

## **CHAPTER V**

### **DISCUSSION**

This chapter presents the ideas of the researcher in interpreting the research findings. It discusses the findings from observation and interview that has been described in previous chapters concerning EFL Teacher's Strategies in Teaching Speaking at MTsN 4 Nganjuk. Here, the researcher will discuss two matters; firstly about the teacher's strategies include conversation and discussion, secondly about the students' responses toward the strategies. The two matters are discussed as follows:

#### **1. Teacher's Strategies in Teaching Speaking**

##### **a. Discussion on teaching by conversation**

In this case the teacher asked her students to make questions to ask their friend in front of the class. This activity purposes to think more broadly and interact with other students. Conversation is an informal talk involving two people or a small group of people, the act of talking in an informal way, something that is similar to spoken conversation. In other sides conversation is a talk between two or more people in which thoughts, feelings, and ideas are expressed (Suparman 2017). It shows that from this activity the students can study to interact with other students to improve their speaking skill. In this case the teacher used conversation to develop students' speaking. This activity will make students try to speak in front of many people. They will study to have confident to speak in public. Beside, the students also can express their consideration and opinion.

##### **b. Discussion in teaching speaking by discussion**

Based on the findings of the study during the observation and interview at MTsN 4 Nganjuk. It could be said that teaching by using discussion strategy had some steps in applying material in the classroom such as the lecturer provided some topic, then divide them into some groups. This activity purposes to express students' opinion and consideration. Gage and Berliner, (1988) stated that discussion is a forum in which students can practice expressing themselves clearly and accurately, hearing the variety of forms that expression of the same idea can take, and criticizing and evaluating successive approximations to an adequate statement. From this activity the teacher hope that students will try to express themselves and they can have self confident to express their opinion with their friends in a group. It seemed that the teacher conducted discussion strategy in teaching English lesson to develop students' speaking. It is suited with the research of Argawati (2014) about improving students' speaking using discussion strategy,the result of the research is group discussion was one of the best methods of learning speaking in foreign language. It helps the students improve their speaking skill. In group, the students have opportunity to use English among themselves and practice each other with their friends.

Practicing speaking with their friends increases their confidence in saying some words without any worry whether they say some wrong words or not. Besides that, learning in group improves their vocabulary mastery. In this case the role of teacher is as facilitator and moderates the discussion activity. It is same with the result of Rahman (2011) research that stated The teacher must keep a balance between

controlling the group and letting its members speak. The goal of a discussion is to get students to talk purposefully about the course material. Teacher's role becomes that of facilitator. The teacher moderates the discussion rather than convey information. For a purposeful discussion, teacher should not do all the talking; or talk to one student at a time. It should be remembered that the discussion is not just a matter of teacher's communication with students; it is a chance for them to share ideas. Individual style will influence the amount of control a teacher will use, but in general the teacher's role in a discussion is not to dominate, but rather to get the discussion started, set goals, summarize, mediate, clarify, and allow all to be heard. Besides, the teacher can ask the student to come forward to tell their result in discussion to evaluate students' speaking. The teacher also can correct their mistakes in speaking after discussion activity.

## **2. Student's Responses Toward the Strategies**

This is the part that will discuss about how the students' responses toward conversation and discussion strategies that teacher given

### **a. Student's Responses Toward Conversation**

This part discuss about student's responses toward conversation. Teacher asked the students to make some questions than the teacher called two students to practice conversation in front of the class. They ask each other with questions they have made. The students enjoy with this method. Teacher asked to them to make free conversation, so it can make the

students think creatively to develop their ability in speaking. In the class the teacher asked the students to do the conversation in front of the class, because of this activity students can train their confidence to speak English in public place. Based on the observation and the interview students interest with this strategy, it makes them enjoy and spirit to learn speaking in the class.

#### **b. Student's Responses Toward Discussion**

In this strategy the teacher will let students to discuss by themselves. It was supported by Biehler and Snowman (1993) in Richard's book (2000), stated that group discussion is a collaborative learning that the teaching technique is where the teacher will let the students push themselves or to encourage between the students in practice their English conversation in class.

In this case students responses toward this strategy is they feel interest with it. They said that this strategy very helpful to develop their speaking. It was suited with Billik (2012) result of research about students' perception on the role of group discussion in speaking class that stated students agreed that group discussion was very helpful for them in the process of learning English in Speaking class. Having group discussion in Speaking class can help the students to deal with the difficulties that they face in Speaking class. From the research finding in interview section, the major problem that students have in speaking is the limited vocabulary, students' ability in mastering the grammar and also being nervous. It is similar with Green (2008), who said that problems in English

Competence which are acknowledged as hindering participations includes vocabulary, grammar and pronunciation. Therefore, students preferred to have a group discussion in speaking class while they have a discussion. In addition, the students said group discussion in Speaking class can bring the class more alive and make them more actively participate in speaking learning process. The students also added group discussion can help them to have an interaction between the students and the teacher in the class activity. They can share opinions and also can help each other in practice speaking English. It make them confidence to speak English in front of their friends.