced with situation that demands to speak English. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without much thought.

3. Listening Factor

In improving education may come from several factors. The teacher can be one of the contributing factors based on the importance of education. The teachers provide some practical learning based on the methods and strategies that have been prepared by him. This implication directs teachers to how to improve students' speaking skills. At each level of education, the teacher is responsible for providing a quality education method for students. In this case, one method used by the teacher in improving students' speaking skills through listening methods.

Thus, teacher capability in implementing strategy is reflecting their competence inside of education and also reflecting teacher role. Especially in learning speaking, teacher need to apply variously of strategies in order to stimulate students desire to speak English. Another, approachment toward students is important because students in classroom reveal various responds in receiving material. Several kinds of role taken by teachers aimed to build interactive classroom by involving students in speaking English. For example, the teacher a prompter. The teacher helps the students when they lose

The results in this research at MA Darul Hikmah lessons can be described that the English teacher at MA Darul Hikmah uses the listening method as a method of improving students' speaking skills which is very effective. Doff (1998) says that students cannot improve their speaking skills unless they develop listening skills. Students must understand what is said to them to have a successful dialogue.

In addition, listening is a process of listening attentively to oral symbols in listening to be able to capture all the information that is heard then to understand whether the core of the speaker is conveyed and the interpretation to obtain information, capture content, and understand the meaning of the speaker. thus, listening is very important in improving speaking skills because listening can expand the speaker to know more about how to speak to others and also how to speak effectively.

4. **Topical Knowledge Factor**

Speaking is an expression of ideas, thoughts, contents, ideas and information from someone to others by using spoken language so that the delivery can be understood by others (listeners). Haryadi and Zamzani (2000: 72) suggest that speaking is a conveying of someone to others and can be understood by listeners. In learning English especially speaking, when speaking activities must be understood and can respond by the listener that what is conveyed or intended by the speaker. Therefore, a topical knowledge invoice is one of the invoices that affects students in their speaking. That is, students must know the topic or theme they will convey or they will talk about so that they can speak in one direction related to the topic and not further than the context of speaking. So that listeners can understand and respond to the core delivered by the speaker.

The results of this study can be described that at MA Darul Hikmah Tawangsari Tulungagung in English language learning is given by the teacher to the topic or theme that will be studied at the meeting and explained the topic so that students know the direction of the topic so that students can be in the same direction as the teacher. It was observed from the results that when conducting speech or storytelling activities, students determined their own topics and talked about those topics in the time determined by the teacher.

In addition, the factor of topical knowledge is greatly affected for students in issuing ideas, ideas that are creative in composing sentences of various topics. More than that, the teacher as a model for students in giving examples of good speakers and teachers as well as models in showing how to compile correct sentences and pronunciation methods to be attracted to listeners. In this case they can develop their broad thoughts and ideas related to some of the things they face through various topics of speech. In order to train and improve their speaking quality in their future.

5. Feedback during Speaking Activities

Feedback is very important for teachers and students in learning. Each teacher must provide feedback related to the material that has been learned to students each time they meet in learning. Regarding the learning program in each meeting there are interrelations with the released material, now and the next material. Therefore, the teacher provides feedback to students so that students can pass material that has been released and can ask what is still lacking in the material.

In the common learning, teachers have a decision to think related to how to provide learners with feedback on their errors when their attention is primarily focused on the content of what they are saying, rather than on the way they are saying it. Students' understanding shows both of their competence in accepting material and teachers strategy. Similarly, this research shows several activities related by feedback

doing by teachers. The early role taken by teachers was position as facilitator. Students let to have discussion (either presentation or small group) that expected will be effective to get students' comprehension and enhance students' speaking proficiency. The following role of teacher by providing feedback is essentials because that is important to measure students' understanding about material. Based on the result of the research, feedback commonly provided whether students are finishing their discussion or their presentations. Teacher gave explanation about their feedback to basic English appears when students uttering their speaking English. According to Jeremy Harmer (2007) stressed speaking task in which student try to use any or all of the language they know provide feedback for both teachers and students.

There are results from this study that, feedback related to material is very important for every teacher at MA Darul Hikmah Tawangsari Tulungagung in learning they must give feedback whenever they are in class. The teacher gives feedback to students fifteen minutes before spending time studying. And also before teaching at the next meeting the teacher asked students about the material that had learned from last week's meeting as feedback and it was easy to continue the new material.

Moreover, the feedback invoice was greatly affected for students. Each student is very much in need of the feedback given by his teacher at each meeting so that they can repeat the material and can ask

questions that are still confused from the meeting that has passed. Before starting new material they are ready to fully accept new material. More than that, English language subjects that teachers must care more about and approach students because, English is one of the subjects that is rather difficult to understand the material correctly such as: grammar, pronunciation and how to arrange correct sentences so that students can use the material in improve their skills, especially in their speaking better. Here, the teacher at MA Darul Hikmah provides feedback related to the material that has been learned by telling students to talk about what is there or what can respond from the material through presentations and speaking in front of the class. Automatically students can practice speaking and they can improve their speaking little by little until they can master English well.