

CHAPTER V

DISCUSSION

This chapter presents the discussion related to the findings of the study. Specifically, this chapter focused on the activities of English OTC as English community at MAN 2 Tulungagung to facilitate the students to improve their speaking ability and the contribution of English community activities to the students' speaking ability.

A. The Activities of English OTC to Facilitate the Students to Improve Their Speaking Ability.

The researcher interpreted the activities of English OTC that facilitate the students to improve their speaking ability at MAN 2 Tulungagung. For improving the students speaking ability, there are some kind of activities that can be applied by the students. Based on Boonkit (2009: 1306) speaking contains some activities such as memorizing vocabulary, arranging sentences using appropriate grammar, and also about fluency. The subjects of this study also applied those activities. Those activities conducted through speaking practices, those are; speech, debate, story telling, drilling, and reading aloud. They applied those activities under guided of their tutors.

As stated before, the students prepared some activities before performing to speak. Cameron said that speaking is about making people understand about the speaker's feeling and ideas by doing an act of

communication using language (2001: 40). That is way the students prepared them self to make listener understood about what they said during speaking. All of the subjects did preparation before conducting speaking practices. Such as reading a lot of material, arranging a good text to be spoken, memorizing a text, and or, reading aloud. All of those activities helped the students to be successful in speaking. The characteristics of a successful speaking are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level (Nurhayati, 2016: 54). The subjects of this study also felt those feature after drilling with any activities.

The subjects drilled by the teacher to read and understand the text that already given. Finding the clue was help them easier in the speech's practices. Then they will speech with their own word. They learned how to arranged the sentences into a good paragraph to be spoken. They also learned how to use the appropriate grammar for their speech's text.

As explained in Yanti's paper she said that her participants claimed that debate help them to build up self-confidence and critical thinking (2016). It also the same as the subjects felt during the debate activities. In debate's activities the teacher gave the students many text to read and understand or the students might read another literature. The students should understand the text, because they could got a lot of inspiration to speak while conducting debate. The students were accustomed to choose the appropriate sentences to speak. In other word it make the students were

accustomed to organizing ideas fast while speaking. It helped the students to reduce the twist tongue or being nervous during debate competition. In other word, such kind of this activity helped the students speak naturally and fluently. Based on Brumfit as cited in Tsiprakides (2009: 42) fluency or natural language use also increased if they fulfilled the characteristics of fluency, such as, increased ability to concentrate on content rather than form, and increased conversational speed. It also happen on all of the subjects in this study. They increased conversational speed and they accustomed to produce the appropriate intonation.

The following activities to improve the students' speaking ability was story telling. Samantary (2014: 44) believed that story telling technique is one of the entertaining techniques that can be used with learners to develop their English language skill. This activities had great effect on the English OTC's members to improve their speaking ability. After conducting story telling the students were able to speak clearly and used proper expression. Maynard as cited in Samantary (2014: 41) defined stories as the way people communicate experience, the way they understand the experience of others, the way they liberate their imagination, the way they make sense of the world and their own position within it. From the definition the researcher found that the story telling activities in English OTC make them gave attention to their friend's stories. Beside that the speaker also try to make the listener understand about their stories. During retelling a story the speaker try to liberate their

imagination. Then both speaker and listener might take the moral value of the stories. Through those entertaining activities the tutor expected that the students being active and had a self confidence in speaking English.

All of the activities in this community were drilled to the students. It gave the good impact for the student's speaking ability. Alderman (2004) said that creating a learning community that provides the environment for optimal motivation can help reduce fear and errors. The researcher found that the subjects were agreed to do all of the activities.

Moreover, the tutors also used drilling and reading aloud to help the students accustomed to speak clearly. The tutor used both of them in the beginning of the meeting and at the end of the meeting. It used in the beginning of the meeting for warming up and building the comfortable environment and it used at the end of the meeting for doing evaluation. The tutor tried to avoid direct evaluation or correction. Because of direct correction decreased the students' self confidence. It was the same as Lightbown and Spada (1999) statement, who said that on the spot correction in speaking activities, since it can undermine students' confidence, and because it discourages learners who are anxious about "sounding silly" to experiment with new language. In addition, the tutor used reading aloud to helped the students to had fluency in speaking. They read a text by their self loudly. It decreased the students' hesitation during practicing speaking.

B. The Contribution of English OTC Activities to The Students' Speaking Ability.

There were a lot of contribution on English OTC activities toward to the students' speaking ability. There were some aspects that the students got from the activities of English OTC. Those are the students building up their self confidence, increasing of their grammar mastery, increasing of vocabularies mastery, increasing of pronunciation ability, increasing of fluency and also make them accustomed to organizing ideas fast.

The best way to make students gain their self-confidence is through making them present oral works in front of their classmates (Adaba, 2017: 5). English OTC were provide many kinds of activities that asked the students to present oral work in front of people. The students got opportunities to practicing English with various activities. All of the subjects felt that those activities were successful to build up their self confidence. For instance, as the tutor's statement even said that they do not used direct correction about the students performance, because they do not want to decrease the student's self confidence. They might join a competition to measure their speaking ability and strenghten their self confidence. That is way it was important to keep the student's self confidence in speaking.

In conducting activities of English OTC the students got explanation of grammar. The tutor gave material about grammar theory.

The students felt that they got better explanation about grammar rather than in the classroom. They could learn deeply, because they learn grammar in small group. Then they can applied the appropriate grammar in their text that gonna be spoken. They were accustomed to arranged a text for speaking practices. For example the students were arranging a speech text with used the appropriate grammar, than they practice to speech. For the next meeting they asked to practice another activities. The regularly activities of English OTC were supported by Putra as cited in Yanti (2016: 6) stated that it is a good thing to have a club in which the students meet regularly to practice their English.

Increasing of vocabularies mastery were found as the contribution of English OTC toward to the students' speaking improvement. Conducted a lot of activities make the students found a lot of new vocabularies. They got new vocabularies from the material given from their tutor, their tutor's explanation, their friends' performance and other literature. Moreover, the students got increasing of pronunciation ability through conducting a lot of activities. The tutor gave correction to the students' performance in the evaluation section, tutor gave example of the true pronunciation of the student's wrong pronunciation. Then the students were drilled to repeat some words correctly. The students agree that after joining English OTC activities their pronunciation are getting better.

The students realized that they got a lot of benefit by joining English OTC. They felt joining English OTC helped them speak English fluently because they have more practices. The students who want to be able to speak fluently in English, they need to be able to pronounce correctly, use appropriate stress and intonation patterns and speak in connected speech (Nurhayati, 2016: 60). Fluently in speaking is important, because the listener did not get our ideas if we do not speak fluently.

Speaking as a fundamental to human communication means that speaking is used to interact and communicate by someone to others (Allen, 1985: 97). In this study the researcher found that the students guided to had practicing speaking. Eventhough, sometimes they found difficulties, feel shy, or lack of vocabularies they just tried to keep calm and still speak up. They tried to breakdown from being nervous. They also tried to organizing ideas fast while speaking. Through those activities the students were accustomed to organizing ideas fast.

Based on Ur (1996: 120) the characteristics of successful in speaking are much of the time should be used for the activity involving the learners to talk, the activity should not be dominated by talkative participants, learners are eager to speak because they are interested in the topic, the students express themselves in utterances that are relevant, easily comprehensible to each other, and an acceptable level of language accuracy. Those characteristis were found in the subjects of this study.

This community facilitated a lot of time to the students to practice speaking rather than giving theory. Because of this community had small amount of member, every member got the same chance to practice their speaking ability. It gave a good impact to the student's speaking improvement.