

Chapter Four

Finding and Discussion

This chapter presents the finding of this research based on collected data from four participants that have been interviewed. There are two major findings discussed regarding the objectives of this research. For the first, it reports speaking teaching strategies applied by English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) teachers and the difficulties encountered by students in doing speaking teaching strategies.

Speaking Teaching Strategies Applied by Teachers at EED of UMY

There are five speaking teaching strategies found that were usually used by teachers at EED of UMY based on the collected data. The strategies found in this research consist of presentation, discussion, speech, retelling, and simulation. The findings will present the collected data from participants and is followed by supporting statements from experts.

Presentation. The first strategy is presentation found from the statements of the four participants. Presentation is strategy frequently used by teachers at EED of UMY. Relating to that fact, it is proven by all participants' statements. Specifically the use of presentation was asserted by participant four that "Presentation is often used by every teacher giving us chance to have presentation" (P4.4). Participant one also said that "Presentation is often done like in Mr. X class. Before the class, we are asked to give "*ceramah 7 menit*" using English just like in presentation" (P1.1).

However, another participant also made statement that presentation was good to develop their language. “The PBI’s teachers teach me to have good presentation. It is good for our language development” (P2.1). In addition, the data also found the activity presentation that was usually applied by EED of UMY teachers. It was discovered in participant threes’ statement who asserted that “Presentation is used by almost of teachers. They make us into group and giving a topic. We discuss the topic and presenting it in front of the class” (P3.3).

Based on the finding of this research, it reports that presentation is one of speaking teaching strategies applied at EED of UMY. It is the common strategy used by most of teachers as participant three and four stated. There is also the activity where students are made into group, giving them topic to discuss together and presenting it in front of the class then. Moreover, it was also found that presentation is good to enhance the students of language like found in participant two’s statement. To support this, Levin and Topping (2006) stated that presentation is as rehearsal of speech that is memorized or read from notes delivered by presenter to audiences

Discussion. The second discovered finding is discussion as the applied speaking teaching strategy. The participants agreed that discussion was to be common teachers’ strategy at EED of UMY. Discussion has been applied even in early semester as stated by participant one who claimed “There is discussion as well in semester 1 and 2” (P1.4).

The finding also showed the activities that were usually used to run the discussion. Participant two mentioned that “teacher often divides us into group. Then

gives us theme to discuss about” (P2.3). Another participant who is participant three also said that “The first is discussion, so teacher divides students into group and giving some points to be discussed. Automatically students will find answers of what they discussed” (P3.1). Furthermore, participant four said that “The first is group discussion. Students are asked to make some group. Then, we are given same topic to discuss for each group. Everybody in group also should give their opinion” (P4.1)

To conclude, discussion is one of applied strategies to teach students’ speaking skill at EED of UMY. Schmuck (2001) asserted group-discussion as group of people sharing their ideas to solve the problem of discussing topic. In addition, taking a look on the finding above, it reports that discussion at EED of UMY is usually to be done by teacher giving students a certain topic first, and students discuss it with their group by giving opinion. In line with this, Rahardja (2002) stated that discussion activities facilitates students to share and exchange opinion of the given certain issue in a number of group.

Speech. The third finding is speech as the strategy. The only one participant stating it was participant four. She said that “For speech, we are asked to make speech. We make preparation first by creating the script. Then, we submit it and get feedback from teachers. Next is doing speech in front of the class” (P4.2)

From the finding, speech is known as speaking teaching strategy applied at EED of UMY. It was run through some activity such as making script, getting feedback form teacher, and doing speech in front of the class then. Futon & Robert

(2011) mentioned speech as public speaking activity where students make a text or script to be presented in front of the class.

Retelling. The fourth finding is retelling. At EED of UMY, retelling is one of teaching strategies to teach students' speaking skill. It is discovered from participant one who stated that "In Ms. Xs' class, it is using Wimpy Kid where we have to understand the vocabulary. The day after, we are asked to do re-telling Wimpy Kid using our own words" (P1.5)

As mentioned by the finding above that retelling was ever applied by teachers in case to rehearse students' speaking skill. Stoicovy (2004) defined retelling as process of re-memorizing of what we listen and read to. In addition, it is reported by participant one that it used a story where students needed to understand the vocabulary of the story. Then, students retell the story in their own words orally in front of the class. Stoicovy (2004) also stated one of retelling activities used in speaking class is reading book or text and students retell of what they have read in front of class then.

Simulation. The next finding is simulation. This strategy is found from participant one, three, and four. During learning speaking at EED of UMY, they ever got kind of job interview simulation applied by the teacher. As mentioned by participant one that "In semester 1, Mr. X asks us to have such as job interview simulation" (P1.1). Other participants also showed good benefits by doing simulation such as giving them chance to rehearse their communication ability. Participant two reported that "There is one of subjects asking us to have interview simulation. It

makes us be able to communicate in interview” (P3.2). Participant four also mentioned that “For job interview simulation, we are rehearsed to speak in front of the examiner. But teacher previously explains the language function and gestures” (P4.3)

Based on those result, simulation is also applied by EED of UMY teacher to teach students’ speaking skill. The kind of simulation is simulating job interview as mentioned by participant one, three, and four. In fact, the finding also revealed that there is benefit of simulation as speaking teaching strategy that it gives students chance to train their communication ability. In line with this, Nurviana, Nadrum, & Mukrim (2013) revealed that whether simulation enrich students communicative skill as the language use in simulation is representing certain reality in their life by creating the imitative environment.

Based on overall findings discussed above, it concluded that there were five speaking teaching strategies used to be applied by EED of UMY teachers. They were presentation, discussion, speech, retelling, and simulation. Those strategies helped students to rehearse their speaking skill and also were run in various activities. In addition, based on the data, presentation and discussion are strategies that all participants assert experiencing on it. It means that presentation and discussion were the most frequently applied by EED of UMY teachers.

Students' Difficulties in Doing Speaking Teaching Strategies Applied by EED of UMY Teacher

The collected data mentioned that there were seven difficulties faced by participants at EED of UMY. The difficulties were regarding to students' knowledge or skill and emotion. Difficulties which refer to students' knowledge or skill were lack of vocabulary, inability to understand topic or theme given by teacher, poor grammar, and poor pronunciation. On other side, difficulties like anxiety, fear of making mistake, and nervousness belong to students' emotion. The further discussion of these difficulties is presented below as the following.

Difficulties of students' knowledge or skill. As mentioned above, there were four difficulties encountered by students regarding to their knowledge or skill. The difficulties are called students struggle for vocabulary, students struggle to understand topic or theme given by teacher, students have poor grammar, and students have poor pronunciation.

Students struggle for vocabulary. The first issue is struggling for vocabulary. This finding was discovered from those four participants. They encountered difficulty for vocabulary as shown in their statements. Participant one and four said that in presentation they still struggled for vocabulary. They knew what to say but it is so hard to produce. Participant one asserted that "I struggle for vocabulary such as on Q and A section of presentation. I have what to say in my thought, but so difficult to produce" (P1.5). As mentioned by participant four as well that "The difficulty I feel

in speaking is regarding vocabulary. I still have lack of vocabulary. We know what to say but feeling confused to deliver to audience” (P4.6)

Another participant also mentioned that lack of vocabulary is difficulty they face in language mastery as stated by participant two who said that “I face lack of vocabulary in language mastery” (P2.6). In addition, regarding to the finding, participant three considered lack of vocabulary as barrier to speak in a discussion. It was known from his statement that “I still have lack of vocabulary, so my difficulty in discussion seems clearly” (P3.7)

Based on the finding above, lack of vocabulary becomes a difficulty faced by students at EED of UMY. It bothers them especially when they have presentation and discussion. It was satated by participant one that “I struggle for vocabulary such as on Q and A section of presentation. I have what to say in my thought, but so difficult to produce” (P1.5). Furthermore, regarding to discussion, as mentioned by participant three who claimed that “I still have lack of vocabulary, so my difficulty in discussion seems clearly” (P3.7). As they know what to say but it is too difficult to speak. It caused them having low vocabulary mastery. Cortazzi and Jin (1996) stated that poor vocabulary becomes one of reasons bothering students in oral English classroom.

Students struggle to understand topic or theme given by teacher. As mentioned by participant two, she encountered this difficulty in doing discussion. Teacher gave a topic otherwise she had no many ideas of that theme or topic. She said that “I still struggle to understand of what topic or theme given by teacher” (P2.7).

Struggling to understand topic or theme given by teacher is considered as difficulty in doing speaking teaching strategy. It usually occurs in class discussion when teacher gives some topic otherwise students are not really understood. As reported by participant two that “I still struggle to understand of what topic or theme given by teacher” (P2.7). In short, understanding the topic given by teacher can be difficulty for students as if they do not know what the topic is about. They will have no ideas to come out. In line with this, Freeman & Greenacre (2011) asserted that in doing discussion sometimes students are difficult to find idea related to discussed topic to be shared.

Students have poor grammar. The fourth difficulty is having poor grammar. This difficulty is found from participant one and three. Participant one said that “In speaking, I sometimes get misunderstood because my bad grammar” (P1.7). On the other side, participant three put poor grammar as issue she faces in discussion like in his statement that “My grammar is still not good, so in discussion I make a lot of mistakes in grammar and sometimes I cannot finish my sentence due to confusion” (P3.4).

This finding revealed that having poor grammar is considered as difficulty. It influences students’ performance in doing discussion. For the example is hard to complete the sentence due to grammar confusion. It was mentioned by participant three that “My grammar is still not good, so in discussion I make a lot of mistakes in grammar and sometimes I cannot finish my sentence due to confusion” (P3.4). In

addition, Tanveer (2007) stated that poor grammar is one of problem makes student passive rather than active to participate.

Students have poor pronunciation. The next finding is having poor pronunciation. Participant four who appeared this difficulty by saying “Then is about pronunciation. I am not fluent in pronunciation. I want to say certain word, but audience catches it up differently. Therefore, it is not delivered well to the audience” (P4.8)

Based on the finding above, having poor pronunciation is becoming difficulty as mentioned by participant four. She gave an example when she tried to pronounce particular words otherwise other students caught it differently. It was found in her statement that “Then is about pronunciation. I am not fluent in pronunciation. I want to say certain word, but audience catches it up differently. Therefore, it is not delivered well to the audience” (P4.8). In addition, Rajadurai (2006) asserted that poor pronunciation can hamper communicative skill, and there may be misunderstood in conversation caused of poor intelligibility that bothers listener. In short, having poor pronunciation is encountered by EED of UMY students in their speaking activity. Therefore, it may cause miss-understood among students.

Difficulties of students’ emotion. There are three difficulties regarding to students’ emotion. Those difficulties are students feel anxious, students feel afraid of making mistakes, and students deal with nervousness.

Students feel anxious. The second finding is feeling anxious. It is found from participant three's statement. He mentioned that "So it appears new issue which speaking anxiety that makes me scared to speak in discussion" (P3.6)

Finding above has mentioned feeling anxious becoming a difficulty. As reported by participant three that anxiety frightened him to speak in discussion. It was discovered in the statement that "So it appears new issue which speaking anxiety that makes me scared to speak in discussion" (P3.6). Hamouda (2013) asserted that delivering short talk or presentation in discussion makes students highly anxious and stressful due to the class environment that tends to be too formal.

Students feel afraid of making mistakes. This third difficulty is feeling afraid of making mistakes. It was stated by participant two, three, and four. Participant three reported that feeling afraid of making mistakes was felt in doing discussion and presentation. It is proven in his statement that "Because I am afraid of making mistakes, so that appears new issue that is anxiety that makes me scared to speak in discussion" (P3.5). He also added by saying "Instead in presentation I am afraid to make mistake" (P3.8). Moreover, participant two is afraid of making mistakes regarding her grammar. This issue is discovered in her statement that "We are afraid to make mistakes in grammar. Therefore, it is hard to speak" (P2.8). Participant four also encountered the same problem. She said on interview that "I am also afraid of making mistakes in grammar. I think that it is common problem, but I still encounter this issue" (P4.9)

Those finding above reveal that afraid of making mistakes is still encountered by EED of UMY students. In this research, this difficulty appeared in doing discussion and presentation as participant three mentions. He reported that “Because I am afraid of making mistakes, so that appears new issue that is anxiety that makes me scared to speak in discussion” (P3.5). He also added by saying “Instead in presentation I am afraid to make mistake” (P3.8). Furthermore, the feeling afraid of making mistakes was faced by students regarding grammar as stated by participant two and four. Ur (2000) asserted that students are inhibited by afraid of trying to say something in foreign language in the class, worry to make mistakes, fear of losing face, and shy of getting attention.

Students deal with nervousness. Nervousness issue is found by participant four in doing speech. She asserted that “Then is dealing with nervousness. Even though we have prepared making script if we are nervous we forget to say” (P4.7). From her statements, it could be reported that she encountered nervousness as difficulty.

Nervousness was one of obstacles in speech or public speaking. Participant four claimed that “Then is dealing with nervousness. Even though we have prepared making script if we are nervous we forget to say” (P4.7). It usually made the speaker speechless as they forget of what they want to say about as participant four shared. In line with this, Kostic-Bobanovic (2008) mentioned that nervousness is often felt by speakers before their performance that sometimes makes them speechless.

In conclusion, the data showed the difficulties encountered by EED of UMY students in doing speaking teaching strategies applied by teacher. There were seven difficulties discovered. Students struggle for vocabulary, students feel anxious, students feel afraid of making mistakes, students have poor grammar, students struggle to understand topic or theme given by teacher, students have poor pronunciation, and dealing with nervousness were known as the difficulties.

In addition, the finding specifically mentioned that those difficulties were found frequently by students in doing presentation and discussion. The difficulties such as students struggle for vocabulary and students feel afraid of making mistakes were felt by students in presentation. It was known from participant one who asserted that “I struggle for vocabulary such as on Q and A section of presentation. I have what to say in my sothought, but so difficult to produce” (P1.5). Participant three also added by saying “Instead in presentation I am afraid to make mistake” (P3.8). On the other side, in doing discussion students encountered four difficulties. The first is students struggle for vocabulary. It was known from participant threes’ statement that “I still have lack of vocabulary, so my difficulty in discussion seems clearly” (P3.7). The second is students feel afraid of making mistakes. As stated by participant three who claimed that “Because I am afraid of making mistakes, so that appears new issue that is anxiety that makes me scared to speak in discussion” (P3.5). The third difficulty is students have poor grammar as mentioned by participant three that “My grammar is still not good, so in discussion I make a lot of mistakes in grammar and sometimes I cannot finish my sentence due to confusion” (P3.4). The last difficulty is

students feel anxious. Participant three reported that “So it appears new issue which speaking anxiety that makes me scared to speak in discussion” (P3.6).

Of seven difficulties discovered in this research, this research only could link those to two speaking teaching strategies which were presentation and discussion. Moreover, it means that the difficulties for other strategies like retelling, speech, and simulation were not found and reported in this research. Therefore, it will be considered as the weakness of this research.