

CHAPTER V

DISCUSSION

This chapter presents the ideas of the researcher in interpreting the research findings. It discusses the findings from observation and interview that has been described in previous chapters concerning EFL Teacher's Strategies in Teaching Speaking at MTs Sunan Kalijogo Sendang Tulungagung. Here, the researcher will discuss three matters; firstly about the teacher's strategies include discussion and debate, secondly about the students' responses toward the strategies. The two matters are discussed as follows:

1. Discussion on Teaching Strategy used by the teacher

a. Discussion on Teaching Speaking by Discussion

Based on the findings of the study during the observation and interview at MTs Sunan Kalijogo Sendang Tulungagung. It could be said that teaching by using discussion strategy had some steps in applying material in the classroom such as the lecturer provided some topic, then divide them into some groups. This activity purposes to express students' opinion and consideration. Gage and Berliner, (1988) stated that discussion is a forum in which students can practice expressing themselves clearly and accurately, hearing the variety of forms that expression of the same idea can take, and criticizing and evaluating successive approximations to an adequate statement. From this activity the teacher hope that students will try

to express themselves and they can have self confident to express their opinion with their friends in a group.

It seemed that the teacher conducted discussion strategy in teaching English lesson to develop students' speaking. It is suited with the research of Argawati (2014) about improving students' speaking using discussion strategy, the result of the research is group discussion was one of the best methods of learning speaking in foreign language. It helps the students improve their speaking skill. In group, the students have opportunity to use English among themselves and practice each other with their friends. Practicing speaking with their friends increases their confidence in saying some words without any worry whether they say some wrong words or not. Besides that, learning in group improves their vocabulary mastery.

In this case the role of teacher is as facilitator and moderates the discussion activity. It is same with the result of Rahman (2011) research that stated The teacher must keep a balance between controlling the group and letting its members speak. The goal of a discussion is to get students to talk purposefully about the course material. Teacher's role becomes that of facilitator. The teacher moderates the discussion rather than convey information. For a purposeful discussion, teacher should not do all the talking; or talk to one student at a time. It should be remembered that the discussion is not just a matter of teacher's communication with students; it is a chance for them to share ideas Individual style will influence the amount

of control a teacher will use, but in general the teacher's role in a discussion is not to dominate, but rather to get the discussion started, set goals, summarize, mediate, clarify, and allow all to be heard. Beside, the teacher can ask the student to come forward to tell their result in discussion to evaluate students' speaking. The teacher also can correct their mistakes in speaking after discussion activity.

b. Discussion on Teaching Speaking by Debate

This is the part that will describe about research finding during the observation and interview about debate. In this case the teacher give students a topic and divide them to be two groups. This activity purposes to think about an issue and interact with other students. Halvorsen (2005) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another. It shows that from this activity the students can study to interact with other students to improve their speaking skill.

In this case the teacher used debate to develop students' speaking. This activity will make students try to speak in front of many people. They will study to have confidence to speak in public. Beside, the students also can express their consideration and opinion. It suited with research result of Desita (2017) that stated when the teacher held debate activity, Most of students could give the opinion with the expression well. They spontaneously raised their hand and gave their opinion. They were also could respond the other

group opinion. They automatically gave their opinion when the debate was begun. Some of students had minimal reliance on note while give and respond to another's opinion. Some of students also could give and respond the opinion with clarity and appropriate volume. The students' activeness in debate was improved. The students were active in giving opinion and respond the other opinion. This activity also will increase their speaking ability in public.

2. Discussion on Students' Response toward Teachers Strategies

In this part will discuss research question number two, it would be explained this following explanation about the students' response in teaching speaking strategies that teacher gave to students include discussion and debate strategy.

a. Discussion on Students Responses Using Discussion Strategy

This is the part that will discuss about how the students' responses toward discussion strategy that teacher given. In this strategy the teacher will let students to discuss by themselves. It was supported by Biehler and Snowman (1993) in Richard's book (2000), stated that group discussion is a collaborative learning that the teaching technique is where the teacher will let the students push themselves or to encourage between the students in practice their English conversation in class.

In this case students responses toward this strategy is they feel interest with it. They said that this strategy very helpful to develop their speaking. It was suited with Billik (2012) result of research about students'

perception on the role of group discussion in speaking class that stated students agreed that group discussion was very helpful for them in the process of learning English in Speaking class. Having group discussion in Speaking class can help the students to deal with the difficulties that they face in Speaking class. From the research finding in interview section, the major problem that students have in speaking is the limited vocabulary, students' ability in mastering the grammar and also being nervous. It is similar with Green (2008), who said that problems in English Competence which are acknowledged as hindering participations includes vocabulary, grammar and pronunciation. Therefore, students preferred to have a group discussion in speaking class while they have a discussion. In addition, the students said group discussion in Speaking class can bring the class more alive and make them more actively participate in speaking learning process. The students also added group discussion can help them to have an interaction between the students and the teacher in the class activity. They can share opinions and also can help each other in practice speaking English.

b. Discussion on Students Responses Using Debate Strategy

This is the last part that discuss about debate strategy used in Mts Sunan Kalijogo Sendang Tulungagung. In this strategy the teacher give a video about the topic to give background knowledge to the students. Beside, the purpose of this section is to make students aware to the situation or topic that they will study. It is supported by Lepper (1988:13) that teachers can

help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response.

Based on research finding in previous chapter, the students in MTs Sunan Kaalijogo Sendang Tulungagung said that debate strategy can improve their speaking skill. The student said that this activity can develop their confident while they are speaking. This is suited with Wulandari (2017) that found that debate could improve students' speaking skill because this activity enriched new English vocabularies, fixed their pronunciation, and reduced the pauses while speaking. After doing debate activity, they were confident to speak English in front of people. The students also got feedback and correction from the teacher, so they could improve their speaking. Debate is a strong foundation by enriching their English vocabularies and fixing their mistakes. In other hand, debate taught them to speak orderly. They should prepare their speech before speaking in front of the other students.