

CHAPTER V

DISCUSSION

This chapter present about the discussion of the research in interpreting the research findings based on the research problems.

A. DISCUSSION

In this point the researcher would like answer the first research question: English native speaker's design to teach speaking.

1. Based on the result of interview, the researcher found that the English native speaker design in teaching speaking consits of some activity based on the set of plan which is have a certain times. The design activity consits of:

a. Pre teaching (warm Up)

Some activity in 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

b. Whilst teaching (Presentation)

Whilst teaching was done about 45 minute, It is consists 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

c. Post teaching

Post Teaching was done about 45 minute, and the activity consists of:

- a. Making dialogue based on the scenario list in pair discussion. The explanation about the activity above is in unity with theory proposed by J.R David (2002:186) that teaching design is a plan, method or series of activities to achieve a particular education goal.

Besides, the explanation above also is in unity with theory proposed by tarigan (1993:197) stated that one of the basic points of strategies in teaching speaking based on the task is Cooperative: the teacher ask the students to do the teachers task with group discussion to make the students more communicate.

b. give a speaking test

test evaluation gave to the students in the last meeting to measure the students speaking ability after they are taught speaking by English native speaker. The explanation above is in unity with theory proposed by Ary. Et.al as quoted in Sukardi (2008:138), a test is a set of stimuli presented to individual in order to elicit response on the basis of which a numerical score can be assigned.

2. The English native speaker activities to stimulate students to speak

In this point the researcher would like to answer the second research question : The English native speaker activities to stimulate students to speak.

The English native speaker activities to stimulate the students to speak are always speaking in English, give a reward to the students and give a minimal respond to the students activities

The explanation about the activity to stimulate students to speak is give a reward e is in unity with theory proposed by Davies (2001) in his Journal

that rewards devalue learning and counteract the development of self discipline and intrinsic motivation.

3. The English native speaker activities to support the students practice.

In this point the researcher would like to answer the third research question : The English native speaker activities to support the students practice.

The English native speaker activities to support the students practice is make a group discussion (Pair discussion), give exercise, give a reward, and give a punishment to the students who are not speaking English in the class.

The explanation about the activity to support the students practice is in unity with theory Ur (1998) that group discussion are an effective speaking activity in large classrooms. according to this theory, group discussion is a good way that used by English native speaker to teach speaking.