

CHAPTER V

DISCUSSION

A. Discussion

Speaking is one of the skills that have to be mastered by students in learning English. According to Glenn Fulcher Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech. According to Hall speaking is an ability that is taken for granted, learned as it is through process of socialization through communicating. Hornby state that “ Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech”.

Speaking English well also helps students to access up to date information in fields including science, technology and health. Good English speakers will be in a strong position to help their country’s economic, social and development. Teaching speaking in English as a foreign language need most energy and variation of strategy. student should start to learn English early age for have a good characteristics. Beside hat student should practice her ability to improve vocabulary. speaking is very important skill because it is main point in teaching learning or communication.

Everyday the learner(s) should practice short conversation in the classroom activity or out of class, it's can make the students will understand more and get many vocabulary input. According to native teacher "All of student have ability an sure that they can conduct good speaking skill, English speaking is very important because it's main point in English foreign language. If only practice writing and reading the speaking can not include".

According to McDonough and Shaw as a language skills, speaking is sometime undervalued or in some circle taken for granted. It is because really in language teaching an English teacher almost uses all of his time in the class by taught grammar and vocabulary. The teacher only engages his students to memorize some of vocabulary and grammar's rules and does not give them opportunities to practice and perform their speaking skills in the class. He think grammar and vocabulary the most important.

Actually, speaking is the essential skills from any other language skills that must be mastered by students. To make a successful teaching language learner in speaking, the teacher should have some strategies. Every learner had different interest and characteristic. According to Harmer (1991:45), communicative activities are those which exhibit the characteristic end of continuum. Students are involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language. Such activities are vital in language class room since the students can do their best to use the language as individuals. In teaching activity every student must use different strategy, one of important strategy is make student fun and interest with the lesson, teacher

should make student enjoy and happy in teaching activity, it is can easy to improve student language input.

The effective instruction is important, teacher must give energy to the student in the start lesson until the end. not only take note, look the book, only sit but make student stand up play game and the important one is practice speaking. Many strategy can used in teaching speaking, such as game, dialogue, discussion or role play and etc. In the classroom practice dialogue or role play make all of students are interest and fun. The strategies can employed gave significant contributions for their success in learning. Student become active in the class. Student do not just sit at the table until lesson is over, but they must speak and practice more.

Role play one of good strategy use by teacher to motivate and include many vocabulary, beside that many students like this activity because it's unique and very interest. Role Play is an example of "learning by doing" The word *role* indicates that the students must actively apply knowledge, skill, and understanding to successfully speak and act from different, assigned perspective. The term play indicates that the students use their imaginations and have fun, acting out their parts in nonthreatening environment. Thus Role Play engages students in a participatory activity that requires them to apply course concepts as they assume factional identities or envision themselves in unfamiliar situation (Barkley, 2005: 150). Not only in peer learning encouraged by it, but also the sharing between teacher and students' responsibility for the learning

process. The subject used role play activities when teaching learning to make learner be fun and enjoy. It's can interest student's desire for study hard.

Native teacher have own way to teach student, she always try to make student understand with her sentence, she always sure if all of them have an knowledge. To support speaking skill teacher should help problem of student in order didn't confuse about meaning or pronunciation. The subject also make English club study it's can influence the student more be confident, active and will be accustomed to speak English conversation, and in there native have many game to practice student's concentration, and make student more fresh.

Teacher motivation is other key for improve learner skills. reward and feedback for every student is very important from it they will be confident and sure if they have skill to speaking fluently. Meanwhile, related to make the student sure if they have ability and student be confident teacher can give positive feedback or reward, it's can built student characteristic and self confident.

According to Mather and Goldstein (2001), reinforcement and punishment follow a clear set of basic principles. These principles are reinforcement or punishment should always follow a behavior as quickly as possible, reinforcement or punishment should be appropriate for the behavior and be important to the student, and multiple reinforcers or punishments are more valuable than single reinforcers or punishments.

Positive reinforcement is often used to effectively teach students age-appropriate behaviors and social skills when these behaviors and skills are

lacking, as these deficits can create disruption in the classroom. Positive reinforcement is the presentation of a reward immediately following a desired behavior intended to make that behavior more likely to occur in the future. Praise is a specific type of positive reinforcement many teachers regularly use in their classrooms when interacting with students. According to Conroy et al. (2009), many teachers consistently utilize praise to increase the occurrence of their students' use of positive social and academic behaviors. They further stated that although praise seems to be a simple strategy that teachers can implement themselves, it is actually a complex reciprocal process that involves both the teacher giving the praise and the student(s) receiving the praise.

It is important for teachers to understand how praise can be properly implemented into their classroom activities. Conroy et al. (2009) found that in order for praise to effectively increase students' behavior, it should contain specific statements about the appropriate behavior students displayed, be contingent upon a desired behavior, provide frequent praise when students are learning a new skill, and decrease the amount of praise given once the skill has been mastered. Lam, Yim, and Ng (2008) further pointed out that students' individual and cultural differences, as well as the different conditions under which prior praise has been given to them influences the effectiveness of teachers' use of praise.

Motivation in language learning is the combination of effort and desire in achieving the goals of learning a language favorable attitude towards the goal to be accomplished presents four aspects which make a difference in the success of

individuals learning a second language: Language aptitude, personality, attitude and motivation. The subject often said “ oh good job, you are smart”, she sure that when teacher give reward learner(s) will be strong for study. In addition, Brown (2000) that motivation is “an inner drive, impulse, emotion or desire that moves one to a particular action.” (p.152). According to Marion William and Robert burden (1997:120) that motivation is a “state of cognitive arousal” which provokers a ‘decision to act’, as a result of which there is ‘sustained intellectual and or physical effort’ so that the person can achieve some ‘previously set goal’. They go on to point out that the strength of that motivation will depend on how much value the individual place on the outcome he or she wishes to achieve. Adult may have clearly defined or value goals. Children’s goals, on the other hand are often more amorphous and less easy to describe, but they can still be very powerful.

Finally, related to involving students to participant in the classroom the teacher use a basic activity to create meaningful learning environment. Kagan (1995) states that language acquisition is fostered if it occurs in a context that it supportive, friendly, motivating, communicative, developmentally, appropriate, and feedback rich. Moreover, Chang and Shu’s (2000) theory states hat there is a positive relationship between the learning environment and student motivation, stating that a good learning environment help to improve student outcomes, and inspires and boosts the learning spirit.

Generally speaking, in English foreign language learning context, the language is usually taught for a few hours a week, and therefore cannot be

considered as a daily means for communication. Classroom experience is one of the most influential factors affecting students' motivation. Students can be influenced directly, a teacher can motivate them by setting a specific/lesson/course goal, assessment method giving immediate feedback, providing interesting learning materials and tasks etc. it's can be delivered by arranging the condition in a way that a student has got the opportunity to choose what, when and how he or she takes the pars.

In classroom activity, it is rare to find out student naturally enthusiastic about learning. Whereas it is quite common to witness students who need to be inspired and stimulated by their teachers. Furthermore, Dornyei state that "it is highly unlikely that everybody can be motivated to learn everything and even generally motivated students are not equally keen on every subject matter" ("Motivation strategies"25).

With regard to different needs, values and desire students are motivated by, it is relatively simplistic view to believe that any learner can be motivated to learn under the appropriate condition of a classroom, if a teacher provides such condition (Dornyei, "Motivation Strategies" 25)