

CHAPTER V

DISCUSSIONS

This chapter presents the discussions of the research findings. There is research question proposed in this study. The discussion will focus on the findings of one proposed research question. The research question in this study is: 1) The practice of teaching speaking at The Daffodils English Course Pare Kediri. So, the discussions is divided into one section regarding to the research question. The discussion is about all the process of teaching speaking at The Daffodils English Course Pare Kediri.

A. The Practice of Teaching Speaking at the Daffodils English Course Pare Kediri

Based on the results of doing observation, interview and documentation that held on February until March 2020 at The Daffodils English Course Pare Kediri about the practice of teaching speaking to support speaking skill students in this institution, it is identified that there are some activities conducted to support speaking skill students.

The teaching speaking at the Daffodils English Course Pare Kediri are supported by ten programs. The activity between one program and other one is different. Each program also has a different learning focus. Besides that, each program has a different level based on the level of difficulty. A pre-test is administered to those who want to join at the Daffodils English Course Pare Kediri to learn speaking. The pre-test is intended to see the students'

ability in speaking. The test, in its practice, is a kind of a placement test in which the result of the pre-test is, then, used to determine the appropriate class for the students.

The speaking programs provided by the Daffodils English Course Pare Kediri are used to improve students' speaking skill. The programs are in the forms of English practice and also activities that sustain the speaking programs. By those programs, the students are expected to be skillful in speaking English. So, the provided programs and activities are beneficial to stimulate and train the students to practice their English.

The findings of the study show that the teaching of speaking is conducted by facilitating the students through the implementation of the ten programs, they are Stepping Stone Program, Speak First Program, Listen and Talk Program, Step One Program, Speak Second Program, Interview Program, Vocabulary Program, Step Two Program, Public Speaking Program, and Step Three Program. All of these programs support speaking activities at the Daffodils English Course Pare Kediri.

Moreover, there are some activities used in teaching speaking based on the ten speaking programs provided by the Daffodils English Course Pare Kediri. Those six activities that support the speaking programs are Fluency, Accuracy with Words and Pronunciation, Appropriacy, Responding and Initiating, Range of Words and Grammar, and Discourse Maker.

The first activity is fluency. Fluency is a part of speaking activity in teaching speaking at The Daffodils English Course Pare Kediri which is done

without planning and rehearsing. This activity is included in the Speak First Program and Step One Program. Practically, this activity is important and good. Through doing the activity the students could train their fluency when they are practicing speaking. The Daffodils English Course Pare Kediri realizes that being fluent is required in speaking, in which it can be used to be one of the indicators to say that an individual student is skillful in speaking. Lackman (2010) states that fluency is the part of activities in teaching speaking on practice speaking with logical flow. One of the activities to support the students' fluency is through discussion. In this activity the students are stimulated to speak by giving ideas or opinions. It is done regularly. The main purpose of discussion activity, in this context, is not to train how good the students are able to explore their ideas but it is to train the students to be accustomed to speak regularly. Thus, this practice is good to help the students achieve automaticity in speaking, especially in fluency. As stated by Harmer (2001) that one of the techniques to improving students' speaking skill is discussion. So, when the students of The Daffodils English Course Pare Kediri are assigned to conduct a conversation, there is a discussion activity between one and the other students. This activity is also important to build an interaction that is contributive to improve their speaking skills. In the Speak First Program and also Step One Program, there are conversation and discussion activity. So, it can maximize the effort to improve students' fluency.

The second activity is 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. In these activities the students can directly pronounce words of vocabularies or sentences. It was supported by Lackman (2010) that accuracy with words and pronunciation is one of the activities in teaching speaking. It can be the practice using words, structures and pronunciation accurately. Besides that, Harris (1974) also said that mastering vocabulary is first step to speaking English. It means that if the students master the vocabularies, they also able to speak English well.

The third activity is appropriacy. Appropriacy is a part of activity in teaching speaking at The Daffodils English Course Pare Kediri. In this activity, the 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. It was supported by Lackman (2010) that students practice using language appropriate for a situation and making decision about formality and choice of grammar or vocabulary. In the some of those programs, the teacher gives themes of every activities, so students must be able to practice using language appropriate with the theme.

The fourth activity is Responding and Initiating. The activity of responding and initiating require the 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 Interview Program and Step Two Program. It was supported by Lackman (2010) that responding and initiating is one of the activities in learning speaking. It is practice speaking in managing conversation by making response, asking response or introducing a new topic. Besides that, Harmer (2001) states that one of the techniques for improving students' speaking skill is discussion. So, when the students of The Daffodils English Course Pare Kediri held the conversation there are a discussion between one and the other students in building interaction for improving their speaking skill.

The fifth activity is Range of Words and Grammar. In the range of words and grammar activity the students practice in using a particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task. Through the students' creativity, they could improve variety of tasks. This activity was done in the Step Two Program and Public Speaking Program. The activity set is contributive and it is in line with Lackman (2010) who says that range of words and grammar is one of the activities in learning speaking. Harris (1974) also said that mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other

words, grammar is important role to master the spoken of the language. It means that by the Step Two Program and Public Speaking program at The Daffodils, the students can learn how to speak with a good arrange word in a sentence. In those programs, they must be able to speak up with a good grammar.

The last activity is Discourse Maker. The activity in the Discourse maker is the students practice in using words/phrases through making a talk, conversation, speech, etc. This activity was practiced in the Step Two Program, Public Speaking Program and Step Three Program. In its practice, this activity invites the students' participation in learning process. Through the interaction built in the school with their friends, the students could set a dialogue with their peers. Consequently, they are accustomed to apply a certain pattern which is implemented in speaking practice. This activity is in line with a statement stated by Lackman (2010) that discourse maker is one of the activities in learning speaking. The activities are making speech, story, or essay and practising in using words/phrases which organized a talk. It is also supported by Harmer (2001) who said that one of the techniques for improving students' speaking skill is acting from a script because the students will talk out of the memorizing on script. In addition, in The Daffodils area, there are many posters containing English expressions. So, from the discussion of the findings above, it explicitly shows that there are many activities in learning English speaking activities used at The Daffodils English Course Pare Kediri. All of the mentioned activities and programs

above are contributive to sustain the students' speaking ability in which the contributions are in line with some experts' theories or statements.

Besides that, the teacher also has the role in 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, the researcher found that the teacher's role in teaching and learning speaking at The Daffodils English Course Pare Kediri was also important to motivate the students in learning speaking. So, motivation in this aspect is quite crucial for the students in the process of improving their speaking skill. The teacher believes that the students have skill and talent to be improved. In other words, the students have capacity to learn better. So, the teacher has a role to awaken the students' selves confidents by giving some motivations to speak English fluently. There are three roles of the teacher in speaking activities, they are : Prompter, Participant, and Feedback Provider. Those three roles are useful to support the teaching and learning speaking activities at The Daffodils English Course Pare Kediri.

The first role is prompter. The teacher takes a role as a prompter when 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. By performing himself as a prompter, the teacher could maximize the students' potential in learning and practicing speaking. The effective practice of a teacher as a prompter is supported by Harmer (2007:275) saying

that prompter is one of the teacher's role in teaching speaking activities. The teacher performs himself as a prompter when he is teaching in the Stepping Stone Program, Speak First Program and Step One Program. In some cases, during the teaching and learning process, it is found that the students are not confident in their English skills, so they have difficulty in conveying something. The role of the teacher here is to help students to be more confident so that they can learn more. Consequently, the students could optimize their practice in speaking. So, the students' speaking skills get better gradually.

The second point of the role teacher in teaching speaking at The Daffodils English Course Pare Kediri is participant. In this role, the teachers performs himself as a good animator when he asks the students to produce language. In other times, the teachers also participate in certain classroom activities. The teachers' role as participants is performed in the Speak Second Program and Step Two Program. As mentioned previously that the main activity in these programs is discussion. Thus, the students are required to participate actively in class when learning speaking takes place. At a certain times, the teacher also participates in the discussion so that the speaking learning activity becomes more active. The presence of the teacher in the discussion activity encourages the students to be able to speak English more. The way how the teachers posit themselves as participants in the discussion activity is good as it is in line with Harmer's (2007:275) statement saying that

participant is also very important in teaching speaking activities for the teacher.

The last rules of the teacher in teaching speaking is as a feedback provider. During the process of teaching, especially when the teacher takes a role as a participant in the discussion, the teacher pays attention on the students' speaking performance. The teacher makes some notes of the possible errors made by the students. Moreover, through becoming a participant, the teacher also observes the students' progress in speaking. After finishing the activities, the teacher gives feedbacks on the students' performance. Correcting students' errors are done regularly. Feedback can be used as a reference for students to improve the students' speaking quality. Through the given feedback, the students can also correct their own mistakes so that they would not do the same error in the following performance. All of the speaking programs at The Daffodils English Course Pare Kediri are given feedback. The teachers' practice in giving feedback is contributive to support the students' awareness in using language correctly and appropriately. This practice is in line with the idea of Harmer (2007:275) saying that feedback provider also very important in teaching speaking activities. It can help students correct their deficiencies and mistakes, so their speaking skills will be better than before.

Besides that, the teachers' role to evaluate students' speaking ability is also very important. Evaluation is a process through which a value judgment or decision is made from a variety of observation and from the background

and training of the evaluation (Phopam, 1974:253). Besides, Djiwandano (1996:1) in *Test Bahasa dalam Pengajaran* defines evaluation as procedure or a series of activities that are used to get behavior samples of someone to give sign about their abilities certain subject. In conclusion, evaluation is a way or a 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. It was confirmed by the theory of Heaton (1998) that speaking assessment can be applied with listening, writing and reading as such retelling story after reading passage or listening conversation. Meanwhile communication test are concerned primarily with how language is used in communication. So, evaluation of speaking can be conducted with integrating with other skills. Based on the finding of the interviews, observations and documentation at the researcher identifies that there are five types of spoken test used at The Daffodils English Course Pare Kediri, they are Oral Presentation, Interview, Role Play, Translation, and Reading aloud. Besides that, among four kinds of speaking test proposed by Brown (2003), The Daffodils English Course Pare Kediri use three of them, they are games, oral presentation, and reading aloud. While the two theories of Thornburry (2005) is confirmed 1 to be implemented at that is role play

used for evaluating students' learning ability at The Daffodils English Course Pare Kediri.

The oral presentation for evaluating the students' speaking skill at The Daffodils English Course Pare Kediri are speech and report. Here, the students deliver their ideas of speech and perform it in front of the audiences based on the schedule. In the teaching and learning process the students are trained prior to conduct oral presentation test. The purpose is to equip them to master the topic of speech. The students deliver the speech through presentation. The speech performance is held once in two weeks and it is conducted every Saturday night. Those who are not the presenter have a task to write conclusion or make questions or give a suggestion. In this sense all of the participant follow the evaluation. In The Daffodils English Course Pare Kediri, there is a speech program to evaluate the students' ability through Oral Presentation and this program is done in the Public Speaking Program and Step Three Program. The program and activity is selected for it is appropriate and it enables the students to get improvement in speaking. Dealing with oral presentation evaluation, Brown (2003) states that in the academic and professional areas, it would not be uncommon to be called or to present a paper, speech, report, a marketing plan, a sales idea, a design of a new product, or a method.

The next type is interview. This is relatively easy to set up, especially if there is a room that is part of the classroom where students can be interviewed. Classes may assign multiple writing or reading assignments (or

even a written exam component) while individuals are called in, individually, for their interview. (Thornbury, 2005: 125). Based on Thornbury's theory, it means that interviews can be conducted by calling one student at a time so that the interview can be maximized. Prior to the interview, the teacher can provide instructions that can be learned by students before being interviewed. This certainly can train students' speaking skills through oral interviews. At The Daffodils English Course Pare Kediri, this type is used in the Interview Program.

The third type of oral test is role playing. Most students will be accustomed to doing at least a simple role play in class, so the same format can be used for testing. Role-playing should not require so phisticated performance skills or lots of imaginative situations based on everyday realities, should they involve the use of pre-provided data. For example, students can use the information in a travel brochure to make a booking at a travel agency. This kind of test is especially valid if it fits the needs of students (Thorbury, 2005: 126). Based on Thorbury's theory, it can be interpreted that role play can be done without very good preparation, this is because students are used to doing simple role play in class during the teaching process of speaking. So that when students are tested through role play, they will have no more difficulties. To make the role play test effective and increase students' insight, the teacher can provide new themes that can be applied to the role play test. Role Play Tests are commonly used in Second Speech Programs, Second Step Programs, and Third Step Programs.

Besides that, translation is also used to evaluate the students' speaking ability at The Daffodils English Course Pare Kediri. 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. (Brown, 2003: 182). It is used by the teacher to evaluate students' speaking ability in the Stepping Stone Program, Listen and Talk Program, and Vocabulary Program.

The last point is reading aloud. The test by asking the students to read aloud is generally used when it is intended to assess pronunciation. In this type of examination, the students are required to retell a story they have just read. The practice of test conducted at The Daffodils English Course Pare Kediri confirmed the three out of four kinds of test in speaking proposed by Brown (2003) they are games, oral presentation, and reading aloud. In The Daffodils English Course Pare Kediri, these kinds of test are used in the Speak First Program, Step One Program, and Step Two Program.