CHAPTER IV

RESEARCH FINDING

This chapter presents the data related to the proposed research questions. The findings on how native teacher facilitates and motivate the students in learning speaking are presented in Subheading 4.1. Meanwhile, Subheading 4.2, in this part, presents the findings on the students' responses toward the native speakers' activities in facilitating their speaking learning. On the basis of the presented findings, then, those findings are discussed by using relevant theories.

A. **Findings on how the native teacher facilitates and motivates the students in learning speaking.**

As stated in the previous chapter, the data of this study were collected by employing interview and observation. From the use of these two methods of collecting data, then the data were presented in the forms of direct quotations, paraphrasing and description. Practically, the subject did the following activities to facilitate and motivate the students in learning speaking, they were :

a. **Stimulating the students to speak**

Teaching speaking in English as a foreign language needs a certain strategy. The subject believed that all of students are smart and they can learn better. In a case of language learning, she suggested that the students should start learning it in their early age. Related to speaking, she was sure that, it is very important skill because the main point of teaching language is the ability to communicate. Explicitly, the native argued that " I think the students are smart, but they should

start to learn English in their early age, may be in their five or six years old to learn English".

Everyday the subject stimulated the students both in the classroom and out of the classroom to practice speaking. This activity was intended to make the students to have a habit in practicing to speak with their friends and their teachers. The subject stated, " According to me practicing English speaking is very important because it becomes the main point in learning a foreign language. If the students only practice writing and reading, in speaking cannot be trained well." The subject believed that all of students have ability and she was sure that they could conduct a good speaking practice.

The native also used media in the classroom to explain the material. During the teaching learning she grouped the student into four group and every group had one opportunity to answer the proposed question, Those who could answer correctly, they got points. This activity made the students to be more active following material in the class.

The native teacher argued that the students could understand better her instruction whiteboard or LCD were used. English teacher strengthened by saying " usually when the native practices speaking, she gives instruction using LCD or whiteboard, so the students can be easy to know her purposes. Beside that she always gives more game, and it can help the students to explore more vocabulary".

The native also gave quiz to stimulate the students to speak. The quiz gave students motivation, because for those who were able to answer the quiz were

given reward by the teacher. It one of funny activities and it supported the students interest interest for students learning.

b. Giving positive feedbacks

The subject   always appreciates students' skill achievement. In daily practices, she always gives the students reward and feedback. It was done to support the students selves-confident. Besides, from the given feedback the students got new inputs to improve the quality of their speaking. In other statement the native said that:

> "I am sure that, it does not matter whether the students can speak or not, the most important thing is they have high selves-confident. I think the students need reward or positive feedback, I always say like are, you are smart, wow good job. I am believe they do not want to speak English more, they will be shy, but if you give positive feedback, the students can be more confident".

From the given feedback, the students felt happy for they could enjoy the native activity both in the classroom and out of classroom. The native often gave applause if any students can gave responses correctly. Beside that, the native also raised her thumbs to appreciate the student's answer. Many students felt proud and happy to practice conversation in the classroom activity. Consequently, the students could produce more sentences correctly. Beside enjoying the activity, the students had more motivation when they practiced speaking. Practically, feedback was given in every students' speaking practices. It supported the student for it told them that they were given attention.

c. Applying code mixing

In the teaching learning activity the native did not totally use English language. In order to create a more relaxed situation, she mixed the language instructional. She realized that the students were still beginner. She argued if she totally used English, the learners cannot understands well, and it could lead to the students' boredom and they would feel if learning speaking is hard. The native teacher's another purpose of using Indonesian was to support her effort in explaining the lesson in the class. Consequently, the students could understand with the natives' instruction. Consequently, it was easy for the native to direct the students to keep on tasks.

d. Making study clubs

Native teacher had her own ways to facilitate learning activity. According to the English teacher of MTsN Ngantru the native always has her own way to teaching learning activity for making students to understand her sentences, she is always sure that all of students have ability and they can learn better.

To facilitate the students to practice language, the native also made English club. The made club could influence the students to be more confident and active to study. Through this club the students were accustomed to speak English with their partner. The native believed that through doing study club the students had more opportunities to interact with other students.

The native realized that the club of study was one important activities to improve speaking skill. Practically, within the club many students got more language inputs, especially vocabularies. In the club the native often invited the

students to make a short conversation in English. The conversation was effective to train the students to interact.

e. Giving a model of pronunciation

The English teacher of MTsN Ngantru took a role to assist the native during the teaching and learning activities. For she knew more about students' characteristics, she always inform to native about students' problem, one of them was pronunciation. To support speaking skill the native always helps solve students' problem in order they can know, especially how to pronounce English word correctly.

Practically, pronunciation and vocabulary became the main problems for all the students. In the classroom activity the students were confused with native's sentences. The english teacher said, " In every meeting the native trains the students to pronounce daily words. Although it is not easy, the native does it regularly."

Through the process of imitation, the native provided a model how to pronounce daily words. In EFL context, the way of the teacher in giving model stimulated the students to be more serious in learning.

Beside in the classroom activity, the native teacher practiced gymnastics of yoga. It was unique and a new activity for the students. The students could refresh their brain and they could be more familiar with their friends. For his instruction of doing yoga, many students got new vocabularies and they could imitate how to pronounce words.

f. Guiding the students' to produce language

When the students mastered many vocabularies, they felt enjoy joining the english activities. The English teacher said, " students are more confident during English learning activity when they can get more knowledge about pronunciation and vocabulary. They are not afraid or shy to speak English with the teacher or with their friends".

In the classroom activity, the native always supports the students to produce sentences although they were short. She stimulated the students to be active in speaking. The English teacher said "The native ways in guiding the students gave significant contributions for the students to be brave to speak". The native had an effort that the students should not just sit on the table until lesson is over, but they must speak and practice more. By guiding the students, they were introduced how a language should be learned and used. The students were encouraged to explore what they wanted to say step by step.

g. Applying a game

In order to become a successful language learner in speaking, the students needed some strategies. Every student had different strategy in learning speaking, because he or she had different interest and characteristic in learning. The native teacher had some strategies to make students felt fun and interested in her lesson. She suggested that a teacher should make student enjoy and be happy in teaching activity. She said " to start the lesson teacher must give motivation to the student. The teacher should not only take note, look the book, sit but also make students to participate to practice speaking". The subject stated that making students active

in teaching learning activity can be done it have selve-confident and motivation to get learn material seriously.

In teaching learning the native use a game to improve speaking skill, such as throwing a ball game. For those who can capture the ball, they must make one opinion of the picture shown by the native, or they should make short sentences. The game, practically, was very important to improve students' motivation in learning.

h. Applying role play and dialogue

In the classroom the native grouped the students into small groups before practicing a game together. She often practiced dialogue or role play. Those activities made all of students interested in and felt fun. Asking teacher or people was another alternative strategy to know the meaning and pronunciation of words. According to English teacher ," in teaching learning the native teacher can do role play and dialogue because they can motivate the students to practice speaking".

During the teaching and learning in the classroom the native always makes the students enjoy the provided materials that students interest for study hard. In the dialogue or role play the native also guided the students to produce sentence. The native always choose interest of story to make student fun. The native sure that, with role play students can create many word, can produce long sentence, and more active in teaching learning speaking.

Native always chooses interesting stories to make students fun. The native was sure that, with role play the students could create many words or even they

could produce long sentences and they were more active in teaching learning speaking.

B. The finding on the contribution of the native teacher's ways in facilitating and motivating students in learning speaking

The native speaker in teaching speaking at MTsN ngantru was responded positively by the students. They were happy and they had high motivation to learn. In the class or out class the native always make short conversation with students. From the conversation the students were able to pronounce daily words correctly. So many students were familiar with the native and they were accustomed with English language. The students can produce new sentence without guiding from the native or the teacher. Student 1 (S1) said " when teaching learning process take place the native always help students to speak up". By speaking up it helped the students produce new word and know good sentences. The native taught the students patiently. S1 was sure that many students liked the natives' strategy to improve their speaking skills. The natives' strategies could stimulate the students to participate actively.

The native always makes fun and interesting teaching and learning activities. She did not sit down until the lesson was offer but she employed games. The student 2 (S2) felt fun and felt enjoy with teaching learning activity because the native gave interesting by. In order the students easy to understand and follow the native instruction clearly, in the teaching process the native often used a game. The game was usually applied in the middle of the lesson when the students felt difficult to the materials. The game made the students not bored and

they became active in speaking. The native often used a ball for playing a game, or grouping the students and give a quiz by LCD. From the quiz, the students motivation increased. They were interested to study and follow teaching learning activities.

The S2 believed that every student hade an ability to practice english speaking, however, they must study hard and regularly practice speaking.. Communication becomes main problem during teaching learning activity. The native always gives support if the students have a problem in communication. In teaching activity the students can get many inputs from native instruction. Some activities made students increase their vocabulary. The native activities can help student toget inputs in term of the vocabularies. Student can produce many world or sentence in conversation activity. Beside that, the students can be familiar with english. Consequently, the students had habit to practice daily words.

Students 3 (S3) was that some sure of her friends were happy and enjoy English teaching learning taught by native. The native always gives reward for students' ability in doing the tasks. The reward can motivate the students. From the activities in study club the students had much opportunity to lerarn from other student' performance. Moreover, they can give feedback from both the teacher and their friends.

The case of that, the native did not totally use english in teaching learning activities was interesting. The native believed that many students confused if she totally used. Practically, through the use of code mixing many students can be

familiar with the native instruction. Many students can increase their selve-confidents. S2 said

> " Communication is a problem for me to understand the native meaning. Many students are confused to understand the native's instruction and they are afraid to ask question. However, the native help them and motivate the students by giving reward. The native always makes the students to be active to speak. The native strategy can influence the students' motivation in learning activity. The students are not afraid anymore to ask question if the students have any problem".

From this situation many students can produce language correctly. The students felt relax when they spoke often made conversation in pairs.

S3 said " I enjoy the teaching material given by the native although I have problem. However the native always helps me produce and understand the meaning of sentence. It helps me easy to understand the word, and it also makes me easy to produce new words". Practically, the native always help the students create or help them translate of words in order the students can get input and later they could produce language correctly.

4.3 Research finding

On the basis of data presentation above, the findings of the study were presented as follows :

From the implementation of effective instruction, related to the native teacher's way to facilitate and motivate the students in learning speaking at MTsN Ngantru, the subject conducted the following activities: (a) Stimulating the students to speak, (b) Giving positive feedback, (c) Applying code mixing, (d) Making study club, (e) Giving a model pronunciation, (f) Guiding the students' to

produce language, (g) Applying a game, (h) Applying role play and dialogue, (i) Grouping the students and giving quiz, (j) Doing reflection with yoga dance.

In general   the students give positive responses toward the native's performance in facilitating and motivating their learning. The teacher's effort are contributive for the students, in which (a) the students are able to pronounce daily words correctly, (b) through game, the students feel fun and relax to study, (c) the students get language inputs, especially vocabulary, (d) the students' selve-confident increase, (e) the students can produce language.