

CHAPTER V

DISCUSSION

This chapter presents the ideas of the researcher in discussing the research findings.

A. Teaching Speaking Strategies

Talking about strategy, from several data in research finding, the researcher got the information that there are many strategies of teaching speaking performed by English teachers of Santitham school in teaching and learning process. Teachers have to perform appropriate strategies for speaking in learning processes, because the difference of students' speaking proficiency might be depend on the use of teachers' strategies. The strategies used by English teacher are various. Performing various learning process can be able to build good learning situation. Based on the research, the strategies used by English teachers of Santitham school can be divided into several groups as discussed below :

1. Giving students regular practice in fluency and accuracy

As described in the research finding when the teacher encourages the students to speak English quickly and confidently, the teacher also keep the students speak English correctly both of their grammar or pronunciation. So, when the students make mistakes, the teacher will correct them directly to get the students' accuracy of speaking proficiency. This is a good strategy in teaching speaking the teacher should not emphasize on any one aspect of speaking. Rather, students should get practice in both accuracy and fluency. It means that when teacher teaches speaking in the class, teacher should guide the students to practice speaking correctly, quickly, and confidently. This strategy is also suggested by Brown as he states that one of principle for designing speaking

techniques is using techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency (Brown, 2001:275). By using this strategy, teachers try to guide the students to speak English correctly, quickly, and confidently. As Nunan (2003:156) states, at the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means the ability to produce oral language grammatically and lexically accurate while fluency is the ability to use oral language quickly and confidently.

2. Providing appropriate feedback and correction

As stated in the research finding, English teachers of Santitham school have provided appropriate feedback and correction. When the students pronounce word incorrectly, the teacher corrects their pronunciation directly. The teacher also give appropriate feedback to the students. Feedback is given when the teacher delivers the material and when the students do the exercises. When the students confuse on the material or the exercise which they do not understand, the teacher explains and guides them patiently. This strategy is good for students speaking ability because when the learning process runs well, the students will get confidence to speak up using English. According to Brown (2001:275), in teaching speaking, it is important for English teachers to capitalize on their English knowledge to provide feedback and correction that are appropriate for a certain situation. In teaching speaking, it will probably be necessary for teachers to correct mistakes made during speaking activities (Harmer, 2007:131).

3. Managing students' seating arrangement

English teacher of Santitham school has applied Managing students' seating arrangement in the teaching process base on the research finding. This strategy is used in order to make easy for the teacher in controlling students' focus and attention during the learning process. The teacher often manages students' seating arrangement before she starts the lesson. According to her managing students' seating arrangement is the first step of her teaching. This is a good strategy which is suitable to be applied in teaching speaking and it is also one of alternative ways to create a conducive learning environment in the classroom and also avoid waste of time and teachers' energy during the lesson. Linehan and McCarthy (2000) explain that in a school, "both students and teachers have a degree of agency in how they position themselves in interactions but this agency is interlaced with the expectations and history of the community, the sense of 'oughtness'" (p. 442). Goffman's concept of an interactive frame is relevant to understanding positioning. (Harré & van Langenhove, 1999a, p. 2) Positioning theory has been described as "an analytic tool that can be used flexibly to describe the shifting multiple relations in a community of practice" (Linehan & McCarthy, 2000, p. 441).

4. Applying group work or pair work

In teaching speaking, English teacher of Santitham school often asks their students to work in a group. This strategy is used in order to build up students' cooperation to work in a group and stimulate them to be braver to express their ideas with their friends in a group. this is a good strategy in teaching speaking because the teacher should give students enough opportunities to encourage

them to be active learning and develop students' motivation to speak up in the class. The use of group work or pair work can give students chance to speak with their pair or group. Nunan (2003:156) states, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson." So the students will get more chance to interact and practice the language with other students. According to Nunan (2003:156) too, "to improve students' speaking skill, they should be given enough opportunities to speak in class." In this way, the teacher should be less talking and students' talking time should be more. Brown (2001) stresses that group work is an attractive idea to increase the amount of students' talking time. Kayi (2006:53) highlights determining maxims in relation to speaking activities and group work in the classroom: a) Group work activities can provide opportunities as well as time and practice among the students, during the speaking activities taking place in the EFL classroom. b) In terms of motivation, these types of activities are very beneficent for the students, because it decreases the affective filter allowing them to battle their individual fears. c) Learners may find more easily and convenient to participate in small groups rather than in the entire classroom. When students find themselves surrounded in small groups where various levels are present, they feel more "on track" with the activity. d) More cooperation. Small group activities aid the students to learn how to work cooperatively and develop interpersonal skills, such as respect and harmony towards one another.

5. Motivating the students

As described in the research finding, English teacher of Santitham always motivate the students in the end of the teaching by retelling teachers' past experiences or an expert past experiences. According them motivating the students is an important aspects in every teaching process because students do not only need a material but they also need a motivation in learning. English teacher of Santitham school motivate the students to speak English by being a good figure in the classroom. The English teacher keeps using English during the teaching process and then the students follow the teacher to speak English too. When the students use local language in the teaching process the teacher remind the students directly and the students are only allowed to use local language when they do not know how to pronounce a certain word in English. This strategy is a good way to stimulate students motivation in learning speaking and it is important first for the teacher to always motivate the students to speak up using English in order to build students' mastery in the target language. The teachers should remind the students to always use English everywhere and every time to improve students' speaking ability and get the best result in speaking proficiency. Brown (2000:285) says that that motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It means that as an English teacher giving motivation to the students is very important in teaching speaking. Teacher can be able to help learners to perceive or develop that motivation by showing, among other things, how clarity of speech is significant in shaping their self image and ultimately in reaching some of their higher goals.

6. Applying communicative game and song

As stated in the research finding English teachers of Santitham school have applied a game and song in the teaching speaking. After explaining the material when the students seem bored the teacher will invite them to do a certain game or the teacher will guide the students to sing a song as an ice breaking to solve students' bored. Most of students they like to have a game and some of students they are happy to sing a song so the teacher combine between a game and song at the same time. The students have to make a small group and the teacher will guide them to apply a certain game then the failed group will be punished to sing a song in front of the class. Applying a game and song is a good way in stimulating students motivation to learn because sometimes the students get bored in the learning process and they need a certain activity which is able to raise up their motivation in learning. The teacher needs to provide a comfortable atmosphere in the teaching and also give opportunities to the students to practice oral communication by themselves. Games are designed to provoke communication between students selves, or between students and teacher. In communicative games, students are more enjoy to speak up in the classroom. This activity makes students more comfortable to speak in the classroom. Richards & Schmidt (2002) state that using activities such as vocabulary contests and collaborative tasks can increase participation among students that normally do not tend to participate orally in the EFL classroom. This is also strengthened by a research conducted by John Riess, et. al. (2012). By conducting some research collecting data methods, the result of the research described that the use of cooperative language learning activities

such as vocabulary contests facilitated and promoted considerably the participation among EFL students.

7. Using authentic material

English teacher of Santitham school has used authentic material in the teaching speaking. The use of authentic material can be able to motivate students to speak up in the class because the students are more motivated to learn when the material is something they like. The teacher designs an authentic material when the material on the handbook is difficult to be understood for the students. The teacher will take another material from many other sources on the internet, magazine or news paper about a recent issue in the country or anything else. Using authentic material is one of relative ways in stimulating students motivation to learn and it is a good strategies in teaching speaking. If the teachers conduct authentic material in speaking class, automatically the students will get enthusiasm to speak English. The students will be more comfortable to speak in the class when the material is authentic, moreover if the material is something they like. Acoording to the result of Do Thi Thanh Tras' research (2009), It was shown from the mean score for 6 weeks using non-authentic materials was 36.1 and the mean score for 6 weeks using authentic materials was 37.3. Authentic material also can improve students' speaking proficiency. The result of this research described the mean students' score on speaking class when used non-authentic material is 75.78; and 82.71 when used authentic material. Kuimova (2011) states, authentic material can develop students' speaking ability.

B. Speaking Activities

During the teaching speaking process the teacher needs to provide an activity in order to keep the students to speak up in the classroom. Teaching speaking should be taught in attractive and communicative activities. The teachers have to decide appropriate activities based on the students' need and the time allocation. There are many types of classroom speaking activities. Harmer (2001:272) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play. Kayi (2006:52) adds some activities to promote speaking: information gap, brainstorming, storytelling, interviews, reporting, picture describing, and find the difference. Good speaking activities can be able to stimulate students' confidence in speaking. As described in the research finding, English teachers of Santitham school have conducted some speaking activities in the learning process to encourage their students to speak up. There are many types of speaking activities which is conducted in the speaking class: discussion, conversation, promoting product, describing something, reading aloud, story telling, and making video. All of those activities will be discussed below

1. Discussion

One of common speaking activities which is applied at Santitham school is discussion. The teacher begins this activity by talking about something in order to solve a problem and providing question answer section for the students. The teacher also often asks the students to discuss with their friend about a certain task or project. When the teacher finish explaining the material she will invite the students to discuss about what has been taught. This activity is good to be applied in teaching speaking because a teacher need to discuss with the students in order to stimulate students

interaction and participation in the class. In the teaching speaking the more students discuss the more they will get a new information and they can share a difficulty experiences in learning speaking. According to harmer (2001:272), Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. Harmer (2001:272) states discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

2. Conversation

Another simple speaking activity which has been applied at Santitham school is conversation. The teacher often asks the students to practice a conversation in the handbook or the teacher will give students a certain conversation which is taken from an English movie and the student has to practice it continuously. Sometimes the students are given task to take a conversation from the internet or youtube and they have to practice it in front of the class and this activity is used regularly at speaking class. Oral interactions between two students or more can be called as conversation in which students are given a particular situation and instructed to respond in a certain way and this is a good way to stimulate students to speak up because through conversation the more students talk to their friends the more they get new information and motivation in speaking.

3. Promoting product

The next speaking activity is promoting product. This activity is used as a midterm and final test in the speaking class. the students are required to make their own original product can be foods or anything then they have to present and promote their product in the speaking class. The score is taken by their ability in promoting product and their detail explanation about their product.

This is an oral activity that will get the students use their creativity and imagination to become an advertising agent. This is a good activity to stimulate the students to speak up because the more they promote a product in English the more they will be enjoy in using English. Advertising is impersonal communication of information about products, services or ideas through the various media, and it is usually persuasive by nature and paid by identified sponsors (Bovee, 1992). Promotional activities can also be planned for any special occasions, for example, new products, price change of existing products on the market, opening of new branches for the sale (Samarina & Kalugina, 1999).

4. Describing something

Another speaking activity which has been used at Santitham school is describing something. In describing something, students are given a certain thing can be a picture or anything else then the students have to describe everything relate with the picture in a limit time. Sometimes the teacher are asked to describe the school and anything exist at the school and they can also describe about their classroom. This is a good activity in teaching speaking because through this activity the students are able to give their opinion about something and they will be able to describe a certain thing base on their understanding freely. According to Kayi (2006:54), this activity fosters the creativity and imagination of learners as well as their public speaking skills.

5. Reading aloud

The next speaking activity which is used at Santitham school is reading aloud. This kind of speaking activity is practiced regularly in the speaking class. It is begun by one student reads a

certain material in front of the class loudly and continue with another students. The students also can choose by themselves which reading material they prefer to read in the class. This is a good activity to be applied in teaching speaking and it is also the most simple and comfortable activity in speaking. In reading aloud, English teachers are easier to check students' error in both of grammatically or pronunciation. Plan on reading aloud approximately six to ten sentences (O'Malley, 1996: 83).

6. Story telling

The next speaking activity which has been applied at Santitham school is story telling. This is a common activity used in the teaching speaking and most of the students they prefer to tell a story about daily life and folklore. In story telling students can be able to choose what kind of story they prefer to retell in front of the classroom and sometimes the teacher provides a certain story for the students. Sometimes the teacher asks the students to tell about their past holiday experiences and their future plan in the next holiday they can tell any kind of story freely base on students desire. This is a good activity in teaching speaking through this activity the students are able to express their own experiences and they can be able to share anything which is funny according to them and it will be able to increase their motivation in learning speaking. According to O'Malley (1996:83) "To prepare for the story or text retelling, choose a story or text with which the student is familiar and that is appropriate for the age and grade-level of the students".

7. Making Video

The last speaking activity which has been applied at Santitham school is making video. This activity is used as a

midterm and final test where the students are required to make a video about a certain topic provided by the teacher. In this activity the student has to go to a certain place and describe anything exist at the place with detail explanation while record it at the same time and this kind of activity is done individually. Sometimes the teacher asks her students to describe about tourism destination which is exist at their regency or the students make a video how to make something base on the topic which is given by the teacher. This activity is good in stimulating the students to speak and the use of video can be able to require the students for describing or giving information about something so this activity will lead the students to speak a lot automatically. According to O'Malley (1996:81) video can even be used with young children, especially to provide stimulation and motivation to learn about culture and language. The reason of using video is considering the characteristics of young learners that they learn well from what they listen and see (Harmer, 1991).

Deal with the teacher personalities and performances in general, the school also already fulfilled the positive of language environments. It can be proven from the physical environment of the classroom and all of learning facilities that already prepared by the school including a good classroom, language laboratories, and speaking tools. Santitham school also has several agendas which supports students' mastery in speaking ability. There are a lot of speaking activity which is designed by all of English teacher as a school program for example is English club it 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 interested 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.