

CHAPTER IV

RESEARCH FINDING

This fourth chapter is the report of the result of research. It consists of data presentation and research findings.

A. Data Presentation

1. English native speaker's Design to teaching speaking

According to the result of observation and the interview those were conducted by the researcher to the subject of this research who were English native speaker and the students, the researcher found the dominant strategies which is used by English native speaker in teaching speaking. The dominant strategy that used by English native speaker is cooperative teaching strategy. In this strategy the English native speaker have an activities design to teach speaking. He have a plan that contains a series of activities design to achieve specific educational goal. In this stage, the researcher presented the findings in the form of activities design that were dne by English native speaker to teach speaking.

a. Activities design in teaching speaking english

According to the observation and interview conducted to the subject of this research those were English native speaker and the students of her class,

the researcher found the information related to the English native speaker's design to teach speaking.

Those the English native speaker design to teach speaking English can be presented as follow:

1) **Pre teaching**

Based on the researcher's observation on Thursday May 30th 2016, the researcher got information about the English native's design in carrying out the English material in pre teaching (Warm up). In pre teaching he started the lesson by greeting and checking the students attendance list. This pre teaching go on about five teen minute. Started from 10.00 am until 10.15 am.

It was shown in inteview quotation to the native speaker and the students :

“..... for my first activity design is warm up. In this section I started the lesson by greeting and checking the students attendance list”. (Appendix 1)

“.....iya biasanya Mr. Selalu memberi salam tapi bukan assalamuailaikum melainkan good morning, afternoon atau kadang juga hanya hay students? How are you?. Lalu Mr. Mulai menulis materi yg akan dipelajari pada hari itu”. (Appendix 2)

In other hand to make the students having discipline attitudes, he also conducted the dictionary check. This statement was validated by interview quotation to the students and English native speaker.

“..... jika kami terlambat lima belas menit, maka kami harus membayar denda Rp. 5000. Kemudian jika kami tidak membawa kamus maka kami harus membayar denda Rp. 1000. Dan uang denda di kumpulkan sebagai uang khas kelas.” (Appendix 2)

“ to create the good atmosphere in the classroom, it was by keeping the students participation in the classroom activities, I make the classroom rules. From the students who aren't bring the dictionary and they are not speak english in the class they will get a punishment. The punishment can be in the form of task, homework or something else”. (Appendix 1)

After that, in every English pre teaching he also asked the students about the material before. This statement was validated by interview quotation to the English native speaker:

“..... yaps I always asking the material before to recheck the students understand about the material before. If the students forget about the material it is to be may task to explain again the material until they are understand and then go on the next material”. (Appendix 1)

2) Whilts teaching (Presentation)

After activity in pre teaching was done, the English native speaker start to do activity in whilst teaching. Or he called as a presentation session.

It was shown in the interview quotation to the English native speaker:

“.... yaa in my activities design in teaching sepaking the first is Warm up, and then for the second is presentation. In this sesion I muast explain the material more detail and the material that I teached to the students is based on the set of lesson plan. For example for warm up I give an example by asking the students to make a short dialogue about invitation. And then in the presentation sesion I try to describe about their dialogue based on the definition and the component of invitation like starting with the time, starting with the location or starting with activity first”. (Appendix 1)

This statement also can be convinced in the class meeting on May 30th 2016 at 10.15 Am – 10.45 Am.

- (1) Devide the students sit into group discussion.

The English native speaker moved the students sit to be a two circle. And the students will study in a pair to make a dialogue.

It was shown in the interview quotation with the students :

“.....terus biasanya Mr. Calvin meminta kami membuat dialog secara berpasangan, jadi sebelum pelajaran dimulai Mr. Calvin meminta anak – anak memindah tempat duduk mejadi 2 lingkaran dan anak – anak membuat dialog secara berpasangan. Dialog yang di buat itu sudah di tentukan oleh Mr. Jadi masing masing pasangan mendapat tema yang berbeda”. (Appendix 2)

- (2) writte down the learning objective and the classroom agenda in the white board.

It was shown in the interview quotation with the students :

“.....iya biasanya Mr. Selalu memberi salam tapi bukan assalamuailaikum melainkan good morning, afternoon atau kadang juga hanya hay students? How are you?. Lalu Mr. Mulai menulis materi yg akan dipelajari pada hari itu”. (Appendix 2)

In order to make the students to know material in that day, the Englis native speaker writte down the learning objective and the classroom agenda in the white board.

- (3) Invite some students to make a conversation as an example of material.

Then, the English native speaker continued his whilst teaching activities by engaged the brainstorming activity by ask the students to do a little conversation about the material in that day. For example the material in that day are invitation, so the English native speaker ask to the several students:

Native : are you free today?

Students : yeah, what's up?

Native : would you like to join my class today?

Students : of course

(4) He explain and describe his example.

After giving the short example and than the English native speaker explain those example that those example are the material about the invitation that will be the material in that day.

In this sesion, the english native speaker explained the material in a detail description after giving example to the students. The example is students conversation directly in front of the class.

After making example and giving explanation the english native speaker write down in the white board the list of component of an invitation and expression in giving information.

(5) Gave an oppotunity to ask about the material that was delivered.

For example in class meeting May 30th 2016 at 10.20 Am – 10.30 Am. After explain the material clearly, and than the English native speaker

gave an opportunity to the students who are understand before to ask and also give a chance to other students for explain to their students. And also walked around the class to check the students anthusiasm in learning process. It can be seen in the interview quotation with the native :

“.....I always gives an oppportunity to the students who are not understand about the material. And also gives an opportunity to the other students to answer this question. And I will give a good point or reward for them who are active to ask or answer. Because I think by ask or answer the students more active and anthusiasm in the class activity”. (Appendix 1)

(6) Gave a reward to the students who active speaking in the class.

It can be seen in the interview quotation with the students and the native :

“..... Pernah kak, setiap siswa yang aktif bertanya Mr. Calvin selalu memberikan poin tambahan kepada siswa tersebut. Jadi dengan poin yang diberikan biasanya anak – anak itu lebih semangat untuk bertanya. Khususnya saya sendiri juga sangat senang kalau ada poin tambahan, jadi saya senang bertanya atau menjawab pertanyaan Mr. Calvin supaya mendapat nilai tambahan. (Appendix 2)

“.....I always gives an oppportunity to the students who are not understand about the material. And also gives an opportunity to the other students to answer this question. And I will give a good point or reward for them who are active to ask or answer. Because I think by ask or answer the students more active and anthusiasm in the class activity”.

3) **Post teaching**

Based on the researcher’s observation in the class meeting on May 30th 2016 at 10.45 Am – 12.00 Am, the English native speaker do an activity in post teaching. Here the English native speaker give a keyword to make a dialoge in pair. For each pair got a different keyword based on

the material. For example in the class meeting on May 30th the English native speaker give keyword in the form of a scenario list to the students. The scenario list consists of several keyword for each pair group discussion. And then the students must make a dialogue with their partner based on the scenario list take gave by the English native speaker.

It can be seen in the interview quotation with the native :

“..... For practice I give a scenario list to the students. So, the students will do a conversation with their pair based on the scenario list. And each pair group discussion will got a different keyword in scenario list”. (Appendix 1)

This activity done at 10.45 Am – 11.30 Am. The form of scenario list which is must done by the students can be drawn like the example (see appendix 5)

After make a dialogue based on the scenario list, the English native speaker give the speaking test to the students. The test give to the students at 11.30 Am – 12.00 Am.

It can be seen in the interview quotation with the native :

“.....And then, in the last, I gives the speaking test to the students by asking the students in front of the class”. (Appendix 1)

Those are about English native speaking design in teaching speaking. The next presentation is an English native speaker strategy to stimulate students to speak.

2. English native speaker's activity to stimulate students to speak

Based on the research observation on May 30th 2016, the researcher get the point about English native speaker's activity to stimulate the students to speak is Always speaking in English and gave a reward. It was said by English native speaker and the students in this following interview quotation:

“.....yea... my way to stimulate the students to speak are always speaking English in the class. I never used Indonesian language to teach the students. By speaking English in the automatically the students will speaking English too. When I ask with English they will answer with English too. Besides, I will give a punishment for the students who are not speaking in English. (Appendix 1)

“..... Pernah kak, setiap siswa yang aktif bertanya Mr. Calvin selalu memberikan poin tambahan kepada siswa tersebut. Jadi dengan poin yang diberikan biasanya anak – anak itu lebih semangat untuk bertanya. Khususnya saya sendiri juga sangat senang kalau ada poin tambahan, jadi saya senang bertanya atau menjawab pertanyaan Mr. Calvin supaya mendapat nilai tambahan”. (Appendix 1)

Besides those two strategy english native speaker also give a minimal response to the students. It can be know from the observation that done by the researcher on May 30th 2016. The teacher have a simple question to the answered to the students such as response yes, agree, Oke, good, etc. it is strategy used to motivating students to be more confidence in speaking.

It also can be seen in the interview quotation with the native :

“..... I also give a minimal response to the students. Here I always give a respond to the students activity like said yes, agree, oke, and good for their activity. So the students will more confidence to speaking English in the class”. (Appendix 1)

From the data above, the researcher got the data that an English native speaker activity to stimulate the students to speak are always speaking in English, give a reward to the students and give a minimal response to the students answer.

And then for the next presentation are an English native speaker's activity to support the student practice

3. English native speaker activity to support the students practice.

Based on the research observation on May 30th 2016, the researcher get the point about English native speaker's activity to support the student practice is making a small discussion in pair a group. It was said by English native speaker and the students in this following interview quotation:

“..... I asked the students to make a dialogue in a pair, so that they will be more confidence to speak. By doing this activity all of the students in the class to be active, confidence to speak and enthusiasm to learn English easily. And also the classroom condition will be fun and more comfortable. (Appendix 1)

This statement also can be confidence in the class meeting in post test activity on May 30th 2016 at 10.45 Am – 11.30 Am, the English native speaker do an activity in post teaching. Here the English native speaker give a keyword to make a dialogue in pair. For each pair got a different keyword based on the material. For example in the class meeting on May 30th the English native speaker give a scenario list to the students. The scenario list consists of several keyword for every pair group discussion. And then the students must make a dialogue with their partner based on the scenario list. After the activities have done the English native speaker give a score to the students and give a punishment to the students who are not speaking English in the class

From the data above, the researcher got the data that an English native speaker activity to support the students to practice is make a group discussion (Pair discussion), give exercise, give a score, and give a punishment

B. Data Findings

The finding of this research are arranged and presented in such a way in which research problem become the basic of reference of the arrangement and presentation.

1. The English native speaker design to teach speaking

1) Pre teaching

Based on the researcher's observation on Thursday May 30th 2016, the researcher got information about the English native's design in carrying out the English material in pre teaching (Warm up).

- a. In pre teaching he started the lesson by greeting and checking the students attendance list. This pre teaching go on about five teen minute. Started from 10.00 am until 10.15 am.

It was shown in intevieew quotation to the native speaker and the students :

“..... for my first activity design is warm up. In this section I started the lesson by greeting and checking the students attendance list”. (Appendix 1)

“..... ya biasanya Mr. Calvin selalu memulai dengan salam mbak, tapi bukan assalamualaikum melainkan selamat pagi, atau kadang juga hay students kemudian Mr. Calvin menulis materi apa yang akan di pelajari pada hari itu”. (Appendix 2)

- b. In other hand to make the students having discipline attitudes, he also conducted the dictionary check. This statement was validated by interview quotation to the students and English native speaker.

“..... if we come late about quarter an hour, we should pay for a fine which is by paying Rp. 5. 000. Then if we don't bring the dictionary, we should pay for a fine that is Rp. 1.000. the fine will be able to calculate in the cash class”. (Appendix 1)

“ to create the good atmosphere in the classroom, it was by keeping the students participation in the classroom activities, I make the classroom rules. From the students who aren't bring the dictionary and they are not speak english in the class they will get a punishment. The punishment can be in the form of task, homework or something else”. (Appendix 1)

- c. After that, in every activities in pre teaching he also asked the students about the material before. This statement was validated by interview quotation to the English native speaker:

“..... yaps I always asking the material before to recheck the students understand about the material before. If the students forget about the material it is to be may task to explain again the material until they are understand and then go on the next material”. (Appendix 1)

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This statement also can be convinced in the class meeting on May 30th

2016 at 10.15 Am – 10.45 Am.

(1) Divide the students sit into group discussion.

The English native speaker moved the students sit to be a two circle. And the students will study in a pair to make a dialogue.

It was shown in the interview quotation with the students :

“.... Belajarnya dengan membuat dialog secara berpasangan kak, jadi sebelum pelajaran di mulai Mr. Calvin meminta anak – anak untuk membuat dua lingkaran di dalam dan luar. kemudian Mr. Calvin biasanya di tengah dan meminta anak – anak membuat dialog secara berpasangan. Tapi tema dialognya sudah di tentukan oleh Mr. Dan masing-masing pasangan di beri tema yang berbeda”.(Appendix 2)

(2) writte down the learning objective and the classroom agenda in the white board.

It was shown in the interview quotation with the students :

“.....ya biasanya Mr. Calvin selalu memulai dengan salam kak, tapi bukan assalamualaikum melainkan selamat pagi, atau kadang juga hay students kemudian Mr. Calvin menulis materi apa yang akan di pelajari pada hari itu di papan tulis”. (Appendix 2)

In order to make the students to know material in that day, the Englis native speaker writte down the learning objective and the classroom agenda in the white board.

(3) Invite some students to make a conversation as an example of material.

Then, the English native speaker continued his whilst teaching acvtivities by engaged the brainstorming activity by ask the students to do a little conversation about the material in that day. For example the material in that day are invitation, so the English native speaker ask to the several students:

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After making example and giving explanation the english native speaker write down in the white board the list of component of an invitation and expression in giving information.

(5) Gave an oppportunity to ask about the material that was delivered.

For example in class meeting May 30th 2016 at 10.20 Am – 10.30 Am. After explain the material clearly, and than the English native speaker gave an opportunity to the students who are understand before to ask and also give a chance to other students for explain to their students. And also walked around the class to check the students anthusiasm in learning process.

(6) Gave a reward to the students who active speaking in the class.

It can be seen in the interview quotation with the students :

“..... Pernah kak, setiap siswa yang aktif bertanya Mr. Calvin selalu memberikan poin tambahan kepada siswa tersebut. Jadi dengan poin yang diberikan biasanya anak – anak itu lebih semangat untuk bertanya. Khususnya saya sendiri juga sangat senang kalau ada poin tambahan, jadi saya senang bertanya atau menjawab pertanyaan Mr. Calvin supaya mendapat nilai tambahan. (Appendix 2)

3) Post teaching

Based on the researcher’s observation in the class meeting on May 30th 2016 at 10.45 Am – 11.30 Am, the English native speaker do an activity in poast teaching. here the English native speaker give a keyword to make a dialoge in pair. For each pair got a different keyword based on the material. For example in the class meeting on May 30th the English native speaker give a scenario list to the students. The scenario list consits of several keyword for every pair group discussion. And than the students must make a dialogue with their partner based on the scenario list. And than in the last sesion the English native speaker give a test eavaluation to the students.

Based on the data above the researcher found that English native speaker have some activities in design to teaching speaking. That are include of: 1) Pre teaching, 2) Whilst teaching, 3) post teaching. for each activities limited by the time.

1) Pre teaching was done about 15 minute. It is consits of activities as follows:

- a. Greeting
 - b. Check the students attendance list
 - c. Dictionary check
 - d. Asked the material before
- 2) Whilst teaching was done about 45 minute, It is consits of activities as follows:
- a. Devide the students sit into group discussion(pair discussion).
 - b. writte down the learning objective and the classroom agenda in the white board
 - c. Invite some students to make a conversation as an example of material
 - d. explain and describe example
 - e. Gave an oppportunity to ask about the material that was delivered
 - f. Gave a reward to the students who active speaking in the class
- 3) Post Teaching was done about 45 minute, and the activity consits of:
- a. Making dialogue based on the scenario list in pair discussion
 - b. Give a speaking test to the students

2. English native speaker's activity to stimulate students to speak

Based on the research observation on May 30th 2016, the researcher get the point about English native speaker's activity to stimulate the students to speak is Always speaking in English, gave a reward and give a minimal respond for the students activities. It was said by English native speaker and the students in this following interview quotation:

“..... to stimulate the students to speak I always used English to speaking in the class. I never used Indonesian language to teach the students. And I will give the punishment for the students who are not speaking in English”. (Appendix 1)

“..... Pernah kak, setiap siswa yang aktif bertanya Mr. Calvin selalu memberikan poin tambahan kepada siswa tersebut. Jadi dengan poin yang diberikan biasanya anak – anak itu lebih semangat untuk bertanya. Khususnya saya sendiri juga sangat senang kalau ada poin tambahan, jadi saya senang bertanya atau menjawab pertanyaan Mr. Calvin supaya mendapat nilai tambahan”. (Appendix 2)

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From the data above, the researcher got the data that an English native speaker activity to support the students to practice speaking is made a group discussion (Pair discussion), giving exercise, give a score and give a punishment.