

## CHAPTER V

### DISCUSSION

This chapter presents the ideas related to the finding of the research.

In setting up learning speaking environment, teacher conducts activities in language teaching and sustained by some consideration, among others are: To get clear understanding, this is the ways of teacher in setting up English speaking environment creatively: (1) Employing many kinds of technique in teaching speaking, by following some consideration: (a) The media for supporting to create learning environment in speaking class (b) The activities for supporting to create learning environment in speaking class. (2) Clarifying teacher roles; (4) Enriching physical classroom Environment ; (5) Building social classroom environment.

#### **1. Employing many kinds of technique in teaching speaking, by following some consideration:**

Wattanatham Islam as a Modern Islamic boarding school apply language habit in the school environment especially English. The language is as a main ability that should be master by students. Wattanatham Islam focuses on using English and Arabic in daily communication. English becomes researcher's focus on this study. In this create learning speaking environment that were created by teacher. There are included two parts, the first part is physic and the second is Non physic.

**1. For supporting the teacher does to create learning environment in speaking class.**

There are some kinds of media that can be applied by the students. There are (1) Camera, (2) Photoshop program, (3) Text board.

**a. Camera**

This media is supporting student to collecting data like take a photo and record video. Because some of activities that teacher applied in create learning environment in speaking class .Must using camera to supporting for achieve result better. So the students always pay attention while they take photo and recording video. The student can use camera to recording and take Photo without any trouble. If the recording or photos that already taken not complete .they will take a photo and recording again, they will be again and again until complete.

**b. Photoshop program**

This is software is general term for the various kinds of programs used to operate computer and related devices. The student use Photoshop program after they taken photo and recorded video. They use to edit and decorate photo or video to be arranging chronological picture and adding sound to be complete drama. They will decorate as well as possible in order to attract students to view the video like adding song, make colorful sentences and Etc. this media can be creating source of learning English speaking to others student and for themselves.

The students have chances to deliver their opinion and also chance to improve their creative thinking to perform source of media. It can be the most efficient and beneficial ways of practicing English speaking for others students and for themselves.

### **c. Text Board**

Text board is source of media it can be say wall media also. This media was created by student. The purpose the teacher wants to student present and learning English content in the form of conclusion and creative thinking. Is not drama that can be source of media that was creating learning environment but text board are also can be source for benefit to students improve and practice English speaking. In this media it concludes context part of speech and tense. The student can join to learning as they wanted to learn. The effectiveness of learning by media is better than learn or study by book because the students can learn via context of conclusion and colorful media. It making student is easy to learn and easy to memorizing. It is also really more excited for students while students learn or read they can enjoy with fineness of media it make them more fun to knowing and learn it.( Steve Grubaugh and Richard Houston Accessed November 6, 2013.)

- 2. There are the activities for supporting create learning environment in speaking class.**

The activities for supporting create learning environment in speaking class. there are practice conversation, Drama, organize the board, all those Activity does not done in classroom but also outside classroom there are, drama and organize the board. The discussions there are as follow:

**a. The activity is done in classroom**

**1) Practice conversation**

This activity will start in the second of semester in the first time of English class. The first the student find pair to conversation together , after students have pair the teacher will give the title or topic with context conversation, every meeting for English class the student must conversation in front of class as following the title , there are family , library , store, restaurant , food, airport, shirt , ticket , Laundromat, theater, out of office, how to apologize , asking about health , How to borrow something, meeting and old fiend , talking about vocation, at a fast food restaurant, leaving a message , buying a gift, How to introduce a colleague. The preparing of the students before perform conversation is making background to suitable following the title that will conversation. Memorizing and understanding context Check pronunciation and understanding grammar like How to arrange word and Etc.

From this activity the student can practice more about speak and write in English, read and memories Vocabulary for national test,

understand the importance of all of topic conversation. Student can change sentence or dialog from context conversation that was they spoken to be making new sentence or dialog to speak with other people in Real situation, it make student more confident to speak in front of other situation and takes away feelings of shame. glish”(Harmer, 2007: 271).

#### **b. The activity is done outside classroom**

##### **1) Drama**

This activity is done outside of classroom also. This activity the student will film drama in the form of group. A group consist 5-6 people. Groups there are different title. The titles are stalled group agreement before they will filming they will divide responsibility to all of member, then they will make context of drama while practice also, they will prepare location and background and another tool to use while they filming, after that when they have film, they will edited by using Photoshop program like the researcher said above. After they have a film was fixing and finished it will be drama or source of video learning English they will submit in the form of CD to teacher. Video can help make learning more meaningful (Rashid et.al, 2013: 297). In this activity the student can practice many part of English especially of Speaking, they will show creative thinking, how to solve problem in the real of situation, the have more confident to speak to thinking and to

show in the front of many people. .( Steve Grubaugh and Richard Houston Accessed November 6, 2013.)

## **2) Organize the board**

This activity is done outside of classroom also. In organize the board; learners are presented with part of speech in the form of creative board to express their own opinions about it (Adaba, 2017: 5). This activity will doing in the form of group.

There are many of groups, a group consist 5-6 people, there are step to Doing that like drama also. After that a group can choose one topic that including part of speech and tense. They will finding context was they choose then understanding and present in the form of conclusion, they will decorate as they possible to interesting reader to learning. After finished they will presentation the result of board in the front of student. The researcher observed result that the students have chances to deliver their opinion and also chance to improve their speaking skill. Discussion in the form of presentation is one of the most efficient and beneficial ways of practicing oral communications freely with the major purpose of cooperation and relationship improvement among the learners (Sotoudehnama & Maryam, 2016: 215).

### **(1.2) Clarifying Teacher Roles**

Besides the facilitator of learning, teacher demands to be more creative and proficient in keeping in touch with students as the center of learning. To create professionally language learning climate, teacher principally plays his rules as:

#### **a. Resource**

To increase speaking skill, students firstly should become the good listener in which they record so many words from teacher speaking. They would record it consciously or not, if teacher massively intensifies the use of target language, students would be more familiar with the variety of vocabulary. They might copy it as a resource when they are speaking. In the same case, when students have difficulties to call the passive vocabulary, teacher should be sensitive to give direction as a resource.

#### **b. Listener**

Maximizing students' talk, teacher should allocate a lot of time to conduct oral performance. It would be more conducive learning with students as the center, if teacher limits his talk or becomes the good listener. Letting students interact with peers in communication builds communicative classroom environment.

#### **c. Observer**

While doing performance, teacher acts as observer that they might only watch students carefully or have a note in hand as feedback provider. Harmer (2007) mentioned that as teacher he does not only observe to give feedback, but “builds into

an action research cycle where he poses questions about what he does in the classroom and uses observation to answer such questions”.

d. Instructor

To stimulate English speaking environment, teacher should give instruction of how students to do with it. Creative teacher would tend to contribute the materials and assign tasks connected to learning context.

e. Corrector

Students hope that they would know the error while speaking. Teacher is considerate to help as they need it to fix. It should be remembered that in correcting students' speaking, teacher is better to speak naturally with means to support rather than to blame because students sometimes find that they are nervous moreover after having teacher correction.

f. Motivator

Being enthusiasm for students' speaking shows value that teacher cherish with it. It results in a motivation that students should make progression in their speaking. It would be adequately evident if teacher praises students for their effort for the reason that students will be happy and satisfied.

g. Organizer

While observing students' speaking, teacher does not only take his hand on knees, but he has to organize the students without interfering their speaking. He should be fair to all that everyone has opportunity to speak in order that there would be no one who just silently hears.



#### h. Prompter

During lecturing, teacher's talk is dominant. But he would not let student merely as good listeners, then fall asleep. He has a way to emerge students' speaking. By asking a lot of question, students are challenged to think the answer then they speak to convey the meaning.

### **(1.3)Enriching Physical Classroom Environment**

There are many ways to utilize classroom environment. As the function, classroom is the place for learners to study and to build social interaction with teacher and peers. So that way, teacher is better to think about it and how to make the place accessible for language learners.

#### a. Managing student's bench

Having a moving bench for students is interesting, particularly when they have a discussion or group work. The bench could be set by the teacher or students themselves. The modified form of bench regularly could change students' feeling to be motivated.

#### b. Managing students' printed material or handmade

Creative teacher has a good idea to create his classroom more variant for learners' need. Senior high school students usually hold creativity in making a creation in the form of printed materials or hand-made. Those materials are interesting if those are placed in the classroom. As the result, it mostly catches students' eyes and influences their interest. If the creativity is linked to English

subject, it would be such a poem, wall magazines or posters made by the students that is stuck on the wall and creates potential language classroom environment. The matter of fact, students of second grade do not have a permanent classroom because the class is shared with others. Therefore, they could not make such creation for their own classroom.

It is mainly important that students could learn from the surrounding. The aid of printed or hand-writing materials creates students' creativities and imagination about the object. They perceive their learning that it is real. They could use it as a source to learn, for example wall-magazine to read or a poster as a tool decorate the class. Other multi-media resources can be added too.

#### **(1.4)Building Social Classroom Environment**

Social classroom environment is visible when there is interaction through communication, collaboration, or cooperative learning. Teacher would be the first one who builds and manages it. Whatever the classroom looks like, he is the main organizer. Hence, teacher should be familiar to what kind activities to assist such cooperation. It could be in the form of teamwork in pair or group to facilitate learning. Students then could be easily to socialize with others due to such collaboration.