

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter presents the data obtained from interviews, observations, and documentations. The findings are presented to answer the research problem which contain one point : 1) The practice of teaching speaking at The Daffodils English Course Pare Kediri.

#### **A. Data Presentation**

This section presents the data presentation of the teaching speaking at The Daffodils English Course Pare Kediri. This part is divided into one section based on the research question : 1) The practice of teaching speaking at The Daffodils English Course Pare Kediri.

##### **1. The Practice of Teaching Speaking at The Daffodils English Course Pare Kediri.**

The practice of teaching speaking is the program of The Daffodils English Course Pare Kediri. The Daffodils is an English language course that only provides one kind of English skill, speaking. The teaching speaking at The Daffodils English Course Pare Kediri are divided into ten programs with different material and different benefit of each programs. These programs certainly really support the success of teaching speaking. The programs provided at The Daffodils English Course Pare Kediri includes : stepping stone, speak first, listen and talk, step one, speak second, interview, vocabulary, step two, public speaking,

and step three. The ten speaking programs at The Daffodils English Course Pare Kediri are programs arranged coherently by these educational institutions starting from the most basic level to the highest level. Thus, if students want to take part in a learning program according to their respective choices, then they must do a pre-test first. If the pre-test results are good, then they can attend the class. However, if the pre-test results are not good, usually the institution will direct students to attend programs whose level matches their abilities.

Based on the results of interviews, observation, and documentation at The Daffodils English Course Pare Kediri, in addition to the ten speaking programs mentioned above, speaking activities that support the success of the ten speaking programs provided by The Daffodils English Course Pare Kediri include six activities : Fluency, Accuracy with Words and Pronunciation, Appropriacy, Responding and Initiating, Repair and Repetition, Range of Words and Grammar, and Discourse Maker.

The six speaking activities at The Daffodils English Course Pare Kediri have their respective objectives and are in accordance with the ten speaking programs being carried out.

a. Fluency

Fluency is a part of speaking activity in learning speaking at The Daffodils English Course Pare Kediri without planning and rehearsing. The researcher got the data that this activity was included in the Speak First Program and Step One Program.

An interview done on 3<sup>th</sup> of March 2020 with the teacher of The Daffodils English Course, the teacher said :

"In the Speak First program, we are taught to practice speaking even though the grammar is not neatly arranged. The important is the courage to speak up"

The student of Step One Program also said :

"In the Step One program too, taught to practice speaking even though the grammar was not neatly arranged. What is important is the courage to speak up. But the theme used for speaking practice is different between Step One Speak First"

Based on the results of interviews and observations, the conclusion is that fluency is applied to the Speak First Program and Step One Program at The Daffodils English Course Pare Kediri.

b. Accuracy with Words and Pronunciation

Accuracy with words and pronunciation is a part of activity in teaching speaking at The Daffodils English Course Pare Kediri. It could be an exercise in using words and pronunciation. From the result of interview, observation, and documentation, the researcher got the data that this activity was included into Stepping Stone Program, Listen and Talk Program and Vocabulary Program.

An interview done on 3<sup>th</sup> of March 2020 with the teacher of The Daffodils English Course, the teacher said :

"In these three programs, students are trained to pronounce correctly so that the teacher will know the students' speaking abilities. There are themes in each program, of course, different according to the level of the program"

Based on the results of interviews and observations, the conclusion is that accuracy is applied to the Speak First Program and Step One Program at The Daffodils English Course Pare Kediri.

c. Appropriacy

Appropriacy is a part of activity in teaching speaking at The Daffodils English Course Pare Kediri. In this activity, students practice using language appropriate for a situation and making decision about formality and choice of grammar or vocabulary. This activity was included into Speak Second Program, Step Two Program, Public Speaking Program, and Step Three Program.

An interview done on 3<sup>th</sup> of March 2020 with the teacher of The Daffodils English Course, the teacher said :

"Appropriacy is implemented in the Speak Second Program, the Second Step Program, the Public Speaking Program, and the Third Step Program. In that program, good grammar is very much considered so that students must be able to speak using good grammar, the right choice of words and so on."

Based on the results of interviews and observations, the conclusion is that appropriacy is applied to the Speak First Program and Step One Program at The Daffodils English Course Pare Kediri.

d. Responding and Initiating

The activity of responding and initiating is students practice managing a conversation by making responses, asking response or introduce a new topic or idea. From the result of interview,

observation, and documentation, the researcher got the data that this activity was included into Step Two Program.

An interview done on 3<sup>th</sup> of March 2020 with the teacher of The Daffodils English Course, the teacher said :

"In Speak Second Program, students will practice a lot about conversations. They will be divided into several groups then have a conversation in their respective groups."

Based on the results of interviews and observations, the conclusion is that responding and initiating is applied to the Step Two Program at The Daffodils English Course Pare Kediri. The activity included making conversation with other students in the class.

e. Range of Words and Grammar

The activity in range of words and grammar is student practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task. The students can create the task by their creativity. This activity was included into Step Two Program, and Public Speaking Program.

An interview done on 3<sup>th</sup> of March 2020 with the teacher of The Daffodils English Course, the teacher said :

"We will demand students to be creative in speaking, for example in the Public Speaking Program the accuracy of the material about speech, later we will give students the theme of speech, then they must be able to make a speech with the right duration, the content of the speech must also be good and creative."

Based on the results of interviews and observations, the conclusion is that range of words and grammar is applied to the Step Two Program, and Public Speaking Program at The Daffodils English Course Pare Kediri. The activity is about creativity of every students in speak up based on the theme given by the teacher in the class.

f. Discourse Maker

The activity in discourse maker is Students practice using words/phrases which organize a talk or making a conversation, speech, etc. This activity was included into Step Two Program, Public Speaking Program and Step Three Program.

An interview done on 3<sup>th</sup> of March 2020 with the teacher of The Daffodils English Course, the teacher said :

"In fact, the learning activities carried out in class in each program are almost the same, sis! The difference is depending on the level of difficulty of the program. If it's still at the basic level, the activities are still simple. If the level is advanced, the activity will also increase."

Based on the results of interviews and observations, the conclusion is that discourse maker is applied to the Step Two Program, Public Speaking Program and Step Three Program at The Daffodils English Course Pare Kediri. The researcher concluded that all of the activities of speaking can be used for all programs, but different levels of difficulty.

Besides that, the teacher's also has the role in teaching speaking at The Daffodils English Course Pare Kediri that is also very important to motivate the students. So motivation in this aspect is needed. The students feel that the teacher believes that they have skill and talent to be improved. So, the teacher has to awaken the student confidents by giving some motivations to speak English fluency. There are three roles of the teacher in speaking activities, they are :

a. Prompter

The students sometimes get the difficulties to say about something fluency. The teachers can leave them to struggle out of such situation. The teachers may be able to help them and be active to progress to offering discrete suggestion. This is common in the Stepping Stone Program, Speak First Program and Step One Program.

An interview done on 7<sup>th</sup> of March 2020 with the teacher of The Daffodils English Course, the teacher said :

"In the early programs, many students were still shy about speaking up. They are not confidentnin speaking up in front of their friends or teachers. So that the teacher must be able to provide a stimulus to them so that they immediately dare to speak up, even though there are still many mistakes in grammar, vocabulary and others. Teacher will help correct slowly. So, students will be allowed to speak up in the class as often as possible to practice their courage."

Based on the results of interviews and observations, the conclusion is that prompter is applied to the Speak First Program and Step One Program at The Daffodils English Course Pare Kediri. The

teacher will let the students speak up even though there are many mistakes. This aims to train students' confidence to speak up immediately.

b. Participant

The teachers should be good animators when asking students to produce language. In other times, the teachers may want to participant in certain classroom activities. This rule is applied to the Speak Second Program and Step Two Program.

An interview done on 7<sup>th</sup> of March 2020 with the teacher of The Daffodils English Course, the teacher said :

"In the Speak Second Program and Step Two Program, students are usually given the task of making a discussion based on the teacher's theme. They hold discussions with their classmates and involve their teachers as well. So that teachers can observe discussions and participate as discussion participants so that students are more active in these activities."

Based on the results of interviews and observations, the conclusion is that participant is applied to the Speak Second Program and Step Two Program at The Daffodils English Course Pare Kediri.

c. Feedback Provider

During students having activities, the teacher corrects the students' progress. After finishing the activities, the student progress and the teacher gives the opinion about it. All of the speaking programs at The Daffodils English Course Pare Kediri get this feedback point.



An interview done on 7<sup>th</sup> of March 2020 with the teacher of The Daffodils English Course, the teacher said :

"The whole series of activities or activities definitely need feedback. It is intended that student performance in terms of learning speaking can be corrected properly so that it will be used as a reference for students to perform better in the future and not repeat the same mistakes."

Based on the results of interviews and observations, the conclusion is that feedback provider is applied to all of the speaking programs at The Daffodils English Course Pare Kediri. Feedback is a very important part to be conveyed to students so students can correct their deficiencies and mistakes, so the next performances will be better.

Besides that, the teachers' role to evaluate students' speaking ability also very important. Evaluation is way or process to know students' abilities in order to know their English learning problems or their attitudes. Speaking assessment can be applied with listening, writing or reading, as such retelling story after reading passage or listening conversation. So evaluation of speaking can be conducted with integrating with other skills. The speaking English program evaluation can be in the form of test or students exercises. There are five types of spoken test at The Daffodils English Course Pare Kediri, they are :

a. Oral presentation

Oral presentation for the students such as : Speech and report.

It can evaluate students' ability in teaching speaking. In The

Daffodils English Course Pare Kediri, there was a speech program to evaluate the students' ability by Oral Presentation. It was held on Saturday night in every two weeks. The description of this program was students were divided into some group from different grade. Every speech program had schedule of duties. All the students would get duty there. From speech delivery, the teacher would be able to know the speaking ability of the students. It used in the Public Speaking Program and Step Three Program.

An interview done on 7<sup>th</sup> of March 2020 with the student of The Daffodils English Course, the student said :

"Every Saturday in every two weeks, there is a rotating speech. All students will get the assignment to make public speeches with different themes for each student. This aims to determine the students' speaking skills in public, whether they have done their best or are still not confident."

Based on the results of interviews and observations, the conclusion is that oral presentation is used to test students' speaking ability of Public Speaking Program and Step Three Program.

#### b. Interview

These are relatively easy to set up, especially if there is a room a part from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of examination) while individuals are called out one by one, for their interview. In The Daffodils English Course Pare Kediri, this types used in the Interview Program.

An interview done on 7<sup>th</sup> of March 2020 with the student of The Daffodils English Course, the student said :

"Students will be tested one by one orally, to determine the ability of students during the interview class."

Based on the results of interviews and observations, the conclusion is that interview is applied to test students' speaking ability in interview.

c. Role play

Most students will be used to doing at least simple role play in class, so the same format can be used for testing. The role play should not require sophisticated performance skills or a lot of imagination situations grounded in everyday reality are best they may involve using data that has been provided in advance. Role Play test usually used in Speak Second Program, Step Two Program, and Step Three Program.

An interview done on 7<sup>th</sup> of March 2020 with the student of The Daffodils English Course, the student said :

"Role play is a test used in certain programs, namely Role Play Tests are commonly used in Second Speech Programs, Second Step Programs, and Third Step Programs. They will be tested for role play, the theme has been determined by the teacher, so they make preparations before performing. Such as composing scripts, memorizing scripts, and practicing the role play."

Based on the results of interviews and observations, the conclusion is that role play is applied to test students' speaking ability in creativity to used speak English in certain roles.

d. Translation

Translation of word, phrases, or short sentences was mentioned under the category of intensive speaking. The advantage of translation is in the control of the content, vocabulary, and to some extent the grammatical and discourse features. It used by the teacher to evaluate students speaking ability in the Stepping Stone Program, Listen and Talk Program, and Vocabulary Program.

An interview done on 7<sup>th</sup> of March 2020 with the student of The Daffodils English Course, the student said :

"Usually students will be given a video, or a simple song and then asked to translate the words, phrases, or sentences contained in the video or song. Thus, students will understand the meaning of the word or sentence well"

Based on the results of interviews and observations, the conclusion is that translation is applied to test students' speaking ability in translate words, phrases, or sentences.

e. Reading aloud

Test involving reading aloud is generally used when it is desired to assess pronunciation as distinct from the total speaking skills. In this type of examination, the students are required to retell a story they have just read. It used in the Speak First Program, Step One Program, and Step Two Program.

An interview done on 7<sup>th</sup> of March 2020 with the teacher of The Daffodils English Course, he said :

"The assignments in the First Talk Program, the First Step Program, and the Second Step Program are like students are given several stories with different themes then they have to read them, after reading, they are called one by one by the teacher to retell the story that have been read previously."

Based on the results of interviews and observations, the conclusion is that reading aloud is applied to test students' speaking ability through their pronunciation when retelling the story.

## **B. Findings**

From the data presentation the researcher got the findings of the data which was taken from the point of research focus : 1) The practice of teaching and learning speaking at The Daffodils English Course Pare Kediri.

### **1. The Practice of Teaching Speaking at The Daffodils English Course Pare Kediri.**

Based on the results of observations and in-depth interviews while conducting research in the field, researcher found research findings about the speaking programs and the activities of speaking programs provided by The Daffodils English Course Pare Kediri. The researcher found that The Daffodils English Course Pare Kediri focused on one skill only, speaking. However, speaking at The Daffodils English Course Pare Kediri is divided into many programs which certainly support the success of students in learning speaking. There are ten speaking programs available with various functions as in the table below :

Table 4.1

No.	Program	Benefit	Time
1.	Stepping stone	Give beginners an introduction to the English language.	All of the programs at The Daffodils English Course Pare Kediri held five times in a week, every Monday to Friday.
2.	Speak first	Encourage students to engage in conversation immediately.	
3.	Listen and talk	Helping students to improve their listening and speaking skills.	
4.	Step one	Train students to be confident in communicating.	
5.	Speak second	Train students to be skilled in asking and answering questions in interviews.	
6.	Interview	Help students prepare fluently in answering questions in the interview.	
7.	Vocabulary	Makes students not memorize vocabularies but understand in using them, giving variations in vocabularies so that they are not monotonous.	
8.	Step two	Train students to have an opinion and broaden their horizons.	
9.	Public speaking	Train students to make speeches.	
10.	Step three	Train students to defend opinions and broaden horizons.	

Then, there are some activities used in teaching speaking at The Daffodils English Course Pare Kediri based on the ten speaking programs divided by The Daffodils English Course Pare Kediri. There are seven activities that support the speaking programs, includes : Fluency, Accuracy with Words and Pronunciation, Appropriacy, Relevant Length, Responding and Initiating, Repair and Repetition, Range of Words and Grammar, and Discourse Maker.

Besides that, based on the results of observations and in-depth interviews while conducting research in the field, researcher found that there are three roles of the teacher in teaching speaking at The Daffodils English Course Pare Kediri. They are : Prompter, Participant, and Feedback Provider.

The last one is evaluation. The teachers' has the role to evaluate students' speaking ability also very important. Evaluation is way or process to know students' abilities in order to know their English learning problems or their attitudes. Speaking assessment can be applied with listening, writing or reading, as such retelling story after reading passage or listening conversation. So evaluation of speaking can be conducted with integrating with other skills. The speaking English program evaluation can be in the form of test or students exercises. There are five types of spoken test at The Daffodils English Course Pare Kediri, they are : Oral presentation, Interview, Role Play, Translation, and Reading Aloud.