

CHAPTER IV

RESEARCH FINDING

The finding contains the student's interaction during the teaching of speaking at Paman Sam English Course and camp. It consists of the tutors strategy, student's and tutor's problems in learning activities, evaluation, material and the student's motivation to join in this program. In the discussion section, the researcher tried to make the description of the research finding with the relevant references.

A. Finding

1. Speaking Program

The first observation conducted on May, 5th 2019. This was also the first meeting for English conversation. The first meeting was identical with introduction. The theme of this meeting was about "introducing myself" the members one by one came forward to introduce themselves in front of the class. The students introduced themselves about hobby, favorite food and much more. There were some students confidently to introduce and also some students still nervous in introducing themselves.

The second observation conducted on May, 6th 2019. The students were asked to give the opinion about "environment". How to care the environment and what should they do for the environment. The students were very confident with their opinion and every student had different opinion and the way to care the environment.

The students also learn how to memorize and pronounce the word about environment well.

The fifth observation was conducted on May, 9th 2019. In this meeting was debate. The theme was “modern market brings more benefits than the traditional one”. The students made two groups consist of affirmative team and negative team. In every team consist of three students. Besides the affirmative and negative team, there were a time keeper and chairman. After that, the tutor gave his or her correction and gave the point. The tutor chose some students. The students were enthusiasm to practice. The performance run well. The affirmative team and negative team gave their opinion well. After the debate competition, the tutor gave evaluation about the performance in the competition. Even they got the champion, the tutor also gave the advice, gave the correction and the mistake done by the students. In the last, the tutor gave theme for next meeting. Based on the observation, it showed that the speaking activities were debate and speech. Besides one of the activity, debate is the strategy used by the tutor in speaking activities in English conversation in this course. The members trained to master the debate. The tutor always gave different topic for each debate. The students always felt enthusiast in joining debate class. In this activity, each student has different opinion in delivering their argument. The tutor used Asian parliamentary debate in the debate activity. Asian parliamentary debate was the one of debate types that chosen by the tutor to practice in English conversation. The tutor chose Asian parliamentary debate because it was easy to be understood by the students. In the debate activity, the tutor chose seven students to be the members of debate, one student became the

chairperson, one student became the time keeper, and three students became affirmative team and three students as negative team.

There were two tutors in this activity. The tutor trained the members to speak. The student said that debate was challenging and pleasant activity. It based on students statement below;

debat menurut saya adalah aktivitas yang sangat menyenangkan bisa beradu argument dengan lawan sangat menyenangkan (SIII).

The tutor gave a speech task for the students every speech class. Based on the observation, the tutor gave the theme about teenager. The students delivered their speech and then their friends gave comment to their friends work. Firstly, the students deliver the speech by bringing their text and then for the next meeting, the students tried to delivering their speech without bringing anything. The students could memorize some vocabularies and sentence in their mind.

Although there were many students who had good talent and skills about speaking, but the tutor chose the members who joined in the English conversation club to follow in the debate competition. The tutor gave more appreciation to the member of English conversation club, because they had commitment and determination to learn English although his/her skills had to be honed. the students study hard in the beginning until they could go forward to the race. the students should give their arguments when they had a debate class. the tutor said that

“anak anak lebih berani berbicara di kelas debat, karena topik yang diberikan mendorong siswa untuk berpikir lebih kritis” (TIII).

The students were more active in speaking. The students were free to deliver their opinion around their friends. Each topic must be suitable with their level, for example beginner and advanced. The tutor could assess the students based on the student's activeness when they deliver strong argument.

The sixth observation conducted on May, 10th 2019. The members asked to speak up. In the previous meeting the tutor was given the theme. The themes are pop dance, technology, full day school and bullying. The members were required to prepare the material in a week. The tutor calls the members randomly and then the members are asked to speak up in front of his friends. A member gave their statement and then other members give their respond. The members were very interesting with this activity. The members of paman sam English course spoke up in front of their friend confidently. They give the best performance. There were also some members still nervous when speak up, but the friends always give support to them. after that, the tutor make one sentence in indonesia, then the students translate it into English. The tutor would give the best point for the students who can translate the sentence correctly. Sometimes, the tutor provide one word or one vocabulary. then, the students make sentence from that word. as before, The tutor would give the best point for the students who can translate the sentence correctly. The students' commitment is important thing in this learning activity, because in the future they will distribute their knowledge for the next member or it can be called cadre formation. Besides that, there was speech. It was named speech because the students were asked to speak in front of their friends. The members were trained to adapt in speaking. There were some

strategies used by the tutor in speech activities including opinion exchange. Opinion exchange was the strategy of the tutor to train the students delivering their opinions. In order to their confidence were honed. Before the activities began, the tutor gave a theme to be discussed together. The students were given the opportunity to express their opinion. They exchanged opinions and conveyed their knowledge. The members give different opinion related the environment. The tutor gave good appreciation to each student for their opinion.

Current events were also a strategy used by the tutor to make the students interesting to discussing. This strategy take the current news, discuss about something new. They were asked to speak up about the theme that has been agreed in the previous meeting. Not only just one theme, but also there were some other themes. The members might master all of the themes, so that when they were asked to speak up randomly, they had enough material. This strategy did not make the students feeling burden, it just made the students enthusiasm in learning English.

2. Teaching Speaking in Grammar

The third observation conducted on May, 7th 2019. The tutor gave the material about grammar. Here, the material is about direct and indirect speech. firstly, the tutor explained the material first. it was about tenses. the tutor explained some tenses which was included in the material of direct and indirect speech. every tense has code like number so that the students can memorize the formula well and clearly. At the end of the lesson, the tutor made one sentence and the students in pairs had a conversation to change it into indirect speech with his or her partner. Their friends

correct the sentence if it was still wrong. the students were very happy and active in this class. The student said that they were happy and enthusiast in grammar class because the material challenged them.

“pengajaran grammar di sini sangat menantang karena saya bisa langsung menerapkannya dalam speaking “(S2I2)

The tutor gave one sentence to the students. then, the students make another sentence base on the tutor given before. They practiced the sentence in the form of conversation with their friends.

3. Teaching Speaking in Vocabulary and Pronunciation

The last observation conducted on May, 11th 2019. The tutor gave some game to make the members interesting. This activity was done outside the class. This game asked the members to mention the vocabulary after the tutor gives some words. When the members can mention the vocabulary the members must make a sentence. When there was a member cannot mention or mention littlest vocabulary they have to get punishment. The members of paman sam English course were serious and strained.

The strategies applied by the teacher are not only recognizing script, using minimal response, using language to talk about language, but also the researcher found the new strategy, that is drilling. The teacher asked the students to repeat after the teacher some vocabulary and expression related to the topic. Then the second finding was the tutor should choose the suitable strategy in activity to make the student easy to understand the materials. The tutor's creativity in choosing the strategy is very important. In teaching English vocabulary, tutor

should create reviews their strategy to make the member more interested, enjoy and understand in learning to talk. Tutor chooses the available technique and strategy that is appropriate to the source of the material. So, the members will be able to speak confidently and get the hobbit to speak English. There are strategies in English speaking activity. In English speaking activity, there are two activity namely speech and debate.

4. Teaching Speaking in Game

The last strategy was giving a game. The tutor made some games for the students. the students joined some programs the like very much. this game is intended to the students who lack of vocabularies. Hence, students will not get bored with the usual routine in their class when they experience those feelings through game. The tutor said that the students were happy when they had english game activity.

“ketika saya memberikan sebuah permainan kepada anak anak mereka merasa sangat antusias sekali untuk mengikutinya, apalagi kalau permainan tersebut saya berikan diluar kelas (T1I2).”

it showed that learning English by using game is very recommended for English learner. The tutor always give some kinds of game which is very enjoyable for students. This game always take place outside the classroom. the tutor said that

permainan bahasa inggris sangat tepat digunakan ketika pembelajaran di luar kelas dengan alasan tempatnya yang sangat luas, siswa lebih leluasa untuk berekspresi di dalam aktivitas ini(T1I3).

The teacher creates the situation as good as possible so that the students are happy in joining this game. the tutor always give whispering game in order to

enrich student's vocabulary. the students stand in line and one students whisper something to another . Sometimes, it is hard for the teacher to manage the class since the students are too eager and active while participate in the game. The second challenge is to encourage students' motivation and mood during the game. Sometimes, teacher found some students who are sick and they did not interest enough joining the game. The tutor said that *memberikan permainan untuk siswa sebenarnya tergantung pada mood mereka, disaat mood mereka baik , mereka bisa mengikuti game dengan baik.* It somehow could influence their peers' mood since children are more likely to imitate their peers in doing an activity. Explaining the rules instruction is not easy especially when the students are still very young. One of the possible risk that might occur is that students only playing the game without knowing the rule clearly.

B. Evaluation

The teacher employed evaluation rubric for the assessment of students' oral test . In addition, the oral test was conducted for all students of Paman Sam program. The students who had waited in front on the class building were called five by five and asked to follow the teacher inside the classroom which had been set before the oral test was conducted. The five students sat in front of the teacher and waited for the question. Then, they were given question one by one. They had to answer it soon after the teacher gave it to them. After such test, they came outside and waited to be called again to come to another teacher.

When they came to the second teacher, they were given a piece of paper in front of them. The student in the right side was firstly allowed to open the paper and asked to describe the image on it directly while the other four students waited for the first student describing the picture to get their turn. The teacher confirmed that the assessment of oral test included five aspects to assess. They are fluency, vocabulary, grammar, accuracy, and comprehension. In addition, the teacher stated that he also gave some assignments to the students to be finished at their home stay. Therefore, he can at least make them work or discuss with other students about the assignment even though they were in their own places.

C. Speaking Material

There were two kinds of materials used in the teaching english. They were materials in handbook and in handouts. Those materials were appropriated with the students' level of ability arranged and made by the institution itself. The speaking material was taken from the handbook and handouts owned by all students. the tutor said that

dikursusan ini siswa diberiakan materi modul sebagai sumber belajar yang sudah dibuat sesederhana mungkin agar siswa lebih mudah untuk memahami materi yang diajarkan, isinya meliputi kosakata sehari hari, tata bahasa dan ungkapan pendek (TII7)

The materials discussed in the class could be changed if the previous one is completely discussed.

Here is the example of how the teacher used the materials in the teaching and learning process. When the teacher explained about “impersonal it”, the students focused on listening to the teacher while keeping their eyes on the papers

in their hands. Some of them nodded when the teacher asked them whether they understand the explanation or not. At the end of the explanation, the teacher give the students chance to ask any kind of questions related to the materials which was “impersonal it”. After questions raised were all answered, the teacher ordered the students to be ready to write some sentences in Bahasa Indonesia. They had to translate them in English directly soon after the teacher gave them. They only had about 10 seconds for each question before they got the new sentence to translate. Those sentences were not taken from handbook or handout but created by the teacher.

Finally, before the tutor closed the meeting, he gave some common expression which were not taken from the handbook and handout to the students and explained for each common expression. In this session, the teacher wrote the expressions on the white board and he read them first. He asked the students to repeat the word what he said. Afterwards, he gave the meaning of each expression and asked the students to practice them. Then he pointed some students randomly to say the expressions.

D. The Problems Faced by The Tutor and The Students

Every activity cannot be separated from the problem. Similarly, in English conversation club there are also some problems faced by the tutor and members, such as:

a. The students' problems

1.) Low self-confidence

The problem faced by the major students is self-confidence. When the students have to perform in front of class, they feel very nervous. Based on the interview, the students said that

“kadang saya masih kurang percaya diri saat berbicara didepan kelas mas, jadi terkadang tidak sesuai dengan apa yang saya rencanakan sebelumnya”. (S1I3).

Students feel less confident when speaking in front of the class. It is natural for someone who has to speak up in public. But the tutor always gives motivation for the students. The tutor always says that they must enjoy in the class. This is one of the best motivations for the students in English conversation.

2) Lack of vocabulary

Based on the observation that conducted by the researcher on English conversation club, the researcher found that the students have lack of vocabulary. The researcher found that sometimes the students perform in front of the class, the students look confused when they found an odd word. It decreases their confidence. Based on the interview, the students said that

“Saat perform didepan kelas itu terkadang saya lupa vocabnya mas, apalagi vocab yang masih asing bagi saya mas. perlu mengingatnya lagi. (S1I4).

So, the lack of vocabulary is also one of the students problem in speaking english.

The tutor should provide some vocabularies related to the topic presented in each meeting. The students can pronounce the word correctly.

3) Pronunciation

The last problem was pronunciation. Based on the observation on Thursday, 6 May 2019, the researcher found that many of the students still make mistake in pronunciation. The students realized when they spoke English still use some mother tongue and also sometimes there were some words that still strange in their ears. So, it make them cannot offer the utterance correctly. From this problem, the students solved it by practicing in order to speak English fluently. Before they present their assignment, the students check it to the dictionary or ask directly to the tutor, if there were some words that they did not know how to pronounce.

b. Tutor Problems

1) Students ' lack confidence when speaking

There are some students who still have lack confidence when they are asked by the tutor to speak up. They still feel shy and nervous. There are some classes students who recently joined the English conversation club. They don't look confident, so that make their performance less maximal. So, the tutor should make English conversation club into enjoyable club activities which make the students feel comfortable and confident with their ability.

2) Correcting the student mistakes

Based on the observation, there are few students who make mistakes in speaking, for the example, the pronunciation mistake. It's a natural thing because they are still learning. But, the task is to guide and to evaluate the errors. Not only

justify but the tutor also use their own way to correct the students' mistake well. So that children do not feel embarrassed and traumatized when making mistake.

3) Dividing time between speech and debate activity

In English speaking club activities, the tutor has problem, it is the division of time and attendance of students. Based on the interview, the tutor said that

“Tapi itu saya hitung untuk waktu saya full akan tetapi waktunya dibagi sama speech. karena kita mau cari waktu lagi itu susah mas.(T114)

E. The Tutor's Solution to The Problem

1. Giving motivation

To overcome the problem faced by the students, such as the lack of confidence, The tutor provides motivation. the tutor gives motivation to the students in English class in order to give students spirit. when the tutor has given the motivation, the students become more confident in joining English class. based on the interview to the tutor,

“Sebelum memulai pembelajaran di kelas kami para tutor selalu memberikan motivasi kepada anak-anak agar bersemangat dalam belajar bahasa Inggris “ (T119)

2. Giving evaluation

there are some errors to be corrected and evaluated by the tutor. the tutor has special way to evaluate student's result in learning activity. the tutor give evaluation at the end of learning activity. According to the interview with one of some tutors. The evaluation of teaching speaking conducted

by Mr. A has two kinds of assessment to be evaluated. they are written test and oral test. It based on the statement below.

“Setelah proses pembelajaran selesai, kami memberikan dua macam jenis tes yaitu lisan dan tulis” test tulis lebih mengacu pada grammar sedangkan tes lisan lebih mengarah ke speaking (T1110)

3. Creating learning program

The learning program was made at the beginning of English course and at the beginning of the year. Based on the interview, The tutor said that

sebelum program liburan maupun regular dimulai kami selalu menyusun jadwal maupun program pembelajaran (T115)

The tutor always arrange holiday program and at the beginning of the program. It includes schedule, learning program and class.