**CHAPTER V**

**DISCUSSION**

The presentation of this chapter as the summary of the findings and it compare to the theories that had existed before.

1. **Discussion on The Teacher Strategy in Teaching Speaking with the English Short Story**

Referring to the Findings, it can be confirmed that the teacher strategy in teaching speaking with the English short story has the own way, they are:

* + - 1. The clear instruction to the students.
			2. The selecting of authentic material to make learning easy and meaningful.
			3. Guiding to students in giving clear pronunciation to make them easy to practice.
			4. Giving translation of the story to the students to make them easy in understanding and memorizing content of short story.
			5. Supporting students to face the performance and prepare it before.
			6. Encouraging by giving good score.

Djamarah and Zain (2010: 5) clear teaching strategy is a kind of pattern in teaching activities to reach the goals as settled before. The using of strategy in teaching speaking is benefit in empowering speaking practice

and learners’ speaking activities are provided by the teacher. By using strategy, it makes teacher easier in assisting the process of teaching speaking atmosphere.

In addition, the use of English short story means Robin Redbreast story in retelling story activity is an authentic media which promote speaking activity in seizing learning speaking goals. Nunan (1999: 212) also supports,

The use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. This authentic material helps bring the contact to life, and ultimately makes learning and using language more meaningful, and, ultimately, easily for students”.

It has correlation between the finding and Nunan’s theory related to the use of authentic material like story, novel, newspaper, video, audio, etc., give good meaning in developing teaching speaking as the part of teaching English as second language.

Meanwhile, besides strategy and media, evaluation makes complete teaching and learning activity. Because, after conducting evaluation teacher is able make decision about the learners’ achievements and what he or she has to do in keeping development of class activities to seize learning goals. Djiwandono (2008:14) adds evaluation is a systematic gathering of information for the purpose of making decision. The information deals not only with the students’ improvement in achieving the learning goals but also with the accomplishment of teaching learning program in general.

Again, it has correlation between the finding and Djiwandono’s theory that evaluation needs to know the development of students, the good and appropriate activities on students and efforts in seizing learning goals that have to do by the teacher and the students.

The evaluation is doing by the teacher after students perform. So, the learners are motivated and know what they had to do for improving their speaking skills.

1. **Discussion on The Students’ Response as They Are Taught by Using English Short Story**

The teacher strategy in teaching speaking with English short story to students’ speaking skill through some process is in resulting skill. They are:

1. Students’ attention.

In this stage, the learners concern in speaking activity and the material related to speaking activity. Based on the data presentation above, the learners felt challenged by teacher instruction on retelling story in front of class by their own ability.

1. Students’ performance preparation.

After the learners feel attract with the activity, they prepare or do rehearsal by over all their effort to produce good performance to themselves and to grab attention of class.

1. Students’ speaking ability progress by performance.

This stage, the learners show performance on speaking activity in front of class and the teacher. Afterwards, they get the comments on their performance and know the progress of their speaking ability.

1. Students’ motivation.

Learners needs the reinforcement or motivation in developing their speaking ability performance by performance in sequence speaking activity to reach the learning goals. Even the performance not consequence as hoped, every learners needs to be supported to become better and better.

Albert Bandura in Muhibbin Syah’s book says in his theory of social learning, students pass four stages, they are:

1. Attention phase,
2. Retention phase,
3. Reproduction phase, and
4. Motivation phase.

The phases on Bandura’s theory are almost same as the finding display. There are correlations of both of them related to learners’ or students’ learning process with its activities in grabbing the development of ability and reaching learning goals.