CHAPTER IV
RESEARCH FINDINGS

This chapter presents the data related to the research problems covering the description proposed of teaching speaking strategies, and speaking activities which are used by the teacher in teaching speaking.

A. Preliminary Observation

Before presenting the data dealing with the research questions, this part is initiated by presenting some aspects those are history of school, vision and mission. The purpose of presenting those aspects are to give description of the setting of the study.

History of Santitham Foundation School

Previously, Santitham school is an islamic boarding house which is managed by Sumalee's family. This School was built in 1939, which the first director is Mr. Yakoob Sumalee. After that, in 2012 the second director changed the islamic boarding house became a formal school like right now. And for now the director is Mr. Noppharat Sumalee with the vice director is Shakirin Sumalee who is his younger brother of Sumalee family. In this school there are some grades, start from anuban or kinder garten, phratom or elementary school, mattayom or junior high school and senior high school, and tsanawiyah. This school has two places, for anuban and prhatom are in the same building, and for mattayom has another building. In the mattayom grade, it consists of 1 until 6 grade, and for tsanawiyah consists from 7 until 8 grade. tsanawiyah grade is just for the students who want to learn about religion deeply, so that there are just religion lesson in the Tsanawiyah.

Islamic Santitham Foundation School has about 2700 students and has about 100 teachers and the stuff is about 30 peoples. In this school there are dormitory and islamic boarding house for students.

The differences between dormitory and islamic boarding house is just from the manager and the cost, dormitory is more expensive than islamic boarding house. Dormitory or islamic boarding house for girl located inside the school, and dormitory for the boys located outside the school. This school also has many facilities, there are learning building, computer room, science practical room, sport facilities, mosque,canteens, bathrooms, teacher rooms, meeting rooms, first aid room, and many more.

Beside that, this school is an islamic formal school so that every student has two classes, there are regular class and religion class. For regular classes the curriculum are made by goverments of kingdom and for religion classes the curriculum are made by school its self. The school is begun from monday until friday morning and for saturday and sunday are holiday.

Islamic Santitham Foundation School is located in 21/7 moo 3 Tambon Na Muang Nakhon si Thammarat Province Southerm Thailand, this location was very strategic, because it is located near from central city of Nakhon si Thammarat Province.

B. Data Presentation

This part presents the data answering the proposed research questions. As stated previously that the data of the study were selected by doing observation, interview and documentation.

1) Data Presentation on Teaching Speaking Strategies

The data about teaching speaking strategy can be devided into 3 aspects those are teaching speaking strategy dealing with students' fluency, teaching speaking strategy dealing with build up students' cooperation working in a group, and teaching speaking strategy dealing with students' motivation in learning speaking. From those 3 aspects will be explained as described below.

a. Data Taken from Observation

Basically, English teachers at Santitham school always prepare to their material before they come to teach. It is needed for both of teachers and students to know what is being taught so they can make a proper planning and good preparation. The teachers' preparation for example make a lesson plan. Lesson plan is important to know what indicators that has to reach by students after learning process. After that, teacher has to prepare learning material which related with the preparation in the lesson plan.

The first teaching speaking strategy applied by English teacher of Santitham school is giving students regular practice in fluency and accuracy. This strategy is doing regularly such as a routine activity to make students being accustom to pronounce word correctly both of grammar and pronounciation. This strategy is good for students speaking ability because by doing regular practice in fluency and accuracy students will be able to be fluent and they know how to pronounce word correctly. This strategy cannot be separated with a strategy that is providing appropriate feedback and correction. When the teachers stimulate their students to speak English confidently, the teacher has to control the students to speak English correctly both of grammar and pronunciation. So, when the students make mistakes, the teacher will correct the students' mistakes directly. Actually, most all of English teachers at Santitham school always correct the students' mistakes in their speaking. The teacher who conducts those strategies is Teacher 1 (see Appendix 1). When the students answer the question which is given by Teacher 1 orally, and some students pronounce the words incorrectly, then Teacher 1 directly corrects them. Teacher 1 also give the students appropriate feedback in answering the questions, when the students do not know what the meaning of the words, Teacher 1 directly tell them

about the meaning of that words. Actually, Teacher 1 always corrects on the students' mistakes whenever and wherever the students make mistakes in their speaking, Teacher 1 always corrects them directly, whether in the classroom, in the office, or everywhere (see Appendix 1).

On the other hand the teacher providing appropriate feedback and correction to the students is shown by teacher 2. When the students speak words incorrectly teacher 2 corrects their incorrect words directly (Appendix 3). Teacher 2 also gives appropriate feedback and correction to the students. Feedback is given when the teacher delivers the material and when the students do the exercises. When the students get difficulties to understand the material or the exercise, teacher 2 explains and guides them patiently. It was good strategies because the teacher give attention on each student and guide the students patiently (Appendix 3). Providing appropriate feedback and correction to the students is a good way for stimulating students' motivation to speak up because when the teaching process runs well, the students will be enjoy and feel more confidence to speak up using English.

Another teaching speaking strategy is Applying communicative game and song. This strategy is begun by playing a game such as guessing word in a group then the failed group will be punished by singing English song. By Applying game and song, students are more motivated to learn, pay attention and participate in set tasks. Communicative game helps students to become a part of a team as well as take responsibility for their own learning. Base on the observation of the teacher 1's class. Teacher 1 prepares a certain activities such as singing songs to guide students memorize the vocabularies easily (see Appendix 1). Applying communicative game and song is a good way for stimulating students' motivation to speak up because most of students they like to have a game and feel enjoy to sing a song. A communicative

game and song also can be used to solve students' boring in the teaching process as stated in the field note when the researcher observed Teacher 2s' class (see Appendix 3). That field note shows in the end of the lesson teacher 2 makes a teaching conclussion and when the students seems bored, teacher 2 invites the students to make a small group and have a game with singing a song as the punishment of the failed group. They could make the opportunities to integrate the use of game and songs to solve their bored.

The next speaking strategy is managing students' seating arrangement. The teacher who conducts this strategy is teacher 3. Before beginning the lesson, Teacher 3 managed the students' position (see Appendix 4). Teacher 3 often manages students seating arrangement before she starts the teaching. According to teacher 3 managing students' seating arrangement is the first step of teaching (see Appendix 4). It is a good way in teaching when the teacher has a good classroom management beacause it can reduce students' misbehaviour in the classroom and also easier for the teacher to controll students' attention in learning process.

Another teaching speaking strategy is giving the students opportunities to encourage oral communication. This phenomenon is stated in the field note of teacher 2 class (see Appendix 3). In this strategy, the teacher lets the students to initiate and perform their oral language in their own style but still within the teachers' guidance. Teacher 2 lets the students to ask something or start a conversation, so they can encourage their selves to speak up comfortably, and confidently. This strategy is good because if the teacher makes the classroom atmosphere become comfortable for the students, the students will be able to initiate oral communication comfortably too.

From several informations above we can conclude that the data about teaching speaking strategies which has been taken from observation techniques are: giving students regular practice in fluency and accuracy, providing appropriate feedback and correction, managing students' seating arrangement, applying communicative game and song, and giving students opportunities to encourage oral communication.

2. Data Taken from Interview

In the same line with the data which has been taken from observation technique, one of the teaching speaking strategy is giving students regular practice in fluency and accuracy and also providing appropriate feedback and correction. In interviewing, the researcher asks Teacher 1 about giving correction to the students. According to teacher 1 it is a job of English teachers to always correct the students' mistakes in their pronunciation or grammar so the English teacher has to correct the students' mistakes everywhere they know even on the outside the class, because when the students pronounce wrong and no one corrects them they will never know the right one (see Appendix 2).

Another teaching speaking strategy is applying group work or pair work. This strategy is used by teacher 2 when students eleventh grade practice promoting product in speaking class and the topics of promoting products are kinds of cloths, foods, and books base on the students' desire to encourage them selves to speak up freely and bravely. According teacher 2 applying group work or pair work in her teaching can be able to build students' motivation in learning speaking because most of her students they more confident to practice speaking in a group than individual task (see Appendix 8). This strategy is good to motivate students to speak up, encourage active learning and develop communication skills.

Another teaching speaking strategy is motivating the students. English teacher of Santitham school never forget to always give motivation to the students. Usually a lot of English teachers give motivation to the students in the end of every teaching. Teacher 2 also keeps using English in the learning process to encourage her students to speak English too in the classroom. According teacher 2 English teacher has to keep speak English in the teaching as much as possible to stimulate students to speak English too (see Appendix 8). In addition teacher 2 explains that English teacher has to be able to be a good example for the students. If the teacher keep using English in the classroom, the students will always use English too. And when the students forget to use English in the learning process, the teacher has to remind the students to use English. This is a good strategy to keep students to use English and give them a model or references how to speak English in learning process.

On the other hand, Teacher 1 explains that motivating the students to speak English is also by being a good figure for the students. According teacher 1 English teacher has to stimulate the students to speak English not only in the classroom but also in the outside the class when the teacher meet the students in the office or anywhere it is better for English teacher to greet the students using English in order to stimulate them to speak English and more confident to use English (see Appendix 9). Teacher 1s' explanation shows that English teacher has to keep using English even in the outside the classroom. This strategy is good to stimulate the students by being a good example for the students to keep speak English.

Another teaching speaking strategy is applying communicative game and song. This strategy is used when the learning process is focusing on explaining the material and sometimes the students get

bored and they need something to solve their bored then the teacher will apply communicative game and song as a strategy to solve students' boring base on the interview with teacher 2. In interviewing teacher 2 explains that when she teaches in the last period the students are always seem tired and they are not ready enough to study so teacher 2 decides to apply gueesing word game in the first time and singing a song as a punishment for the failed students then after apply the game the students seem enthusiastic so teacher 2 apply game and song again to build students motivation when they seem bored and tired (see Appendix 10). Students of Mo. 5 language class also say that gaming and singing a song can be able to upgrade their spirit when they get bored because they like those activities. In interviewing 5 studens of Mo. 5 (eleventh grade) according them they like to sing a song in English and they also like playing game with a punishment for the failed one because those activities are funny and make them happy so they can forget their boring before (see Appendix 11).

The last data about teaching speaking strategies which has been taken from interview technique is using authentic material. Most of students feel more comfortable to speak in the class when the material is something they like or a recent news that they prefer to discuss. The teachers can be able to use any creations in designing their material, like what Teacher 1 do when the researcher asks her about the material she has conducted in language class. Teacher 1 creates her own innovation in making the material for language class. According to her if the material on the handbook is seemed too difficult for the students she will looking for another sources in developing the material and make it simply as possible so the students will be more enjoy in learning process and the material will be understandable. In interviewing teacher 1 says that in the teaching sometimes she uses all of the material exist in the handbook

from goverments but when she found the material in the book is so hard or difficult to be understood for her students she will looking for another sources to take a similar material but easier than the handbook and she prefer to use a recent news from the internet as a material of discussion because her students like to discuss a new issue (see Appendix 9). Base on Teacher 1 explanation, according to her the use of authentic material is more effective to improve students' speaking proficiency. This is a good strategy in stimulating students to speak English because when the students are interested with the material in the learning process, they will be able to speak up in the classroom freely and comfortably.

Base on the researchers' explanation above it can be concluded that teaching speaking strategies which has been taken from interview technique are : giving students regular practice in fluency and accuracy, providing appropriate feedback and correction, applying group work or pair work, motivating the students, applying communicative game and song, and using authentic material.

3. Data Taken from Documentation

The data about teaching speaking strategies which has been taken from documentation techniques are applying group work or pair wok and providing appropriate feedback and correction. Those strategies are shown in Teacher 2's lesson plan of Mo.5 (see Appendix 13). The main activities of the lesson plan is students are asked to make a procedur text how to make Thai food in a group, then present it. After students present their Thai food, the teacher and also other students give feedback to the group about their presentation.

From several techniques of collecting data includes observation, interview, and documentation as describes above, it can be concluded that teaching speaking strategies which have been conducted by English teachers of Santitham school are: giving students regular practice in

fluency and accuracy, Providing appropriate feedback and correction, Managing students' sitting arragement, applying group work or pair work, motivating the students, applying communicative game and song, giving students opportunities to encourage oral communication, and using authentic material.

The data presentation related to teaching speaking strategies is summarized in the following table:

No	Teaching Speaking Strategies	Teachers		
		Teacher 1	Teacher 2	Teacher 3
1	Giving students regular practice in fluency and accuracy	✓	✓	✓
2	Providing appropriate feedback and correction	✓	✓	✓
3	Managing students' seating arragement			✓
4	Applying group work or pair work		✓	✓
5	Motivating the student	✓	✓	
6	Applying communicative game and song		✓	✓
7	Giving students opportunities to encourage oral communication	✓	✓	✓
8	Using authentic material	✓	✓	

2) Data Presentation on Speaking Activities

1. Data Taken from Observation

The first speaking activity which has been taken from observation is discussion. This activity is often cunducted by making question answer session after teachers give explanation about the material in the learning process in order to get conclussion of the study. In discussion, the teacher allows the students to express their own opinions. Sometimes, the students asking some questions after explanation or other students give their opinion on it. The teacher who conducts this kind of activity is teacher 3. After explains the material teacher 3 often asks the students to practice or answer some questions in the handbook and when the students cannot answer the questions she will guide the students to have discussion about the difficult material (see Appendix 5).

Almost all of English teachers at Santitham school often use discussion in the classroom to encourage the students to speak up. As the researcher observes in Teacher 1s' class that is language class, there also a question answer session using full English language (see Appendix 1). Teacher 1 always organizes her class full of English, from the opening classroom activities, reviewing previous material, explaining the material, allowing students to have a question, then asking students to write down the materials on the books, until closing the teaching as researcher states in a field note of observation in language class of Mo. 5 (see Appendix 1). When the researcher observe teacher 2 class there also a discussion in her teaching process and of course it is runs very well. The students are very active and enthusiastic they can actually encourage themselves to speak up freely (see Appendix 3). Discussion is a good activity and also an important aspect in teaching speaking because it helps students process information rather than simply receive it.

Another speaking activity is describing something. In describing something, students give their opinion about something that has been prepared by the teacher. Commonly, describing something happens without students' preparation. The teacher who conducts this activity in the teaching is teacher 2. She often uses this kind of activity in her speaking tasks to encourage her students to speak up. This situation is found when the researcher observes teacher 2's class (see Appendix 3). Describing something is a good activity in the speaking class it is also a good way to stimulate students to speak up because this activity require the students to use some common adjectives or words to describe a certain things.

The next speaking activity is reading aloud. This activity is a regular activity which is begun by calling one of the students and he or she has to read the text which is given by the teacher loudly or the teacher and the students read a certain text loudly and continuously in the classroom. As states in the field note the teacher who conducts this activity is teacher 3 when the researcher join in her class she often asks her students to read question or answer the question loudly and also in the begining of the study she asks one of her students to read a certain text loudly and continuously (see Appendix 5). Reading aloud is also a good activity in teaching speaking because it provides a way to help students to develop their skills as a good reader and an active listener. In reading aloud the teacher will be easier to controll students' mistake and also give the students appropriate feedback about their reading. This strategy also encourages class participation and takes the focus only on the reader as a source of the information.

The last speaking activity which has been taken from observation technique is story telling and sharing. The teacher who conducts story telling as a teaching activity is teacher 2. She often tells her students

about her past experiences when she studied English and sometimes she asks her students to retell a folklore together in English because her students like folklore while sharing is often done in the last teaching before teacher 2 closes the teaching she lets the students to share their experience or their difficulties in understanding the material (see Appendix 12). Story telling is a good activity in teaching speaking because it can be able to develop students' understanding in a certain topic and they can be able to explore their own opinion in retelling again the topic base on their understanding. Sharing is also a good speaking activity in teaching because through sharing the students will be more comfortable to share their experience in understanding the material and the teacher also can be able to know students' difficulties in learning speaking.

In conclusion, the data about speaking activity which has been taken from observation technique are: discussion, describing something, and telling story and sharing.

2. Data Taken from Interview

The first speaking activity which has been found from interview technique is discussion. After explaining the material the teacher often invites the students to discuss about the topic of the study. The teacher also lets the students to express their own opinion about the topic and sometimes the teacher invites students to discuss about a recent news in the television. The teacher who conducts this activity in teaching speaking is teacher 1. According to teacher 1, students are more enthusiastic to speak up in discussion activities moreover, if the topic of discussion is something which is familiar for the students and something that they prefer to discuss. The teacher often chooses a certain topic and asks the students to discuss it in the speaking class (see Appendix 2). Discussion is a good activity in teaching speaking because it can

stimulate students to express their own opinion while receive a new information.

Other speaking activity is story telling. Telling a folklore or retelling the past experiences is used to solve students' bored in the learning process. This is a regular activity which is done by the English teacher when the students seem tired. The teacher often tells the students about her past experience in studying English to motivate her students in learning speaking. The teacher who conducts this activity in teaching speaking is teacher 2. In interviewing teacher 2 says that story telling is often used when the students seem tired in the learning process then the teacher will tell a certain story and in the end of the story the teacher makes some questions related with the story to stimulate students to speak up (see Appendix 10). Story telling is a good strategy to stimulate students motivation in learning speaking because when the teacher tell a story the students do not only know a new information about the story but also they can get a model or references how to pronounce word correctly base on the teacher pronounciation.

Other speaking activity which has been conducted by English teacher of Santitham school is promoting product. This activity is usually done in the midterm test. The students have to work in a group to make their own product can be foods or anything base on the students' desire then they have to promote their product in front of the classroom in English. The teacher who conducts this activity in teaching speaking is teacher 2. According her promoting products is a hard task for the students and it spends a lot of time to conducts this activity so teacher 2 only uses this activity as a midterm test in the form of group work (see Appendix 8). This strategy is a good way for building students' desire to speak up because the students can be able to promote every kinds of

foods or anything they prefer to promote freely and they will enjoy working in a group.

The next speaking activity is describing picture, this activity is an activity that require the students to describe anything exist on a certain picture and the picture is prepared by the teacher and the student do not allow to choose any pictures to be described so they will get the picture randomly. The teacher who applies this activity is teacher 2 (see Appendix 8). According her describing picture is suitable to be applied in her teaching speaking because she can stimulate her students to speak about everything related with the picture. This activity is good to be applied in the teaching speaking because through a certain picture the students can be able to imagine what is this picture talking about and they can express their own opinion base on their understanding about the picture.

Another speaking activity is conversation. This activity is practiced regularly in the classroom base on the material. The teacher will choose some students to practice a certain conversation or dialog on the handbook and another students will continue practice the next conversation. The teacher who uses this activity in the teaching speaking is teacher 2. According to teacher 2 conversation is needed to be applied in order to know how far students' pronounciation ability and this activity does not spend much time to be practiced (see Appendix 8). This activity is good to be applied in teaching speaking because the more students practice a conversation they will get a new vocabulary in English.

The next speaking activity is reading aloud. This activity is practiced regularly in speaking class the teacher will ask her students to read a material or the teacher will prepare a certain story and then the student has to read the story continuously with another student. The

teacher who applies this activity in speaking class in teacher 3 (see Appendix 4). According to teacher 3 reading aloud is needed to be applied in teaching speaking in order to know how far students' ability in pronounciation and it is also easy to manage students' mistakes through reading aloud. This is a good activity in teaching speaking because both of students and teacher are easy to controll pronounciations' mistakes.

The last teaching activity is making video vlog. This activity is not a regular activity but it is done only as a midterm and final test. In this activity the students are required to make a daily vlog or make video with a certain topic. The teacher who uses this activity in teaching speaking is teacher 1. According her making video vlog is needed to be applied to know students proficiency in speaking so teacher 1 uses this activity as a midterm and final test (see Appendix 9). This activity is good to be applied to know students' speaking mastery.

From several techniques of collecting data observation, and interview - as describes above, it can be concluded that speaking activities which have been conducted by English teachers of Santitham school are: discussion, conversation, story telling, describing something, promoting product, and making video.

The data presentation related to speaking activities is summarized in the following table:

No	Speaking activities	Teachers		
		Teacher 1	Teacher 2	Teacher 3
1	Discussion	✓	✓	✓
2	Conversation		✓	✓

3	T	Promoting product	✓	✓	
4		Describing something	✓	✓	
5		Reading aloud		✓	✓
6		Story telling	✓	✓	✓
7		Making video or vlog T	✓		

     To support students' speaking proficiency there also many activities in extra class designed by all of English teacher as a school program. Base on the information that researcher gets from teacher 1 as the chief of English teacher where she says that there are many activities to support students' speaking proficiency such as English club. English club is an extracurricular class for students who are interested in English so they can join with English club in every Thursday evening and all of the member of English club are required to remember 7 vocabularies in every meeting so they will get a new vocabulary in every meeting. Another school program is English day on Friday where all of students in the school are required to use English even in the outside the classroom.

     Another school program is academic day which is held twice in a year. This is an English contest which is followed by all of students from seventh until eleventh grade to join many categories of English contest such as poetry, speech, sing an English song, role play, story telling and promoting product. The next school program is English camp. This camp is followed by the students who are interrested in English so the member has to speak English as long as they follow the camp. Other school program is English tour. This tour is also held twice in a year. This tour is free so the students do not have to pay anything to follow this tour but every member

of tour is required to make a video vlog from their journey in English and the destination of tour is the place where there are a lot of tourist.

The last school program is goes to Penang Malaysia this activity is only followed by selected students which is fluent and has a good ability in speaking they get a free chance to go to Penang Malaysia to follow English training for one week in Penang. And the accomodation is guaranteed by the school.