

Chapter Four

Finding and Discussion

This chapter discussed the findings based on the data from the interview. The findings were obtained from participants' perception and supported the analysis by several literatures. Three pseudonyms, Ms. Rose, Mr. Andrew, and Ms. Kate, were used to keep the participants' identity. The findings obtained from the data were the teachers' strategy used in teaching speaking.

The Strategy Used by the Teachers in Teaching Speaking

This study involved three English teachers. The teachers teach in grade of X, XI, and XII of State Senior High School Banjarnegara. The teachers teach 34 students in each classes. The researcher found several strategies used by the teachers in teaching speaking. There were several strategies used by the teachers in teaching speaking namely games, modeling, and presentation. The participants stated their strategy in teaching students' speaking. Further discussion about the finding is presented as follow:

Finding 1: Using games. In teaching students speaking, games become one of strategies used by the teachers in classroom. It was stated by Ms. Rose that "[I asked to] playing games" P1.10. Richard (2006) stated that games was one of strategy used by the teachers in teaching speaking. The advantages of using game were because the students felt more enthusiastic to speak, they were tried to give their best performances, and the classroom environment was alive. Before doing the game, the teachers divided the students into groups consisting of three to four students.

The second, this games usually used by the teacher in the beginning of classes. The topic of this games was based on students' projects. The teacher asked the students to bring materials such as videos, film, motivational videos, and songs. Afterwards, the students who had turn share the materials would lead the games. They leaded the games using English. This strategy made the students speak using English directly.

The third, the teacher would give direct feedbacks for the students speaking. It happen when the teacher found incorrect/mispronounce a word/sentence when leading the games. In this games, all the group member would got their turn to lead the games. It was because the purpose of this games was to make the students brave to speak using English. So when the students got their turn, they must tried to lead. In other hand, when they students got lost to leaded the games their friends would tried to become a prompter for the speaker. They would help the speaker by giving the words or sentences near their ears.

Finding 2: Modeling. Mr. Andrew added that, "I would did modeling" P2.8. The teachers would gave example and the students would repeated the words/sentences. It was because the teacher thought by imitating/repeating words, the students would be fluent to speak using English. The teacher focused on students' pronunciation and intonation so that he made modeling to make the students speak using English. Afterwards, the students given dialogue to practice in front of the class. According to Harmer (2007), one of teachers roles in classroom were becoming good animator/model for the students in producing languages. It could be applied by setting up an activity clearly and enthusiastically materials.

The second, the advantages of using modeling were the teachers could giving example how to pronounce words/sentences. They could remained the words/sentences because they repeating it continuously. The roles of this strategy was the teacher would gave dialogue and articulate the words in dialogues. Afterwards, the teachers would asked the students to tried repeating the teacher's said. Additionally, when the modeling was done, the teachers would asked the students to practice the dialogue in pair. They would practice in front of the class and the teachers would give direct feedback. The teacher focused on the students' pronunciation and intonation. The purpose of modeling was the teacher could focused on students' articulation words/sentences to reduce misunderstanding meaning when they speak using English.

Finding 3: Using presentation. The teachers thought in presentation, the teachers will gave more chance for the students to speak using English. Ms. Kate added that, “[I will be given them chance to speak by doing] presentation” P3.2. It was because the advantages of presentation was first the teachers could give direct feedback for the students' pronunciation. The teachers could give oral feedback directly after the students finish their presentation. According to Harmer (2007), one of teacher roles in classroom was a feedback provider. The role of teachers was giving feedback based on the students speaking and responses in speaking activities. In addition, the teacher would force the students to speak using English in presentation. Ms. Kate mentioned, “I force the students to speak” P3.1. It was because the teachers thought that the students must be forced to speak to make them practice their English.

Second, the advantages of using presentation was all materials were covered by the students. This means that all the materials for one semester were deliver well to the students by doing presentation. It was caused by “*Kompetisi Dasar*” become the materials of students’ presentation. Third, all the presentation were in English. Similarly, Sikder (2016) stated that one of teachers’ responsibility were making students active and encouraging students to speak English. One of responsibility in doing presentation was the teachers asked the students to present and answer the question were both in English. Furthermore, by doing presentation the students were directly practicing their speaking and make them active to asking and answering the questions using English.

The fourth, the roles of implementing the presentation strategy was the teacher divided the students into group three or four. Afterwards, the teacher would gave the students topic related to the materials would presented. Then, the teacher gave the website, books, articles references related to the topic. In addition, the teacher also gave additional score for the students who add additional animation in their slide presentation. Thus presentation was done by sent the teachers videos via email. The teacher would played the presentation video when the topic match with the schedules of the day. In addition, the teacher would gave chance to the other students who want to ask related to the topic. Afterward, the member of group who was played the video would took turn answering the question from other students. The last, the teacher would gave additional explanation, additional answer related to the question and gave the feedback for the video presentation and students performances.