

CHAPTER IV

RESEARCH FINDING

This chapter presents the findings of the research based on the formulated of research questions. Before presenting the data, this part is initiated by presenting the description of English OTC (Olympiad Training Center) as English community at MAN 2 Tulungagung. Then, the data presented in this part are those covering the activities of English community to facilitate the students on their speaking ability and the contribution of English community activities to the students' speaking ability.

A. Description of English OTC

a. The Brief History of English OTC

English OTC is a English community at MAN 2 Tulungagung. It belongs to the one kind of an extracurricular program in this school. It was first launched on August 12, 2006. The formal name was ITLA'I (Islamic Training of Language Artist). It had many kind of activities to guide the students in learning English. Nowadays it has been known as English OTC (Olympiad Training Center). In this community the students got such kind of English intensive learning. It helps the students learn English more deeply rather than in classroom. OTC conducted for twice a week. It can add the time allocation for the students to learn English more. It is a place for students who has

interest in English and a place for students who want to improve their English ability, especially in speaking.

b. Geographical Location of English OTC

English OTC is located at MAN 2 Tulungagung, it located in English laboratory. English laboratory is located beside the local bank of this school. The location is easy to know for the students. This room is different from classroom building. It is more secured than classroom. It has many facilities such us, air conditioner, head phone, audio, computer, projector, lcd, and etc.

c. The Tutor of English OTC

The tutors of English OTC are an English teacher in this school. They are Mr. Indro Sembodo and Mrs. Tsalis Hamidah. They have competence in teaching English. They can guide the students to improve their speaking ability through some activities.

d. The Students of English OTC

Table 4.1 The students of English OTC

No	Nama
1	Arina
2..	Atika
3.	Hesti
4.	Khaira .
5.	Listiya

6.	M. Hilmi R.
7.	M. Rasyid
8.	Mita
9.	Natasya
10.	Raheena
11.	Tasya
12.	Venitya

(Source: Documentation Data from English OTC, February 2018)

B. Data Presentation

1. Data Presentation on The Activities of English OTC

English OTC had many kinds of activities. It guide the students to improve their English ability. It gave many facilities to the students to improve their speaking skill. They gave daily routine activities and intensive training that were prepared for joining competition or olympiad. Through training, moreover, it gave benefits for the students to reduce their anxiety in joining olympiad.

The set activities to facilitate the students to improve their speaking were;

a. Speech

Speech was done by the students of English OTC.

There were two kinds of speech activities. It can be proved from the interview with the teacher as the subject (T1):

“... For speech we had two kinds of activities. First, the students did speech with text given by tutor. Second, the students did speech with their own text. ...”

First, the students did speech with text given by their tutor. Second, the students did speech with their own text. In the first kind of speech, the tutor asked the students to read the text. Then the students memorized the text. Actually, they didn't memorize word by word. The students memorized the main idea of each paragraph. In addition, the speech's text was consist of some paragraph. The tutor guided the students to find the keyword of each paragraph. Then, tutor asked the students to find the main point of each paragraph. Then, the students memorized those main point. It used to help the students easier in conducting speech. They do not need to speech same as the text given tutor. They may speech with their own word. The student as the subject (S1) ever said about this kind of activities in the interview:

“... In the practicing speech with text from our tutor we might speech with our own language. We do not need to speech same as the text that given. What we need is keep the main point of the text. Then we were ready to perform and got evaluation from tutor and other members. ...”

Then, the tutor recorded the students' performance during the practice of the speech. Then the recording file was played. The tutor asked the students to listen and asked them

to give comment about their friends performance. After that, the tutor gave suggestion to student's performance. Beside that teacher tutor also give correction about the student's pronunciation. It can be proved by the teacher second's statement as follows:

“... We use recording to facilitate the students in improving their speaking ability. We recorded the student's performance and played the recording after the student's performance. Then if we found the student's mistake we gave them correction. If it is about their pronunciation, we would like to give the true example of how to pronounce those words. In other side, based on the recording we would like to give evaluation and suggestion for the future performing.”

The next chances was speech with their own text. The students were asked to make their own text. Usually the teacher gave themes to write and or the students can write freely. Then, the students asked to speech and the tutor recorded their performing. After that tutor and the members gave an evaluation and suggestion. Through those activities the students got a lot of experience how to speak in front of people. Meanwhile it help the students to build up their confidence.

b. Debate

In this section the teacher gave the students text to read and understand. The students should understand the text. Moreover, the students need to read many literature. The

student as the subject (S2) ever said about debate activities on the interview:

“...for preparing to debate we asked to read many literature. Beside that, we asked to watch video about debate. It increasing our knowledge and our vocabularies. So, it make us easier in practicing debate. This simulation also important for us in joining the real debate competition. Having a lot of vocabularies could help me in order to speak during debate. Moreover, I accustomed to think fast while speaking. ... ”

It is important for the students to have a lot of information to be spoken in conducting debate. Then, the teacher asked the students to read and found the main point of the text. After that, the students divided into two groups. They were given a topic for debate. Through this activity the students were accustomed to choose the appropriate sentences to speak. In other word it make the students were accustomed to organize ideas fast while speaking and had the critical thinking. This simulation could help the students reduce the twist tounge or being nervous during debate competition. In other word, such kind of this activity helped the students speak naturally and fluently. They had the natural language use. It proved by their ability to use the appropriate intonation in speaking and it increased their conversational speed.

c. Story telling

The students can improve their speaking skill through these activities. The tutor asked the students to find a narrative story, then asked them to memorize it. In the story telling section the tutor also gave material about grammar. The student as the subject (S3) also said about it in the interview:

“In the story telling activities I could learn about grammar. I could learn grammar more deeply rather than in the classroom. It helped me to use the appropriate grammar in speaking. Even though, sometimes I ignore about it. ...”

Finally, the students were retelling a story in front of their friends as audience. It can be proved by the interview with the teacher as the subject (T1):

“...In these activities the students got theory of grammar and the opportunities to retell a story. First, the students asked to find a narrative text. Then the students asked to identify the text. It means the students identify the grammar and also the main point of each paragraph. Understanding the main point of the text can help the students easier in retelling a story. After that, the students asked to memorize the text. Finally the students asked to retell a story in front of their friends. In this case the member and tutor are the audience and also the evaluator...”

During retelling story sometimes they got miss pronounce. But they let it flow. At last, the tutor gave evaluation about the students' performance. All of the member also participated to give comments. That is way it is important for them to have concentration in their friend's performing. In

other hand, the tutor ever did an election for the students to join a story telling competition. The students asked do the best in retelling their story. Then the tutor will choose the better one. It can be proved by the interview with the student as the subject (S2):

“...Our tutor had an election for joining story telling competition. They asked all of the members to prepare their self to do the best in story telling. Then our tutor will choose the better one to be trained intensively for join a competition. ... ”

d. Drilling

It is conducted when the students were taught to have a good pronunciation. For example in the evaluation of debate or speech the tutor gave sugesstion and also corrected the student’s pronunciation. The students asked to repeat the word after the tutor until their pronounce were correct. Here is the researcher found in the interview with the teacher as the subject (T1):

“... We drills students to make them had a good pronunciation. Meanwhile, through those activities the students got fluency in speaking.”

Meanwhile, here is the subject (S4)/student’s opinion about drilling in the interview:

“Yes, the tutor even drills us with some words for having the correct pronunciation. Usually we did it in the evaluation section.”

e. Reading aloud

The tutor asked the students to read a text that already given. The students read the text aloud. Every students read their text together. Usually the tutor used reading aloud as the warming up in the begining of a meeting. Beside that reading aloud also used to prepare the students who will join a competition. It helped the students to had fluency in speaking. The purpose was to prepared the students in learning activities. It can be proved by the interview with the student as the subject (S5):

“... Usually we asked to read a text by our self loudly. We must read it loudly but carefully. We did it to warming up our brain or for preparation to join a competition. ...”

2. Data presentation on The Contribution of English OTC's Activities

Below are the explanation of the research findings of the teacher tutor and the students opinion about the contribution of English OTC's activities toward to the improvement of students' speaking ability.

The tutor's opinion about the contribution of English OTC's activities to the improvement of students' speaking ability.

Based on the interview with the tutors as interviewee ever said that this community facilitate many kinds of activities to improve the students' speaking ability.

From the result of interviewing the first tutor (T1) that conducted on 19th April 2018 on 9: 45 am at teacher's room, it found that the activities of English OTC gave contribution of the students' speaking ability. The subject said that this community facilitate a lot of activities that already scheduled. That is what the researcher got from the interview:

“English OTC has many program. Such as story telling, debate, drilling, speech, and reading aloud. We did it continuously for twice a week. And we add an extra time for preparing to join a competition. At least we prepared two or a month before. And the daily routine meeting was conducting if there is a spontaneous competition that did not scheduled yet”

Based on the meeting's schedule the teacher tutor were expected to facilitate the students who want improve their speaking ability through many kind of activities. The subject (S1) says that:

“The purpose of this community is a place for the students who have interest in learning English and they want to improve their English ability. Beside that, it is a place for the students to measure their English ability through joining competition. We have many kind of activities. Through those activities, I expexted that the students have an opportunities to force their self in practicing English. Especially in speaking, they should showing and practicing their speaking ability. All of

those activities can increasing the students' self confidence”

“The role of this community is to help students in improving their English ability. As I said before, especially in speaking, they can practice to speak up. Trough practicing their speaking skill they also learn other skill. For example, in practicing speech, they should writing their own text. It mean they should choose the appropriate tenses and vocabularies. Those activities also helped the students in increasing of grammar mastery and vocabularies mastery. In other word they should arranging a good paragraph to be spoken. Then, as a tutor I will correcting their text and give suggestion if needed. They will got fluency if they do more practices... ”

From the interview transript with the Tutor 1 above, the researcher conclude that the activities of English OTC gave contribution of the students' speaking ability on several aspects. Such us, those activities were build up the students self confidence because the students were accustomed to speaking practices, then the English OTC's activities were improve the students' grammar and vocabularies mastery. Beside that, a lot of speaking practices also make them speaking fluently.

Meanwhile, from the result of interviewing the second tutor (T2) on 19th April 2018 on 11 a.m at teacher's room, it found that the activities of English OTC gave contribution to the improvement of the students' speaking ability. Based on the interview about the contribution of the activities to improve the students' speaking ability, actually the subject also said the same as the S1 opinion that this community facilitate a lot of activities that

already scheduled. That is what the researcher got from the interview:

“Yes, of course we have many activities. Such as, drilling, speech, debate, story telling, etc. We did it randomly to keep the students fun in learning. We have twice meeting a week.”

Based on the interview she also explained the detailed contribution of the activities to improve the students' speaking ability. Here is the subject's (S2) opinion about the contribution of the activities in English OTC:

“It is useful for the students to keep their interest in learning English. And also make the students ready to join the spontaneous competition that not scheduled yet. And or we focus in practicing one activities for preparing to join a competition or olympiad. Usually we prepare at least 2 month for joining a competition. Through those activities the students are able to practice more their speaking skill rather than in classroom. It can build up the students' self confidence in public speaking. And also it help the students to decrease their anxiety to speak up their idea or opinion in English. It will be a good habit to make the students speak naturally. ”

“Of course, there is a contribution of the activities toward the improvement of the students' speaking ability. It belong to the purpose of this community that facilitate the students with many kinds of activities to improve their English ability especially in speaking. For instance, when the students practice their speaking ability they should have some preparation. They prepared a text to be spoken. Then consulting their text to the tutor. After that, they started to make a clue or main point and memorize it. Finally they are ready to speak up. Through those preparation, the students got benefit on the increasing of grammar mastery, vocabularies mastery, and also speak naturally. ...”

From the interview with the second tutor above, the researcher conclude that English OTC's activities gave contribution on the students' speaking ability. Those activities were improve the student's speaking ability on some aspect. For instance, it build up the students' self confidene in public speaking and also it helped the students to decrease their anxiety to speak up their idea. In other hand, the English OTC's activities helped the studnets in increasing of grammar and vocabularies mastery. Meanwhile, it also make the students accostumed to speak naturally.

1. The students' opinion about the contribution of English OTC's activities

Based on the interview the students as interviewee ever said that this community facilitate many kinds of activities to improve their speaking ability.

From the interview with the first student (S1) on 19th April 2018 on 3 p.m in the classroom. The subject said that she can learn English better than what she learn in the classroom. She can do more speaking practices to sharpen her speaking ability and other skill. She also got self confidence in speaking in front of people. Meanwhile, she also said that her grammar, vocabularies mastery and pronunciation were increased. It can be proved by the interview with the subject (S1):

“As long as I join this community, I got a lot of benefit from the activities. I can learn English that different from what I learned in classroom. Because, it facilitate the deeply explanation of the material and I can practice to speak up. It build up my self confidence. Through speaking practices I also learn another skill. For example, I also learn to write a text. It increase my vocabularies mastery. In writing I learn how to choose the appropriate word, arranging the a good sentenes and paragraph. Then when the text is ready, I will perform and got sugesstion from my friends and the tutor. Their suggestion is about my pronunciation, gesture, or grammar. So I can also learn about grammar and pronunciation. Meanwhile, it give impact to the increasing of my grammar mastery and increasing of pronunciation ability automatically.”

From the interview with the second student (S2) on 19th April 2018 on 3:40 p.m in the mosque. He felt that the activities in English OTC is useful for him, because he can do more speaking practices rather than in the classroom. Beside that, he accustomed to organizing ideas fast while speaking. Then, he also felt that through English OTC’s activities improved his pronunciation and grammar and vocabularies and fluency. Many kind of activities helped him to build up his self confidence. Then, he also got a chance to measure their English ability through joining speech competition.

“Yes, I got alot of experience in here (English OTC). I can do more speaking practices rather than in classroom. I can practice how to be confident in practicing speaking. Beside that, I accustomed to organizing ideas fast while speaking. A lot of practices can add my vocabularies. Meanwhile, I got fluency in speaking. In this community I also learn how to pronounce well. In other word, I also learn to use the

appropriate grammar in communication or practicing debate, speech and story telling. I just tried do the best in speaking, meanwhile I just ignore about grammar sometime. Beside that, I got a lot of friend that shared their experience, so I can learn from them. And I just felt comfort in this community. It helped me to reduce my fear while speaking. I can measure my speaking ability through joining speech competition. I think it is a good chance to improve my speaking ability.”

From the interview with the tirth student (S3) on 20th April 2018 on 3:05 p.m in the classroom, it found that joining english OTC gave contribution on the students’ speaking ability. She said that she learned the material that given in OTC to help her to solve the problems that she found in the class. Beside that, she also got a chance to pratice her speaking ability. it helped her to build up her self confidance. Meanwhile, the English OTC’s activities were increased her grammar, vocabularies, fluency and pronunciation. That is what the researcher got from the interview:

“Yes, of course. Through this community I got a lot of benefit. I can learn English that did not taught in the classroom. So, if I got difficulties in the classroom I can learn the material from English OTC. Usually I got grammar material. I can learn grammar that different from in the classroom. Or I am not understand yet about grammar that already tauhgt in the classroom, so I can learn it in this community. In here we learn to practice about grammar that alredy taught. We practiced it through story telling or speech. Beside that, It was a good chance for us to performing our speaking ability. Then I will be guided how to speak naturally in front of people. It helped me to build up my self confident in public speaking. Then, I got fluently while speaking, because I do more speaking practices.”

From the interview with the fourth student (S4) on 20th April 2018 on 3:40 p.m in the classroom, it found that English OTC's activities gave a lot of benefit in improving of his speaking ability. Such as; he accustomed to organizing ideas fast, it make him to speak spontaneously and fluently. Beside that a lot of practices were build up him self confidence. Then, he also got the increasing of his grammar, pronunciation and vocabularies. It can be proved by the interview with the subject (S6):

“Yes, it give contribution to the improvement of my speaking ability. Not only writing text, but I also learn how to make a good sentences. Through practicing speaking use speech, or debate I also learn how to speak spontaneously. Because of English is not my native language I try to add the speed level of thinking. Speaking practices were succesful to build up my self confidence. Beside that, I accustomed to speak with correct pronunciation. In this community I learn more about grammar, structure, and I know about slang language. I also felt that my vocabularies were increased. Trough a lot of speaking practices it can solve my speaking problems such as miss pronounce, being nervous or twist tongue. Then, I got the opportunities to join a competition. It is very useful for me, my self to sharpen my speaking ability.”

From the interview with the fifth student (S5) on 20th April 2018 on 4:15 p.m in the classroom, it found that joining English OTC was useful. It gave the important role for her speaking ability improvement. It improve her self confidence while speaking in front of people. Conducting a lot of speaking practices make her accustomed to organized ideas fast. Beside that, English OTC's

activities also improve her speaking ability in some aspects. Such as, the improvement of her vocabularies mastery, grammar mastery, pronunciation, and fluency. She has said about that:

“Yes, of course. It has the important role. Because I can directly practicing my speaking ability. I can improve my English ability through drilling many activities. From that activities I got my confidence in speaking in front of public. Beside that I can measure my speaking ability through joining a competition. In here I also learn about how to solve my problems in speaking. If we got no Idea or blank in the middle of speaking we just said like *aaa* or *emm* then just try to think fast and continued to speak up. Just keep calm and confidence in front of audience. My tutor also gave theory of grammar, so I can learn how to use the appropriate grammar in the appropriate situation. Beside that, tutor also corrected on my pronunciation. A lot of practices were helped me to got speak fluently. That is way I felt that this community gave a lot of contribution toward my speaking’s improvement. ”

The contribution of English OTC toward the improvement of students’ speaking ability were summarized below:

Table 4.2 The summary of the contribution of English OTC toward the improvement of students’ speaking ability.

No	Aspects	Students				
		S1	S2	S3	S4	S5
1	Building up self confidence	✓	✓	✓	✓	✓
2	Increasing of grammar mastery	✓	✓	✓	✓	✓

3	Increasing of vocabularies mastery	✓	✓	✓	✓	✓
4	Increasing of pronunciation ability	✓	✓	✓	✓	✓
5	Increasing of fluency	✓	✓	✓	✓	✓
6	Organizing ideas fast	✓	✓	✓	✓	✓

Based on the table summary the researcher concluded that all of the subjects agreed that the activities of English OTC gave contribution toward the improvement of students' speaking ability. Those were building up the students' self confidence, increasing of grammar mastery, increasing of vocabularies mastery, increasing of pronunciation ability, increasing of fluency and also make the students accustomed to organizing ideas fast.