

CHAPTER IV

RESEARCH FINDINGS

This chapter conveyed the finding which was gained from observation, interview and documentation. The result of observation form, field note, interview transcript and also documentation generated the new point of view to answer the research problem. The findings are clarified below:

A. Data Presentation

In data presentation, the result of interview is translated into English in this explanation. The researcher obviously wants to describe teacher ways in setting up English speaking environment creatively at Darul Hikmah.

Taking a look at classroom observation and interview, the researcher got point of view of how teacher teaches speaking. First of all, *teacher employs many kinds of technique in teaching speaking*. As some students said that:

We have practice to retell descriptive, narrative, how to make something and make narration or report. Last time, we had been asked to compose about president. We then retold next week. If today we had a new material from the teacher, next meeting we are going to practice. We are required to come forward to practice retelling: descriptive, narrative, or how to make something.

Teacher modulates speaking practice in variation that every related material interpret different speaking activities. He amplified that:

It is actually not only for speaking. Before delivering a comment orally, they should make a note so that it is included in writing. After having written concept, they practice to convey their opinions. Just like in listening, they do not only listen, but rather to speak later. After listening to the speaker, they answer the questions and followed by speaking to answer orally. Therefore, listening and speaking are merged. Some skills are usually integrated to be one activity.

Besides, creativity includes in speaking activities that raise students' creative skill. Teacher stated that:

Story telling is usually interesting. There is also speech, but it is less interesting because of lack interaction with audience. While storytelling, they require to bring some stuff, doll, picture, or puppet. That is interesting to get students active. The more interesting activity is drama. Storytelling, drama, and speech indeed need creativities. But speech tends to be more serious. Conversation, it is challenged to be creative too. So we just give a clue or situational setting in which students have to develop by themselves. It is really good for creative students. The other interesting-content is practicing procedure text, for example they have to explain how to make fried noodle that they have to bring the tools. Afterward we have ever made of how to bubble a balloon without blowing it by using chemical substances. They brought the tools and practiced while explaining. It is interesting as well.

In addition, teacher supplies students speaking proficiency as they need most and interest in. A student gave statement that:

Vocabulary and environment are important for language teaching. Environment firstly has been built in Islamic boarding school so that the classroom environment has been built respectively. Therefore we need a teacher who supports the language environment in the classroom. It must be. Teacher however has to prepare for language classroom environment based on the students' need.

Other students explained about what they like to do that: "We are lovely to be taught pronunciation. Just like tongue twister, for example I scream you scream we all scream for ice cream. We later know the differences. We are fond of repeating pronoun because we produce a voice".

It seems that teacher has something different in which he looks for new way of teaching speaking. This is how teacher constructs language classroom teaching:

For a surprise, we usually have an ice breaking. If the situation is getting boring, we ask them to sing a song or play game. The time is absolutely limited, yet they at least are motivated and do not feel sleepy anymore. The game can be in the form of song, quiz, puzzle or riddle. For example, before answering question, we ask student to stand and have a board marker running during the music is playing on, then a student who brings it when the music off becomes the one who will answer.

Students illustrated as well, as below:

...after that, there is an intermezzo or an ice breaking, just like as physical exercising or listening to music. We request the song and it is for omitting drowse. Then watching funnies videos or films using projector so we are not bored. We are sometimes asked for making conclusion, retelling or looking for the difficult vocabulary and then practicing how to pronounce it.

Then they said that:

The last minute of studying, there is a building culture or such kind of motivation. It can be idiom which is connected to the verses of Al-Quran. And it is proved. Teacher said, 'if you do not believe then look by yourself'. Hence, we just think of 'how could it be?' The subject matter is English, but the teacher knows the relation with Islam. Thus we know the real meaning of it.

To support language teaching, *teacher utilizes any kind of technology*, including projector and internet. Even if, students unfortunately could not consume internet for their learning, yet they are still able to have digital dictionary on hand. Here is the teacher statement:

Internet is not allowed. It depends on boarding school policy. Hand phone moreover cannot be used. They are maximally allowed to use digital dictionary namely Alfa link. Internet is surely important, but it is limited. This is the problem. Hence, teacher should be the one who is depended for. Teacher has to look for the way of using internet.

Next, *teacher applies communicative language teaching* that focuses on students-centered approach, cooperative learning, and interaction. Teacher makes certain that “It is a little bit for explaining. I strive for not explaining a lot so they are active”. While students confirmed that:

We were asked for looking for a topic about ‘hero’ and also his/her biography. The most interesting session in presentation is that riddle in which we had to answer the questions where everyone should raise his/her hand, while the reward given was from our ideas. Hope the class can be more active and not vacuum.

English speaking environment is related to some aspects in language classroom that supports students’ language production in English. It includes into relation between teacher-students, students-teacher, students-student, and students-physical classroom.

In addition, *teacher makes routines of what students should do in the class*. Teacher stated that “Before answering question, they raise their hand and get point. And it is quietly powerful for everyone who is active in asking or answering questions. They are motivated because of this reward”. The other routines is stated by students that:

It is caused by a habit. When we are asked question in English, we answer using the language. If the teacher asks in English, we automatically use English too. So we have interaction with peers using English because teacher’s talk is full in English. Sometimes he uses Indonesia but he really does rarely. For interaction, teacher always uses English. And if we want to communicate using L1, we feel shy. We seldom communicate with L1 because we are brought by the situation and we are not confident to use L1 anyway.

Farther, it is complex that *teacher plays his roles to reinforce students’ speaking*. During observation, teacher firstly spoke intensely in

target language. He also stimulated students' speaking by asking a lot of questions. He then limited his talk by maximizing students' talk. In observing students' performance, he paid attention and made sure that every student has opportunity to speak. He previously gave clear instruction of how students have to practice. During that time, he praised for students' work and gave point as reward. Finally, he gave feedback or correction on students' mistakes.

Afterward, *teacher recondition physical classroom* by relocating students' bench when it is needed. He said that "I sometimes require students' formation in U or O form. When we have class in mosque, I ask them to face to the front and form in circle U". Not only relocating physical classroom, *teacher thereafter builds social environment* by such ways: "Sometimes do in-pair, sometimes only 3 or 4 students in a group. Or we make a whole or small groups. We try many variation".

B. The Finding of Research

The result of interview is translated into English in this explanation. While the complete of interview transcripts is in the local language that can be seen in appendix for the detail.

Teaching speaking is the primarily method to integrate students' communicative competence. By making clear on how the teacher teach them to speak immediately builds up an atmosphere where the students feel

enjoyable, confidence and not afraid to communicate. Thus, creativity is considerably important to create English speaking environment.

Creative teacher always carries something different to figure out that causes variation in teaching. The first interaction between teacher and students is that when they have meeting time in the classroom. Teacher does not simply deliver the material regardless of the students' enjoyment, but what the teacher brings effecting more on classroom atmosphere. That means teacher has something powerful to establish regularity in the classroom. How the students' learning look like is by the reason of how teacher treats them. Because of this, the teacher is hopefully able to organize, regulate, manage and control the classroom environment where learners have understanding of how they should associate with language learning custom.

To get clear understanding, this is teacher's ways in setting up English speaking environment creatively: (1) Employing many kinds of technique in teaching speaking, by following some consideration: (a) Using speaking activities which have creative dimension, (b) Looking for new ways of teaching speaking, (c) Customizing the lesson based on students' need and interest in speaking; (2) Making use of technology; (3) Applying communicative language teaching; (4) Establishing classroom routines; (5) Clarifying teacher roles; (6) Enriching physical classroom environment; (7) Building social classroom environment.

1. Employing Many Kinds of Technique in Teaching Speaking

As we know that speaking is a skill, it surely needs more consideration of how teacher points it as an integrative skill. Teaching foreign language at school, teacher indeed just plays his role as how the government plans the future education for, while teacher is necessary to have a basic knowledge of his subject matter. Four skills are demanded to be taught in classroom teaching. Hence, the focus of teaching is separated throughout the skills. In this time, creative teacher is required to set the learning objective as EFL teacher that is communicative competence.

By employing many kinds of techniques in teaching speaking, it means that the teacher provides a lot of techniques to engage students in speaking activities. Then, how does teacher arrange the classroom activities to centralize more in oral communication? Based on the observation and interview, the researcher found that the teacher usually makes opportunities for students to involve in speaking activities. A student said that, “Then, practice. If today we had a new material from the teacher, next meeting we are going to practice. We are required to come forward to practice retelling: descriptive, narrative, or how to make something”.

This is how the student clarifies the teaching method used in conducting speaking activities. The main point is that to go deeper understanding of what is being learnt, students admittedly need a lot of practice. Teacher also made a statement that teaching English is not merely teaching a skill conservatively, yet it could be integrated to be some skill combined.

It is actually not only for speaking. But before delivering a comment orally, they should make a note so that it is included in writing. After having written concept, they practice to convey their opinions. Just like in listening, they do not only listen, but rather to speak later. After listening to the speaker, they answer the questions and followed by speaking to answer orally. Therefore, listening and speaking are merged. Some skills are usually integrated to be one activity.

It is proved during conducting observation. In the beginning of teaching, teacher taught reading comprehension by explaining material from the book. He brought to light of reading text, including rereading a loud, teaching pronunciation and vocabulary mastery, answering related question in the printed material and developing other questions. Teacher conducted speaking activities based on the related material so as it varies as it is linked into. A student added that, “In making narration or report, we are usually asked for composing and is followed by telling story”.

It indicates that in every topic, teacher plant different speaking activities as it was done in the last observation. Teacher conducted students’ presentation in a related topic of reading material that is “a hero”. At that time, teacher got students’ participation in group presentation. Students definitely were actively engaging in oral presentation. Everybody has his/her right to speak. The presenters delivered the topic, while another one was becoming the moderator. For audiences, they were welcomed to answer or ask questions. It is really that speaking activities are varied. It can be dealt with teacher creativity of how he makes connection to the current teaching methodology or lesson plan. This is how teacher employs many kinds of technique in teaching speaking:

a. Using speaking activities which have creative dimension

What is called by creative dimensions? The researcher have presented before that they are involved in such characteristics: problem-solving, challenging, risk-taking, imaginative, cooperative, and interesting-content. The researcher made a conclusion that speaking activities would be either more creative or less creativities. So, what are kinds of creative speaking activities? They are game, quiz, role play, drama, debate, telling-story, jigsaw, brainstorming, information gap, discussion, simulation, presentation, and describing picture. While others are speech, dialogue, interview, asking-answering question which are less creativity. Before getting more further, just look forward on teacher statement related to the activities:

Story telling is usually interesting. There is also speech, but speech is less interesting because of lack interaction with audience. While storytelling, they require to bring some stuff, doll, picture, or puppet. That is interesting to get students active. The more interesting activity is drama.

It is true that story telling is meaningfully important to emerge students' imagination and creative thinking. Teacher also argued how he stimulates students' creative thinking with situational speaking activities, below:

Storytelling, drama, and speech indeed need creativities. But speech tends to be more serious. Conversation, it is challenged to be creative too. So we just give a clue or situational setting in which students have to develop by themselves. It is really good for creative students. The other interesting-content is that practicing procedure text, for example they have to explain how to make fried noodle and later they have to bring the tools. Afterward we have ever made of how to bubble a balloon without blowing it by using chemical substances. They brought the tools and practiced while explaining. It is interesting as well.

From the statements above, we know that students immediately get the meaning of what they learn due to the practice of doing and speaking. Many kinds of creative speaking activities could be increased by connecting to students' needs and real lives. While doing interview, the researcher found that a student is fond of debate even if the teacher has never applied it in the classroom before, but she has already joined in debate club. According to her, debate is the most favorite and the most challenged activity. While according to some students, the best creative activity which is full of creative dimension is game. They gave clear explanation about it:

It was 'who am I?' Firstly, teacher had a topic about something we did not know, that was only given to the representative student. He then came forward to give us a clue and we guessed who he is. Between male and female students were scramble each other. That who got the truest answer was the winner.

In playing game, students feel like they were playing because the riddle was interesting. They solved the problem by guessing the clue given. They imagined about something that was described by their friends and were challenged to compete each other to win which both male and female students made collaboration in group. Hence, we can conclude that creative teacher always has a particular way to engage students in creative activities which subsequently influence students' creativity and interest in language teaching.

b. Customizing the lesson based on students' need and interest in speaking

One of ways to get started in teaching learning process is that knowing what students need. Teaching speaking considers a lot of elements, such as

fluency, accuracy, pronunciation, and vocabulary. Teacher is absolutely demanded to carry out students' need into such kind of elements in teaching speaking. Hence, English speaking environment is aimed to prompt students' English proficiency in both fluency and accuracy. A student clarified that:

Vocabulary and environment are important for language teaching. Environment firstly has built in Islamic boarding school so that the classroom environment has built respectively. Therefore we need a teacher who supports the language environment in the classroom. It must be. Teacher however has to prepare for language classroom environment based on the students' need.

Based on the interview with students, the researcher found that vocabulary is strongly significant as well as pronunciation because those are what language learners' need. Some students also stated that they like practicing the similar pronunciation.

We are lovely to be taught pronunciation. Just like tongue twister, for example I scream you scream we all scream for ice cream. We later know the differences. We are fond of repeating pronoun because we produce a voice.

Both students and teacher are same in giving opinion that playing with pronunciation or tongue twister is quietly attractive for waking up continuous motivation. A student even stated that she has necessary to master both vocabulary and pronunciation to be transferred to junior students.

Tongue twister or the same pronoun is interesting. Because we are as senior have responsibility to guide our junior so we have material to be delivered to them. We sometimes take materials from language classroom or we ask the teacher to make other tongue twister material. Hence we have something to be presented next week.

To increase students' speaking skill, teacher has to understand of what elements the students are less proficiency. By making stronger of the

weakness, students slowly get interest in speaking for daily communication inside or outside the classroom confidently.

c. Looking for new ways in teaching speaking

Teaching speaking can be defined as teaching for oral communication since among teacher and students have interaction one another. Interaction can be built during teaching and learning process as well as outside the classroom. Students sometimes want something new or something they could not be only imagined but more real for their life experiences. Thereby, they should know that learning language does not simply functioned as a practice to act where they have to finish task and obtain the goals but rather something new or fun as the result of interaction. This is how teacher makes something different based on the interview:

For a surprise, we usually have an ice breaking. If the situation is getting boring, we ask them to sing a song or play game. The time is absolutely limited, yet they at least are motivated and do not feel sleepy anymore. The game can be in the form of song, quiz, puzzle or riddle. For example, before answering question, we ask student to stand and have a board marker running during the music is playing on, then a student who brings it when the music off becomes the one who will answer.

The meaning of interaction really has benefit if teacher could make it in creative ways. From the statement above, we could mention that students have interaction with the teacher with such kind of interesting activities in which everyone could pass it without any difficulty or fearful. Some students gave their arguments too about it.

...after that, there is an intermezzo or an ice breaking, just like as physical exercise or listening to music. We request the song and it is for omitting drowse or watching funnies videos or films using

projector so we are not bored. We are sometimes asked for making conclusion or retell or looking for the difficult vocabulary and then practice how to pronounce it.

The activities intensely are not seemed as tasks, but it successfully helps students to learn language by emerging relaxed atmosphere through pleasing assignment. The next finding the researcher gained is about something unique called as “building culture”. This is how students gave their point of view:

The last minute of studying, there is a building culture or such kind of motivation. It can be idiom which is connected to the verses of Al-Quran. And it is proved. Teacher said, ‘if you do not believe in then view by yourself’. Hence, we just think of ‘how could it be?’ The subject matter is English, but the teacher knows the relation to Islam. Thus we know the real meaning of it.

How amazingly impressive if the teacher puts creativity together in learning language and religion. Students moreover are astonished and amazed due to the real meaning. The value of such motivating teaching in consequence could create such positive classroom environment supported by other valuable activities.

2. Making Use of Technology

In modern language teaching and learning, technology elicit the crucial place for transformation. It can be in the form of media or source information. Technology makes everything easier and real. Watching video could be taken place in the classroom by using projector so that students do not get difficulty to deal with the presented material visually. They even feel like they do not study in this situation.

The most common technology used is internet. Internet makes everything taken in hand. Teacher adopts material not only from the handbook but also from the internet. Unfortunately the students are forbidden to access internet because of the role of Islamic boarding school. In such reason, the teacher who has a wide range of movement, attaches the material from internet in order to get students close to. The allowed technology to provide students learning in this school is digital dictionary. This is allowed because it does not carry out a lot of negative impacts compared with internet. Teacher gave argument for this reason below:

Internet is not allowed. It depends on boarding school policy. Hand phone moreover cannot be used. They are maximally allowed to use digital dictionary namely Alfa link. Internet is surely important, but it is limited. This is the problem. Hence, teacher should be the one who is depended for. Teacher has to look for the way of using internet.

3. Applying Communicative Language Teaching Method

Looking forward of how teacher sets the goal for students' success, it needs more than teaching theoretical language but coming for developing students' skill, proficiency and creativity. As the purpose of communicative language teaching method, teacher is required to create classroom atmosphere which full of communication. Firstly, teacher has to commit to student-centered learning where learners have so much talk and practice with the language as he explained that, "It is a little bit for explaining. I strive for not explaining a lot so they are active".

Teacher stated that he had applied student-center approach for science class students but not for social students because of some reasons. Based on

the academic, science class students are good. Accordingly, there is a correlation between the smart students and their motivation. They are usually high-motivated. Practically there is no problem in teaching the students. Conversely for social class students, teacher said that he had tent to be the centered of teaching because in academic, the social class students are less motivation. Whereas, learner-centered approach has to be applied in language teaching and learning to eliminate students' failure and inadequacy.

The next characteristic of CTL is cooperative learning. It is time for students having interaction with their peers and freely expressing their ideas one another. It gets better if the teacher provides students activities cooperatively. This is obtained by making group works or pair works in such activities including, discussion, presentation or many others. Based on the observation in speaking classroom, students had interactive presentation. This is the way how students deal with the task:

We were asked for looking for a topic about hero and his/her biography. The most interesting session in presentation is that riddle in which we had to answer the questions where everyone should raise his/her hand, while the reward given was from our ideas. Hope the class can more active and not vacuum.

During presentation, students are seemed amused that they had a responsive interaction. Students furthermore took an initiative of giving reward to others. This is able to establish creativity among students as the result of cooperative learning. In such situation, English speaking environment is automatically built among language learners.

CLT is also familiar with interactive learning. The students' presentation has already opened the way of interactive communication. Interaction is emerged by making clear of how presenters give stimulus to and get respond from audience. The researcher caught the students' meaning with this:

In this time, we had an interaction such communication among groups. Hence, to get more voiced we offered some rewards. In the last group work, we did not have chance to interact each other and we are just aimed to win or lose so there was no interaction. Different from this time, interaction built more voices then we enjoyed to explain.

The common CLT activities are information gap and jigsaw. Students in detail told about how teacher leaded them in a game:

Then, play game. The first game, we formed in groups that every group stands in a line like a snake. Teacher gave a sheet of paper to the student in first line. He directed to read it and delivered to the second line by whispering till the last line. The student in the last tail wrote it in the paper. The second game, teacher had a paper which is stick on the wall. We made a group which every group had one representative student to read it and deliver to the other members. The members wrote what the speaker said.

4. Establishing Classroom Routines

Teacher should know the way to get students' attention and interest that he would acquire it as a good outcome. There are many ways to engage students in language learning customs. The common way the teacher should know is that by giving reward or punishment that it absolutely has different influences for learners. Afterward, what should the teacher do with such kinds of regulation? Teacher indeed could activate singly or both.

Before answering question, they raise their hand and get point. And it is quietly powerful for everyone who is active in asking or answering questions. They are motivated because of this reward.

Directed to investigation, the researcher found that the teacher only appoints any kinds of reward as a booster. While giving punishment, it does not held in language classroom, yet specifically in Islamic boarding school. Teacher chooses to avoid punishment because students are categorized as smart students in academic as the result of observation too. Students are supportive and obedient so that the teacher does not take a strong effort to give instruction.

Other rules for students is that the use of English for communication. In this case, all students understand that first language is not allowed to use. They therefore have responsibilities to fill the language classroom routines as the process of mastering language. Some students gave comments on how they keep speaking English in the class:

It is caused by a habit. When we are asked question in English, we answer using the language. If the teacher asks in English, we automatically use English too. So we have interaction with peers using English because teacher's talk is full in English. Sometimes he uses Indonesia but he really does rarely. For interaction, teacher always uses English. And if we want to communicate using L1, we feel shy. We seldom communicate with L1 because we are brought by the situation and we are not confident to use L1 anyway.

Students even admitted it that English speaking have imperative place for daily interaction. They moreover are ashamed to speak L1. It is clearly seen that English speaking environment could be created by simply classroom routines but react something powerful for students' sense of duty. Creative

teacher naturally would not stop to discipline students and has on-going trait to accustom them without making students are unwilling to.

5. Clarifying Teacher Roles

Teacher rules are totally complicated that he should accomplish his successfully teaching and learning. He used to be an organizer, controller, prompter, good listener, instructor and many others. In this case, how does teacher takes his rules to get students close to English speaking environment particularly? The researcher observed that the teacher really committed to himself to create such environment. The first way is that by using target language intensely in language classroom. Teacher rarely communicates using L1 and it leads to good respond from students to engage in both speaking and listening. As the rules, teacher is to be the *recourse* that students listen to and catch carefully as learning section. Teacher added that, “As much as possible, I teach in English. If they speak Indonesian, I guide them to speak English. So, it is communicative”.

In line with this, students’ talk is very important. When students’ talk come out, teacher is better to listen to and make correction. This means that limiting teachers’ talk is a good way to increase students’ speaking. As the researcher watched in classroom observation, teacher had so much explaining when he was teaching reading. Teacher’s talk is more appeared than students’ talk, but for the next week when students conducted presentation, teacher was to be the *listener*.

During students' presentation, teacher roles were clearly seen that he was the *observer* and *instructor*. In the beginning, he gave instruction that described students' presentation. After that, he sat down on his chair as the observer. He monitored the students so that there would be no one who monopolize.

The next way of teacher is that making correction on students' presentation. Teacher was seen that he explored the feedback after students' were finishing their presentation. Teacher as the *corrector* gave the correct explanation about students' grammar mistakes, mispronunciation of word, and others. He also has specifically technique in delivering feedback to improve students' motivation and omit students' feeling of self-conscious.

There are two ways of giving feedback. Firstly, by making correction at that time when a student makes mistakes. Secondly, by waiting for every student finishing his/her speaking then making correction in the last time without covering who was making mistake. In doing so, students are not being ashamed and others are happy with this.

The other way to rise up students' motivation is that by praising students' work, because they feel that their works are appreciated and respected even if they are still far from perfection, for example the command of giving applause after finishing the presentation or the teacher praises them for well-done. Indeed, teacher as the *motivator* is truly nominated.

To create actively and cooperatively language classroom environment, teacher has to be a good *organizer*. He should take students in serious learning but relaxed atmosphere where making error is accepted so as

students are brave to participate. When a student make mistakes, teacher absolutely does not laugh at and do not let other students to do so.

To stimulate students' speaking, teacher has to be the *prompter*. In the first and second observation, teacher delivered the reading material. To make it more interactive, teacher proposed a lot of question from the book. He also developed the question to gets students' understanding and participation in speaking.

6. Enriching Physical Classroom Environment

Physical classroom would always be the key to create language environment. In this matter, teacher is the one who could manage it as they want it to be. While students, they would follow what the teacher gives them instruction. Physical classroom is everything related to the visual things which students could see or access it. The simple example is the form of students' benches. Creative teacher utilizes students with variation of activities subsequently and brings students around to allocate their benches. It could be decided on how students' activities run into. Among individual work, pair work and group work set the difference form of bench to make them easy to do the task. Teacher gave clear description as follow: "I sometimes require students' formation in U or O form. When we have class in mosque, I ask them to face to the front and form in circle U".

By making students enjoyable, it will be easy for teacher to deliver the materials too. Students sometimes are bored with regularity and they need something new to refresh it.

7. Building Social Classroom Environment

Seeing that learning language means having a lot of practicing, social classroom environment are seen as an escape for maintaining students' interaction. In this case, communicative competences among learners are built. Because of this, cooperative learning is supposed to be the classroom routines in which the students are given a wide opportunity to make their own choices with their peers to conduct the task given. In this context, teacher is stated as instructor and evaluator, while students have extended indications to organize their groups. Teacher clarifies about how he manages classroom activities as follow: "Sometimes they do in-pair or sometimes work in a group consist of 3 or 4 students. Or we make a whole or small groups. We try many variation".

As the researcher saw during students' presentation, the teacher just gave instruction to students before presenting their discussion. Teacher was asked to one of the representative student in each group to take a note for everyone who was active in discussion. That pointed student was only asked to write the name of students who asked or answered questions. And the last, teacher gave evaluation before the time was over.