

## **CHAPTER V**

### **DISCUSSION**

Based on the research findings, the researcher discusses the finding of research. The discussion contains the student's interaction during the teaching of speaking at Paman Sam English Course. It consists of the tutors strategy, member's and tutor's problems in learning activities, evaluation, material and the member'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. Discussion**

##### **a. Speaking**

There are various strategy used in the speech. The tutor should be creative to use strategy in speaking activities. In speaking activity, the tutor should give the easiest material in preparing speaking activity like how to pronounce the word correctly. According to Widiati (2011: 38) the teaching of EFL speaking can be focused on either training to the students to speak accurately or encouraging them to speak fluently. The strategy used in speaking class, such as:

##### **1. Giving Opinion**

Based on the observation, one of the strategies used by the tutor is opinion exchange. The strategy used by the tutor to familiarize members to speak English. In the second meeting, the tutor gave the theme named "environment", and then each member called randomly to give his opinion. The

member is allowed to come forward or just stand up in front of their seats. Each member gives his or her opinions in front of their friends well. They could convince the listeners about something that could spoil and care for the environment. Each member has different opinion also.

## 2. Discussion

Based on the observation on Tuesday, 07 may 2019, The researcher found some strategies. The tutor gave the theme in related to the current news. The themes were pop dance, technology, full day school, zone school and bullying. This theme was including the current news, especially full day school; this is the trending topic in Indonesia education, because in 2017 the government applies the full day school in some places in Indonesia.

In this activity, the tutor calls the members to speak up in front of his friends. The members are free to choose the theme. The students give statement and their statement will be discussed with the other members. There are members who are smoothly and confident in front of friends, but there also some students who are still nervous. The members of English conversation club always encouraged to the other friends. This makes them more comfortable and spirit to join the English conversation club.

## 3. Debate

Debate is one of some activities in English conversation . Debate is also as the strategy in speaking activity. Students are trained to master the debate. In this course, there are debate competitions, so the members taught

the debate in order to make them adapted in debate activity. In English conversation the teacher used Asian parliamentary debate type. In Asian Parliamentary style, there are two teams that are government team and opposition team. Each team has 3 members and each team gives 4 speeches. The format is a limited preparation format, meaning that the topic is announced, depending on the tournament, roughly 30 minutes before the debate. The 3 members of the government should defend the motion. Debate activity can be included two students, The students have debate activity face to face too.

#### 4. Grammar Speaking

In teaching grammar, the tutor gave the topic about Pronouns. On completion of this lesson, student will be able to Change the appropriate pronouns in the place of noun. The tutor used Teaching materials. Usual classroom materials and Cardboard paper having with the detail description of pronouns. The teacher tell the two students (one boy and one girl) to stand from their seat and ask them their name than changes the nouns into pronouns and says that he is a boy and she is a girl. And also shows the two pictures of doctor and nurse and says: he is a doctor and she is a nurse. The teacher also says demonstrative pronoun to the student who are sitting two rows (i.e. boys and girls) like these are boys and these are girls. Then the teacher hangs the card board paper having detail description about pronouns and teach them step by step. After teaching them all pronouns then he writes the six kinds of pronouns and their example on the board and teach

properly to the students once again. Then the teacher tells the student to read out the example of all pronoun loudly in the class with repetition drill. The teacher asked the students to change the following sentences having with noun in to pronoun. Ram is a boy Sita is a girl. The teacher helps them where necessary.

According to (Harmer: 22) the grammatical information can be given to students in two major ways. The first one could be extremely covert and the second will be made extremely overt. In this course, the tutor gave the material about grammar or of cover. Covert grammar teaching means that grammatical facts are hidden from the students- even though they are learning the language. Students may be asked to do any activity where a new grammar is presented or introduced, but their attention will be drawn to this activity not to the grammar. Overt grammar teaching means that the teacher actually provides the students grammatical rules and explanations-the information is openly presented.

## 5. Teaching Vocabulary in Speaking

Vocabulary gives the most important thing in teaching english because the students are hoped to write a passage in English. (Hartfiel, et al. 1985) states that vocabulary contributes to the success in writing compositions up to 20% of the achievement level. It shows that vocabulary can help the students in writing text especially in English. If the students have many vocabularies, they can speak English easier too. In pare, the students should memorize some daily vocabularies which can applied in real life. here the students also learn how to

pronounce the word correctly. drilling is the best strategy in learning vocabulary. the students read the word after the tutor gave the word.

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. According to Websters (1988:9), in learning language, someone will learn the words of that language since we have learned that it is the essential area of language. 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. the tutor gave drilling to the students like repeating the word after the teacher. According to Gerald Kelly (2000:13), there are two main problems in teaching pronunciation; Pronunciation tends to be neglected. When it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned. Then the students were asked to make sentences out of words to guess it. It was intended to make the students happy and more interested. The tutor made the various strategies to make the activities in English conversation club enjoyable. Not only tense strategies but also there was the fun strategy.

## **B. Using games**

Almost every day we use games for teaching, especially in teaching English. The aim is to avoid boredom of the students. Games often implement in teaching spontaneously, especially when the students begin to lose their focus and do not pay attention anymore to the teacher's. The teacher makes the game more competitive so that it will increase students' motivation. The interview result was supported by Darfilal (2014), who stated that the use of games in language teaching and learning helps students to feel comfortable and more confident in acquiring the target language. He also added that games bring a positive effects such as the feeling of happiness, excitement, amusement, and surprise. Moreover, games add variety to usual classroom activities. In this point, game is the best activity to create enjoyment activity to the students.

Based on the observation, the tutor makes game for the students. In order to make English activities become more attractive. The game is a game of charades. The tutor gives a letter, and then the students guess the word of everything that could begin with that letter. Stojkovic (2011) argued that one of disadvantages in applying games in teaching and learning is inadequate rules instruction can cause playing too much and lack of learning. Thus, a game should be carefully prepared and well organized. The rules instruction should be given in a clear manner with consideration on the age of the students. Then the students were asked to make sentences out of words to guess it. For example the tutor says "A" and then the students answer

"amazing". After that the students makes a sentence from the word "amazing". This game there is reward and punishment. So, it is very interesting for the students.

Besides, the researcher found that there are two kinds of games used by the teacher to teach English. The first one is Matching Game. In the first observation, teacher divided the students into group in pairs. One student had to pick one peer to play with. Then, each student will be given color cards. Teacher asked the students to pick up balls and blocks they had prepared in front of the class based on the color of students' cards. After that, the teacher asked the students to put the blocks and balls they picked together with the cards based on each color. The following extract is the proof from the observation which conducted during the class activity.

According to Reese (1999, cited in Chirandon, Laohawiriyanon, & Rakthong, 2010), matching games such as matching a picture with target language can activate student's background knowledge in presentation stage. This is because students are demanded to find a match for word, picture, object, or card. Therefore, it might help students with their cognitive in foreign language learning. this activity made the students easier to understand the material well. This activity is given to the students in order to refresh their mind after joining learning activity inside the class.

Harmer (2001: 272) states that games which are designed to provoke communication between students frequently depend on an information gap so that one students has to talk to a partner in order to solve a puzzle, draw a

picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures. From the definitions stated by the experts above, it can be said that game is an activity in which there are rules designed for and goal achieved by the participants in order to have pleasure.

### **C. Evaluation**

Evaluation is the important step that cannot be separated from the teaching and learning process. By evaluating the students' learning process, the teacher can measure how far the success of his teaching by investigating how far his students are able to master the material that has been taught. According to Germaine (2007:3) it is a common belief that evaluation means the same as testing. The teacher also can see what method and technique which are suitable and applicable to his students. According the observation process, the evaluation of teaching speaking conducted by Mr. A has two kinds of assessment to evaluate. They are written test and oral test. The former was employed in every meeting to know whether they master the material given at the same time or not. The latter was conducted at the end of the program and was more compressive test since the students had to answer the question given from the beginning to the end of the program orally.



#### **D. Learning Problem and Solution**

Nonetheless, English conversation club activities also could not be separated from the problems. Both faced by the tutor and also the members. The problems that faced by the tutor and the members were different. However, most of students in English class were asked to speak up when they encountered problems such as low self confidence. Especially for a bad student, they had the problem in their confidence. The confidence was still less. Even so, they did not desperate; they were still trying to rectify the shortcomings. Besides all of English conversation club members also gave the support and encourage each other.

Then the next problem was the lack of vocabulary. When the tutor asked member to speak up spontaneously, the problem faced by the members was the lack of vocabulary. Even so they were still trying to talk as much as they are and found the synonyms of the difficult words if they forgot it. If indeed they really forgot, their friend helped them to remind the vocabulary.

The last problem was the students' wrong pronunciation. They were a lot of pronunciation that need to be straightened, especially for the junior students. For the example, they speak "focus", but the pronunciation "focus". It also happened in the pronunciation of "busy" it was still less appropriate.

in the end of the activity, the tutor gave some evaluation to remind the members' mistakes in general. So the tutor did not give its correction directly but in the next. In addition to the problems faced by members, there was also a problem faced by the students. The problems faced by tutor were member's self-confidence when speaking. The members still felt shy and nervous when asked to speak up. So it might be solved and seek the solution by the students. The target was the members who initially has lack confidence, after joining English conversation, they would have high confident in speaking. This was the role of the tutor to guide the members.

Besides the problems faced by tutor were splitting the time between debate and speech. In English conversation club, the meetings between debate and speech were still neat. The meeting was still adjusting to the circumstances. For the example when the debate competition will be held, three meetings were used to discuss about debate, two meetings used to debate practice and preparation, and one meeting used for evaluation after the competition happened.

Another problem was how to make the students comfortable and not afraid when they were justified. The main principles in English conversation were the students wanted to speak up confidently although they still had weakness in speaking. So, the tutor might make the members confident with their ability. With the passage of the lack of time can be improved. Here was the role of tutor to solve the members' problem or mistake in speaking. But what the solving from the tutor did not offend and did not make them afraid. So, the tutor might have a specific strategy to deal with it.

That was by the justifying the mistakes after the end of the lesson in general. In addition, the students were also given the opportunity for counseling face to face with the tutor to consult their problem and explain what the problem when they speak up. The last problem faced by the tutor was the members' inconsistent attendance. Where in the first meeting, the members of English conversation club were full, there were many students who are interested in the English conversation club, but after few sessions, the students or members of English conversation club reduced.

There was also low commitment in following the English conversation club. It was not significant problem, because the Students' purpose was to train the members who had a high commitment in learning English. No doubt, students who had high commitment in following the English conversation club they also gained more experience and knowledge about speaking. They are slowly mastered speaking. It was proved in the first meeting, the students were still timid, their pronunciation and vocabulary were less, but after they practiced speaking hardly, they could win the competition. English conversation gave them a lot of knowledge especially in speaking. They were always motivated to be confident in whatever they say in front of the class, the most important thing is they want to speak up. As time goes on, they will be better. In addition there were the other motivations. There were the students want to master speaking. It was their dream to be able speaking English properly, so that they could communicate to foreign people. They also wanted to continue higher education, so they thought that English is provision for them in order not to miss the important information. The

last motivation was they wanted to find more friends. In English conversation, they were family. Although they are from the different classes and levels, but they knew each other, motivated each other and learned together. According to Leo Sutanto (2013:2014) Motivation is a key aspect in many situations of teaching and learning activity. In every activity it may not be separated from the motivation to do so. The students who joined in English conversation club also could not be separated from their motivation to join English conversation club. Their motivations in participating English conversation club were such as to get more experience and knowledge. They want to gain more experience and knowledge from the tutor and their seniors.