

CHAPTER V

DISCUSSIONS

This chapter presents the discussions related to the findings of the study. Teaching strategies means the way how teacher create communicate activities that makes the students enjoy the class. There are various activities can be used by the teacher related to the students need and motivation. In SMKN 1 Pogalan there is a program named BETA English Course which develop some kinds of strategies in the form of funny activities which support the students to enhance their speaking skills which they can't get from formal class. Yet, there are also problems might be faced by the teacher during the teaching learning process. As a facilitator teacher should find the way how to minimalize or overcome the problems to make sure that the students maximally enhance their skill by following the program.

A. Teaching Strategies Employed by the English Teacher

According to Brown (2000:113) strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Meanwhile according to Richards & Renandya (2002: 121) strategies are tools for self-directed involvement necessary for developing communicative ability. The researcher conclude, that strategy is a method or way teacher use to help the teacher bring the class running well. According to Rochard and Renandya (2002) there four type of strategy: cognitive(deals with the way teacher stimulate the students to use their memories, practice and evaluate),

metacognitive(deals with teacher planning, monitoring, and evaluation), affective(deals with students motivation and emotions) and social strategy(refer to actions take to interact with other who use the target language).

From several data that researcher stated in research finding, researcher got the point that there are various strategies can be employed by the English teacher in order to make the teaching learning activities to be more alive. Teacher strategy are very influence and helpful for the student to enhance their speaking skill. So, teacher have to perform different strategies which appropriate with the students characteristic and motivation. The various and appropriate strategy will help the students enhance their ability more than monotonous strategy. Interactive ativities which create by the teacher can build students ability little by little then accustomed as their habit. Teacher also need to guide the students in learning process by employed such interesting strategies in teaching learning process. In conducting English Course the English teacher of SMKN 1 Pogalan employed some teaching strategies as discussed below :

1. Drilling

As Harmer (2007) states, drilling is a traditional ways to encourage students to demonstrate and practice their ability to use specific language items in a controlled manner. Traditionally can be said drilling is a way teacher read or pronounce the word in target language then followed by

the students. When the teacher drilling the students, they continuously learn about the pronunciation and memorize new vocabularies. In line with (Thornbury, 2005) in Syafrizal (2017) when drilling students were repeating words, phrases, and even whole utterances. This strategy has functions to make students pay attention to the material they got and learn how words, phrases, or utterances pronounce well in their mind. When teacher recured train the students to repeat the words, phrases, sentences or even paragraph, they will keep them i their short term into long term memory. They can easily remember the pronounce or vocabulary they have repeat.

Drill means forcing the students to use the target language, even in a word, sentencense or dialogue. In the other hands, drilling involves as cognitive strategy because it emphasize on the student's habit formation by repetition, memorizing grammatical structures and tense transformation, using the target language and the culture where the language is spoken. In teaching learning process, teacher should emphasize and pay attention to the students, because the main purpose of learning language is how students can use the target language in their daily lives. So, the teacher should train the students to practice English as often as possible, especially in teaching learning process. The more they practice the more they enhance their speaking skill.

Based on the data researcher obtained, drilling can be a necessary for teaching learning process. This strategy used by the teacher to be an opening to start teaching learning process. The teacher always use this strategy in each meeting in all classes. Drilling can help the students to remember the material, emphasize the intonation in a certain words, and also give example the correct pronunciation in order to strenghten their memory.

2. Role Play

There are many issues said that it is not easy to the students to speak actively in the teaching learning process. This might happen because they afraid of doing mistakes or too shy to talk in front of their friend and some of them are too lazy. Role play help the students to play with their personal problem. By this way, students feeling not alone. She or he may play a role in pair or group. This will reduce their anxiety or shyness to talk alone in front of the class. Role play is a way that requires students to take the roles and discuss with each person playing their role as well. For the first time they do a role maybe still shy or nervous, but the more they practice the more they feel comfort to do the role again. The more role play they do, the more proficient and confident they will become.

This activities simply mentioned as the way how students are asked to imagine that they are in different situation and act some

script. So, this can be involves as metacognitive strategies, because before doing roleplay the students need to plan the cript or role they will take then do rolpelay as well. For example in appendix 5, "*group A was decide to act if they were work in the office, there is a new partner joined their division...*". The students are asked to act if they were work in the office and act as they can do. They read the material first then discuss and make conversation within the group. They tried to practice the role they have imagine before. Sometimes they can improvise their role. This strategy are good to improve students creativity.

The students are free to choose became who they are in the scene. But, the teacher will determine the selection of group member. The teacher will mixed active and passive students in one group in order to encourage the passive one became more active. So, the teaching learning activities will run in balance without any exceptions.

Besides group role play, the teacher also conduct pair roleplay. The students will do conversation in pair in several minutes and exchange their pair. This strategy clearly promotes effective interpersonal relations and social transactions among participants. In carrying out their roles, students should have a good and effective social skills to support the simulation of the roles they take. This simply can enhance students speaking skills in any situation, and help

learners to interact with others. As for the shy students, role play help by providing a mask, where learners with difficulty in conversation are free to speak or have any topic to interact with others.

Thus, the researcher viewed that role play is a strategy which involves fun and enjoyable. Researcher observes students who take lessons more comfortable, happy, and active in the learning process. Some students who are usually silent and pay little attention to the learning materials become more active in doing role play.

In a brief, the teacher have some steps or procedure in doing roleplay, such as :

- (1) The teacher explain the material first and asked the students to do drilling
- (2) The teacher ensure if the students master the vocabulary related to the material
- (3) The teacher determine pair or group member (optional)
- (4) The teacher guides as a facilitator when students make text dialogues
- (5) Students play a role in front of their friends, while the teacher gives an assessment and immediately corrects if there are errors in the pronunciation of participants in the student.

3. Games

Harmer (2001) states that when the teachers want to encourage the students to speak, they have to use communicative approach that avoids hard concentration toward grammar and vocabulary but emphasize the significance of language function. In other word hard concentration sometimes make the students feel boredom and too lazy to always stay focus for long time. The teacher should find the activities which will involve the students in real communication. The achievement of the students communicative task is more important than the accuracy of language they are using. Harmer (2004) continues his statement that these activities should make the students interested in doing communicative task. This can be said that game can be a solution for this activities. Games can be used for giving intense and passionate involvement in communication by the students so that they will feel enjoy and pleasure in teaching learning process.

According to Amrullah (2015: 14) games are an emicable way for an educator to present material and assess material learned. By using games, the teacher can try to motivate the students to speak. When the students have a high motivation to speak and enjoy the teaching learning it will create a good circumstance and encourage the students to take part actively in the class. The more they take part actively the more chance they get to enhance their ability in speaking.

Meanwhile, according to Nurhayati (2017: 1760) stated that Indonesian students are passive, quiet and shy due to cultural influence and low English proficiency. Then, Dewi, et al. (2017, 64) describe in her study that games can be an alternative way to overcome the students' difficulties in learning English so that they can improve their speaking skill. By doing games, it can give positive impact for the students' motivation and atmosphere in the classroom. When the class atmosphere start the boredom, the teacher can use games as ice breaking. This will dilute the rigid atmosphere around the teaching learning process. This strategy also require to make the students to take part actively in playing the game or express their own point of view. The students will automatically increase their confident due to the most practice in real communication they had when play the game. This strategy involves as social and affective strategy because in doing games the students are need to interact with others and also by doing games the students are motivated to be active in teaching activity.

4. Group Discussion

Discussion is a tool for developing students reasoning skill because it will bring the students to their though in critical thinking (Maulidar, 2019). As the researcher know from the observation there are some students shy to speak alone and feel nervous when speak in front of the class. Group discussion can be a solution to reduce the students shyness to perform in front of the class alone. When they involve in a

small group, they will have more brave to speak up and discuss with her/his friend about some topics.

Meanwhile, according to Harmer (1985) group work is an attractive idea to increase the amount of students talking time. When teaching speaking teacher should give more opportunity to the students to practice their speaking. Students use the target language to communicate each other and more importantly to cooperate among themselves. Then, according to the observation researcher found that the students feel free to express their idea when interacting in smaller groups. In other words, this strategy help the students to reduce their anxiety to speak up in front of the class. Indeed, the best time to overcome the speaking anxiety problem is through the practice in group discussions.

This strategy involves social strategy because in doing the activity the students need other who use the target language or codemixing to discuss the material they have learned. Group discussion will help students to learn how to be responsible with their job. When they involve in a small group, they have to be responsible with their part. Even they do the task in a group, each of students should take part in discussions. In order to get every students take part in the group work, the activities should be appropriate with the material and interest to the students. The success of making the students interested in in

teaching learning activities can be measured as one step ahead toward teaching learning success. When students participate in group discussions they will learn to ask and receive help or opinion from the members. Students which contribute to the group found that the activities are interesting and rewarding to the whole group, that they will got the best valued from the teacher.

Group discussions can help the students to enhance their speaking ability if it employed continuously in order to accustomed the students to speaking as always. The speaking activities through group discussion provides noticable interaction in a group as the students gain confidence to overcome their shyness in speaking. This strategy also increase students' verbal interaction between each other in the classroom.

5. Competition

According to Vandercruysse (2013, 928) competition are the way which individuals or groups contest each other that bring clearly-defined goals and enhance motivation. It was obviously known that the goals of the students follow the competition is to be the winner. When the students wants to be the winner they will do their best. They feel challenged to engage in the competition. Based on the finding, there are various kind of contest will be held in the competition, suc as shoot and dictation, news anchor, story telling, speech, brainforce, etc.

This competition gives opportunity to have the students engage in each contest. Of course it was supported by the teacher too. The teacher said all of the students must participated in each contest. There are individual and also group/class contest, so inevitably they will prepare their self to te competition.

This strategy involves social strategy because it provides the students a place or forum to develop their talent that is very challenging for the students. In this competition the students obviously need to interact each other because the activities were done full English in one day long. When they feel free to take the opportunities they will follow the contest as well they want to be the winner. They become more enthusiasm and high motivate to learn English. Vandercruysse (2013) stated that competition have posotive consequence because it related to challenge and challenge in turn has been related to students motivation, which result in greater attention and excitement. As the researcher know there also some funny games held in the competition in SMKN 1 Pogalan. this is what makes te competition more funny and challenging for the students. They can playing while learning. The students have high motivation and interest in doing the activity.

6. Giving Students Motivation

According to Ulfiani (2019) motivational strategies are techniques that promote the individual's goal-related behavior. Motivation is probably the key concept to do something or learn something. In this case motivation has a role as they key to the students to understanding the process of language learning. The teacher should always motivate the students in each lesson. Motivation from the teacher is needed to improve the students spirit in the lessons. This involves in affective strategy because it deals with the way teacher give the students motivation in teaching learning activities.

Based on the observation, there were some students have low motivation in teaching learning process. Sometimes they keep silent and just play their phone when the teaching learning going on. Many factors are influence their performance in the class, such as they feel boredom, don't like the material or too lazy to follow the class etc. In other hand, if the students brough the problem from home such as, fighting with people, having problem with friends, feeling very difficult with learning material that cause their spirit about to decline.

Teacher should quickly realize the students condition then motivate them to be more active in teaching learning activities. Based on the data that has been researcher gained from observation and

interview, the researcher found that each teacher has different ways in motivating the students. Some teachers use games, quiz or singing English songs to make the students on again. When playing games/quiz or singing it will lose their boredom or sleepy.

There also the teacher that are motivate the students verbally because it can be done directly to the students. Most of the teacher also motivate the students by giving plus score so that they will enthusiasm to compete each other. Sometimes the students asking how many plus point they have. If they thought it's still less than others, then they trying hard to be more active in teaching learning process to make sure they will get more score.

That way, the students will be more motivated and have more competitive sense of learning, because for students whose grades are still bad will feel embarrassed because all of their friends can get good grades. While for students whose grades are good, will be more proud of themselves which will cause their learning motivation increase too.

In addition, to improve students' speaking motivation, the teacher can also be a model or example in the class during the teaching and learning process. When teaching, teachers are often and as much as possible use English. Although only a few students understand the teacher's explanation, but often with a teacher using English, students are also more familiar with the words that are often used by the

teacher, which will eventually make students slowly become familiar. When many students do not understand the teacher's intentions, the teacher can explain it through body movements, decrypt it, or make simple sentences using these words.

7. Outdoor Activities

Outdoor activities are activities that doing outside the room, might be in the park, garden, field and another place. According to Ulfiani (2019) this activities can lose the feeling of boredom. This also make the students more interest to study or learn something.

According to Rahmawati (2012) outdoor activities can be help the students to loose the feeling of boredom. It is more interesting than indoor activity, because by doing outdoor activities the students can do many activities such as running, jumping, climbing and other funny activities. When the students study in real world, they can understand easily the information or materials because they can do both study and playing.

This activities were conduct outdoor, so the students can learn from real world. They will enjoy different atmosphere, which is usually they only study in the classroom. The students with kinesthetic style will do these activites in high enthusiasm. The students can easily understand the information or material because they can do both, learning and playing. They might get more idea when they go

outside the class because they feel enjoy and relax. They also free to express their opinion or feeling when doing the task from the teacher. Because this strategy bring the students motivation and emotions in following the lessons, and also teacher planning in managing the time or activities conduct in doing outdoor activities this involves affective and metacognitive strategies.

However, the teacher must control the students when doing outdoor activities so that the activities will run in positive vibes and results and also didn't interfere another class who study in the classroom in the sametime. Of course this strategy will not match with all classes. The teacher should be smart in choosing the strategies employed. The class with majority over active students should not teach with this strategy because they might be uncontrolled and ruin the teacher rule. In fact, maybe the teacher is still able to control but it will waste more energy to do this activities.

By doing outdoor activities the students become more active and enjoy the teaching learning process. Then, they could improve their motivation and simulated them to speaking English better than before. They were free to express their idea so that they can freely to spoke about the topic. They become more confident to speak English because it was something she/he know the real, so they no need to be afraid to do mistakes.

This strategy has a weakness, that is requires a lot of time. The time allocation for the course is just 90 minutes. It won't be enough time to do outdoor activities then present the students result in front of the class in one meeting. Especially for each students to present one by one. It might be reduce the next meeting time, that should be continue to the next material. And also conditioning students in a large numbers outside the classroom is not an easy job. Therefore, the teacher who want to conduct outdoor activities should really chooses the right time and there are no heavy material to teach.

B. Problems Faced by the English Teacher

Ricards (1990) states that the success of teaching learning language can be evaluate based on how well students can improve their ability. Speaking reputed as the most difficult skill to be mastered by the students. So, the teacher should choose the best strategies to be employed to the students. Sometimes she/he faced difficulties in implementing the strategies because there are many types of students in a class.

Based on the observation and some interview there were some problem in teaching speaking at BETA English Course. The problem was faced by the teacher while the teaching learning process. They are classroom management, learners differences and problem in motivating the students.

The first problem was classroom management. The researcher found that the teacher sometimes really hard to manage the students who lost their control. But, here means the students were too active in teaching learning process. There were some students who run to the teacher in order to get attention from the teacher then pointed by her to answer the question. Meanwhile, the other students who stay in their bench feel disturbed by their friend who running through the teacher. This was disturb anoter students. The teacher overwhelmed and inevitably point out to the students who run in order to make he/she stop running. Because sometimes when they still didn't get the chance they will do running again. Even their friend yell to them, they stay still.

In other hand, the students who too lazy to making noisy or just raised hand but didn't get a chance will give up and do another thing to lost her/him annoyance. Finally they toke their phone under the bench and dive into their world. When the teacher saw her/him, he/she will put their phone and pretend to be pay attention to the lesson. This bring a big impact to the teaching learning process. They who didn't really pay attention to the teacher will silent when teacher asked them to answer some exercises.

The second problem was learners difference. As we know there are some types of students in the class. The students which active in following the class activities will easy to accept the teacher material and doing some task. Meanwhile, the passive one will hamper the teaching learning process.

The time that should use to continue to the next material use to wait another. This way teacher should find the best strategy which matched to the students.

C.Possible Way to Overcome the Problems

In the teaching learning process the teacher should give good attitude in order to give the students guidance. The teacher should control the students to manage them. Of course there always a mistake did by the teacher and students in teaching speaking process. When there's a problem there's an answer. There are some possible solution in facing the problem. The first problem was classroom management. This way, the teacher give serious response to them who didn't obey the rule. The response is such as a clear statement tended to the students that make them should sit back to their bench. This is not means angry to the students but just give a little serious gaze which might make the students be guilty then didn't repeat their mistake again.

In other hand, for the second problem, learner differences. The teacher should understanding the students differences. The teacher know that it is normal thing in teaching learning process. The teacher will use the different way in teaching the passive students. She will force the students to be more active by asking some question or asked them to go forward first.

The last problem was in motivating the students. As the researcher found from observation and interview there are some students who didn't

give any attention to the teacher. They didn't have encourage to be involve in discussion or another activities. When the students seems boredom when the class going on, she will asked the students to singing English song, sometimes they sang their yel-yel class (for example see in appendix 1). Another solution is by playing game or doing some quiz. Most of the students were very enthusiasm in getting plus score. They were so happy when the teacher asked them to do some quiz. They were very interested in getting the nomination as the best students if they get high score in their English Course report card.