

## **CHAPTER V**

### **DISCUSSION**

This chapter presents about the discussion of the research in interpreting the research findings based on the research problems. The discussion is given according to the presented findings those were already interpreted by the researcher based on the research problems and the existing body of knowledge or theories. It covers about the Native English Speaking Teacher's technique in teaching speaking to the second grade students of MTs Darussalam for and the implementation of it in the classroom activities.

According to the result of observation and interview those were done to the Native English Speaking Teacher and the students about the Native English Speaking Teacher's technique in teaching speaking and how its implementation, it can be known that the Native English Speaking Teacher used Dialogue technique in teaching speaking to the second grade students. The discussion of it is explained as follows:

#### **1. Dialogue Technique in Teaching Speaking**

In teaching speaking to the second grade students of MTs Darussalam, the Native English Speaking Teacher used Dialogue as the technique. In this technique, she provides the students with some pre-activities that can help them to make a dialogue more easily. The activities is first, reviewing the material and vocabulary they learnt last

week and doing vocabulary games so that the vocabularies they have learnt will be more memorable for them. In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. It is in line with the theory of Gnoinska (1998), “In order to learn and retain new words, learners should participate in ... conversation making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. “

## **2. The Implementation of Dialogue Technique in Teaching Speaking**

In teaching speaking to the second grade students of MTs Darussalam, the Native English Speaking Teacher used Dialogue as the technique. She managed the procedure of the dialogue performance well. First, the Native English Speaking Teacher asks all of the students to make a mini dialogue using their own word. The topic of dialogue is adjusted with the topic they discuss that day. There must be some new vocabularies they learn in some different topics. In this dialogue, they should use the vocabularies they have just learnt and the vocabularies they learnt last week. It is suitable with the theory of Matthew and Read (1998), “Traditionally, dialogue practice was provided in such a way that students A and B were fully aware of what

each would say before the dialogue began” and the theory of Setiady (2007), “Previous vocabulary and grammar should be included in the dialogue”.

The Native English Speaking Teacher suggested the students to use their own experience in order to make the dialogue more meaningful for them. It will make the students easier to make the dialogue because they certainly still remember their experience. It is in line with the theory of Rivers and Temperley (1978), “The topic of the situation gives function to alert students to the possibilities of learner-centered classes in which the curriculum is drawn directly from students’ own lives. It emphasizes the importance of teachers both structuring classes in which students’ experiences can be heard and actively listening to and engaging in dialogue with their students”.

She stated that she asks the students to make a mini dialogue so the students will be given only ten minutes to make a mini dialogue with their couple and preparing themselves to come forward. Then, she gives them two until three minutes to perform their dialogue in front of the class. She point out the students’ seat to decide the pair who should come forward to perform the dialogue in front of the class. This is suitable with the theory of Setiady (2007) about The Criteria of Good Dialogue, “(a) The dialogue should be short, (b) the dialogue should have not more than the roles, (c) the dialogue should contain repetition of new grammar, (d) the context should be

interesting for the language learners, (e) previous vocabulary and grammar should be included in the dialogue.”

Her purpose of using dialogue as the technique of teaching speaking in her class is to enable the students to apply the vocabulary they got in every meeting and improve their pronunciation and speaking skill. Besides, they can learn to work together in groups, or in pair, so that they will not be too shy to talk. This is suitable with the theory of Alexander (2004), “Teaching through dialogue enables teachers and pupils to share and build on ideas in sustained talk. When teaching through dialogue, teachers encourage children to listen to each other, share ideas and consider alternatives; build on their own and others’ ideas to develop coherent thinking; express their views fully and help each other to reach common understandings. Teaching through dialogue can take place when a teacher talks with an individual pupil, or two pupils are talking together, or when the whole class is joining in discussion.”

Those purposes were also in line with the research finding of Dewi (2010) stating that (1) dialogue can improve the students’ speaking skill in term of: (a) improving the students’ accuracy, (b) improving the students’ fluency in speaking, (c) improving the students’ vocabulary, (2) dialogue can improve the teaching learning process, in terms of: (a) improving the classroom atmosphere, (b) improving the students’ involvement, (c) improving the students’ self-

confidence, (d) improving the students' ability in solving the problems, and (e) improving the students' motivation and interest.

### **3. The Creativity of Native English Speaking Teacher in Teaching English to the Second Grade Students of MTs Darussalam**

In teaching English to the second grade students, the Native English Speaking Teacher uses various well designed media including text, image, sound and video to attract students attention. This is in line with Sharma and Pooja (2015), "Well-designed media helps learners build more accurate and effective mental models than they do from text alone. Students enjoy attending classes that utilize multimedia presentations because they find these classes to be more interesting and exiting with multimedia."