

## CHAPTER V

### DISCUSSION

This chapter present the discussion of the research findings. There are three research question proposed in this study. The discussions will be divided into three points of the research questions. The first discussion is about the kind of practices to develop speaking skill are implemented by Thai students. Meanwhile the second the advantages of the English practices speaking skills implement by Thai students and the last the challenge of Thai students in developing Speaking Skill.

#### A. DISCUSSION

The first discussion is about the kind of practices to develop to speaking skill are implemented by Thai students. Meanwhile the second the advantages of English practices speaking skill implement by Thai students and the last the challenge of Thai students in developing speaking skill.

##### **1. The kind of practices to develops speaking skill are implemented by Thai students.**

Based on research findings when interviewing Thai students. It can be said that learning by developing and discussion form skills has several stages in applying the material which the researcher gives several topics, then divides them into several students. This activity aims to express students' opinions and considerations. Gage and Berliner, (1988) state that discussion is a forum where students can practice expressing

themselves clearly and accurately, listening to various forms of expression of the same idea, and criticizing and evaluating sequential approaches to adequate statements from this activity the teacher hopes that students can try to express themselves and have the confidence to express their opinions with their friends.

The researcher took the discussion to teach English lessons to improve the speaking skills of students. It fits with Argawati (2014) research on improving student speaking using discussion strategies. The findings are that group discussion is one of the best means of learning to speak a foreign language. Helping students improve their speaking skills. Among students have the opportunity to use English among themselves and practice each other with their peers. Practicing speaking with friends increases confidence in speaking certain words without worrying about making mistakes or not. In addition, group learning increases vocabulary proficiency.

In this case, the role of the researcher is to facilitate and oversee the discussion activity. As with Rahman's findings (2011), teachers or researchers must maintain a balance between group control and having members speak. The aim of this discussion is to have students discuss purposefully about the content of the course. The role of the researcher becomes the facilitator role. Researchers moderate the discussion rather than conveying information for a purposeful discussion researcher shouldn't have to say all or talk to students one by one It should be remembered that a conversation is not just the communication of the researcher to the student. It is an opportunity for them to share ideas. Personal styles will influence the amount of control that teachers will use but in general, the role of researchers in the debate is not dominance but to start a discussion, set goals, summarize, mediate. Clarification and opportunity for

everyone to be heard. Researchers can also ask students to provide results in discussions to assess students' speech. Researcher can also correct speech errors after discussion activities.

This activity is one of the components of the Thai student speaking skills activity program to become a speaker program because this institution has certain objectives that it must improve students' communicative skills, especially English. That Speaking program activities are weekly activities related to English. There are three activities, namely conversation practices, speech practices and telling stories. For this activity, the researcher held activities to practice Thai students to practice in conversation or practice speaking English on their own.

The weekly activity program for Thai students at IAIN Tulungagung implements 4 components of speaking skills development to master the language for international communication and improve speaking skills. It is supported by Brown (2004: 140) that four out of five the components commonly known in the analysis of the speech process such as pronunciation, grammar, vocabulary, fluency, comprehension. That Supporting speaking activity is building vocabulary referring to accuracy with words and pronunciation activities. Vocabulary giving activities This program is that students can immediately pronounce the words from the vocabulary from the manager. It should also be reminded by students for them vocabulary. This is supported by Lackman's (2010) accuracy with the words and pronunciation is one of the activities in learning to speak can be practice using words, structure and pronunciation accurately. Harris (1974) stated that "mastering vocabulary is the first step in speaking English ". That means if students master their vocabulary too able to

speak English well. The speaker must be able to process files information and responses to the feelings of others in using the language (Harmer, 2012: 271). So, when Thai students held conversations there are discussions between one student and another build interaction to improve their speaking skills.

The discussions are part of an activity to learn to speak or to practice speaking in English. Here are some speaking practice activities for Thai students at IAIN Tulungagung.

There are three activities conducted every week: practice conversation, speech practices and telling stories. The findings confirm the theory of conversation practice helping language learners assimilate acquired knowledge by simultaneously integrating multiple cognitive skills to create oral communication. Indeed, this is learning by doing. According to a study by Elise W. M. Hopman and Maryellen C. MacDonald from the University of Wisconsin-Madison. It was found that language learners who practice speaking better than those who learn through comprehension exercises without speaking practice.

The conversation practices are one element of conversation is discussion: sharing opinions on subjects that are thought of during the conversation. In polite society the subject changes before discussion becomes dispute or controversial for example, if theology is being discussed, maybe no one is insisting a particular view be accepted

Based on the study also shows that as speakers rely on working memory during speaking; conversation practice is the so-called “link” between grammar, punctuation, and vocabulary, increasing connections among these linguistic elements as the speaker

forms a sentence. Comprehension practice, on the other hand, does not integrate linguistic elements in the same way because learners are given the language. A good balance of listening and speaking is essential for effective language learning. Language training needs to be designed in a way that acquired skills and knowledge can be applied in the real world.

The speech practices a speaking activity to develop in speaking skills, is speaking on issues. Discourse maker the activity in the speech program is the creation of files. Speech for those who show speech of each student and set the time of duty in the program to speak it was encouraged by Lackman (2010) that the creator of the discourse was one of the Learn to Speak activities does the activity contain speeches, stories or Essay and practice using words / phrases that organize conversations. It is also Backed by Harmer (2001), who said that one of the techniques for improving the speaking skills of the students is acting from the script because Students will speak out of memorization in the script. In the speech program Students can expand their speech from the script.

The last activity to practices on developing speaking of Thai students at IAIN Tulungagung. In this the Telling story is the story is a part of our everyday life. It plays a vital role in our growth and development. Stories help to develop imagination by introducing new ideas into their world — ideas about fantastical worlds, other planets, different points in time and invented characters. It'll encourage the children to realize that they can, and should, imagine anything they want.

Based on the research results during interviews with Thai students at IAIN Tulungagung, it can be said that doing this kind of practical activity by the storytelling

program has many steps to take the content off-site or in public places such as researchers. The topic was not specified because in order to give students the courage and expressiveness to discuss their own stories that they would like to tell. Then ask the students to tell again. This activity is intended to express students' opinions and considerations. As told by Eric Miller in story and theory, the journal's story states that "Story telling" means connecting events together in a story, rationality, which is involved in many areas. In addition, what happens in a storytelling event is a story presenter, a presentation of emotion and from a story. Then the audience will experience these emotions. Through this activity, the teacher hopes that students will try to speak boldly and confidently in front of their peers.

In this case, researcher use storytelling to improve Thai students' speaking. This activity will make students try to speak in front of their peers. They will study in order to have the confidence to speak in public. Cruz (2001) explains that the story-telling as an ancient oral art can demonstrate the power of words. It artistically uses language to develop the entire critical component involved in the communication process, develops listening skill, enhances verbal expression, increases comprehension, and creates mental images. Story-telling is an excellent means of developing speaking skills.

The activity program that can be summarized by Thai students at IAIN Tulungagung applied speaking to language learning. For international communication and improving speaking skills of Thai students Talent, some speech activities, including Harmer (2007: 129) e.g., Telling story, Meeting and Greeting, Debate, and Picture description of Thai students at IAIN Tulungagung does not show some kind of speaking activity because there is no Have enough time to improve all activities. So,

the discussion from Observations, interviews and papers compiled from the investigator. There are a number of activities the practice of the developmental speaking activities used by Thai students at IAIN Tulungagung. The ability of Thai students to speak even better.

## **2. The advantages of the English practices speaking skills implement by Thai students.**

The researcher got information about language is one of the most important means of communication and is used as a means of communication between countries all over the world. Language is a different human voice communication, using an arbitrary voice in a simple way that is general sign Language is a set of symbols used primarily for communication may have spoken or written symbols. Language is a characteristic of human behavior. In written form, it is long. So, many believe learning a second language increases mental flexibility. Studies show that learning English as a second language can result in many cognitive benefits. Sharper memory, increased creativity, and complex problem-solving skills, to name a few.

Therefor in this the advantages of the English language are a dominant language and affects students in various fields and the importance of the English language that affect the various areas that are close to the body and make it clear to see why we should learn and see the importance of the English language even more and English It is the basic language of communication in most modern societies. Although there are other ways of communication, such as body language, facial expressions, and gestures. But speaking in a common language is the most efficient way to talk to other humans.

Some of these languages are spoken more broadly and are more useful than others in terms of their ability to communicate with larger numbers of people and in more situations. One of these languages is English those who are proficient in the English language are aware of the benefits, and those who recognize the benefits are always happy to learn the language if they haven't spoken.

Based on above the data since language is a means of communication, we communicate with others, express our thoughts, and recognize others' thoughts. Communication takes place where there is a speech. Without a voice, we couldn't communicate. English is the first foreign language and is taught from elementary education to university and the first is listening, speaking, reading and writing. The four language skills of listening, speaking, reading and writing are linked. Proficiency in each skill is essential to being a well-rounded communicator but being able to speak fluently gives the speaker a number of distinct advantages and the ability to put meaningful words together to reflect thoughts, opinions and feelings is still clear.

### **3. The challenges of Thai students in developing speaking skill.**

In this case, Thai student in IAIN Tulungagung said that speaking is the most difficult think because they seldom speaking English, they also less of practicing speaking in English and got the difficulty in arranging the word or sentence it mean that they avoid behavior in speaking English. They said that with teaching and testing procedure such as presentation, they felt anxious when they have to speak in front of the class, the lecturer and the other friends. They also said that they lack of confidence



in speaking English. It means that they do not have confidence. They feel difficult to arrange the sentences, they think about the grammar, so it also made them difficult to speak English fluently. Meanwhile, they said that they do not have the basic of English before. So, it is difficult to start speaking English. They said that they need good method to make them speaking English better.

The study found there were many challenges that faced by students in English public speaking program. Among these challenges, majority of participants agreed that they become nervous when they had less preparation for their performances. In second place, feeling anxious of having less knowledge about the topic. In the third place, afraid of grammatical error. Then, suddenly forget their vocabulary due to nervousness and afraid of making mistake is two next challenges that have similar percentages in being the challenges to English public speaking program. Besides, they had the problem in the fluency, pronunciation, lack of vocabulary, and nervous as well as afraid of being center of attention were the other challenges for the students in English speaking program. So, it is similar with Anwar (2010) revealed that student encountered some problems in speaking English, there were a lack of grammar, pronunciation, vocabulary, and another internal factor such as shyness.

Based on questionnaires and interviews, researchers found that Thai students contested certain methods of dealing with challenges, which were often practice and speaking a lot, listening to other speaking, reading and vocabulary learning, and maximum preparation. Students also agree that regular speaking practice can be used

to deal with their problems in practical English-speaking programs in public or in everyday life.

The results of the interviews showed that the majority of Thai students responded to the exercises and practical activities the researchers did and when the researchers asked how to cope with the pronunciation problem. In addition, listening, talking, as well as reading and learning other vocabulary are ways to improve vocabulary flaws because this is the right way for students to ask their questionnaires. Most of them stated that they practice speaking on a regular basis. It helps them to deal with problems in public speaking English programs in public places or locations.

In addition, one student of the interview, when a researcher asked how to cope with the challenge of fearing the center of attention, she naturally replied to always look in the mirror when we want to speak conversational and use all the words that We learned at that time and only imagined that the mirror was the person in front of us and the person in front of us was the inanimate object that eventually carried us everywhere. Research summary taking a look in the mirror and practicing regularly can confidently enable students to speak English in front of people, as well as improve vocabulary and English-speaking fluency, moreover, in public speaking programs or in new locations.