

Chapter Four

Finding and Discussion

This chapter presents the finding of this study based on collected data from five participants that have been interviewed. There are two major findings discussed regarding the objectives of this study. Firstly, it reports teaching strategies used in teaching speaking skill by pre-service teacher and the secondly, it discusses the difficulties faced by pre-service teacher in implementing the strategy.

Teaching strategies used in teaching speaking skill applied by pre-service teachers

Based on five participants, there were some findings related to the teaching strategies used in teaching speaking skill. It was found that there were some teaching speaking strategies, include drilling, discussion, presentation, games, and role play.

Drilling. The first strategy was drilling. It was found from the statement of all participants. All participants have different ways to implement this strategy. Participant one explained how he implemented strategies in his teaching as follow:

So in drilling, I gave handout material to them (students). Then I asked them to pay attention to me first on how to read it. Then they repeat after my pronunciation. Then I ask them to keep practicing until they know how to pronounce.

Therefore, the process of drilling was as follow: the teacher gavethe teaching material to students, the students listened to the teacher' pronunciation, the students repeated the teacher' pronunciation and the students practiced the pronunciation over and over.

Participant two stated how to implement drilling in her teaching. She said, "In drilling, when students encountered new vocabulary, I would say it first, and the students repeated it after me. I repeated it over and over until they pronounced it correctly". In implementing drilling, participant two stated that if there was a new vocabulary, the teacher say first or give example on how to pronounce it, the students follow what the teacher say, and the students repeat it over and over until the correct pronunciation is attained.

Participant four explained how to implement drilling as follows:

It is the same as in mentioning verb and adjective activity, but, before they were practicing, I gave the example about how to pronounce verb or adjective. After that, they imitated what I said.

In drilling activity, participant four asked the students to mention verb and adjectives. The teacher gave an example of how to pronounce the word. Before the students practiced the drilling, the teacher said "repeat after me", and then the students imitated what the teacher say.

Participant five explained the implementation of drilling as follow: "I usually wrote the material on the blackboard. Then I told them how to read it. Then I also asked them to repeat it. Then they tried to speak it with their

seatmate”. In the process of drilling, participant five wrote the material in the blackboard and told the students on how to read them. The students repeated what the teacher had given and practiced to speak it with their classmates.

Hence, based on the statements from all participants, it showed that drilling was one of the strategies that were used in teaching speaking by pre-service teachers. In the process of drilling, generally they have the same way in implementing this strategy, but the difference was in the material given. In the next step, pre-service teacher gives examples of how to pronounce the word. The students imitated the pre-service teacher and keep practicing. It was supported by Thornbury (2005) who asserted that drilling is the strategy of teaching speaking that has activities such as repeating or imitating words, phrases, and utterances. Besides, Senel (2006) mentioned that drilling was useful in teaching pronunciation since it could create correct and accurate pronunciation.

Discussion. The second strategy was discussion. The researcher found that from five participants, four of them used discussion in their teaching practice. Every participant has his/her own way to implement this strategy, Participant one explained how to implement discussion as follows:

It is actually an assignment. It was to be discussed in pair first about any theme. In the day, the students had not made the assignment. So, the previously given text was used. They were just asked to change it a little bit. So it was based on the text that I gave”. Then “I asked them to present the result at their place.

Based on the explanation above, pre-service teachers asked the students to discuss the topic in pair and presented the result afterwards.

Participant three explained how the implementation of discussion, as follow:

In the discussion, after I explained the material, I divided them in pair or in group, then I gave some question, then they discussed the questions, so they would get different answers. I concluded the answer based on students answers. As I can remember, there was one or three group to present the result of their discussion.

Therefore, implementing discussion based on the explanation of participant three was that the pre-service teacher divided students in pair or group and gave some questions to discuss together. Pre-service teacher concluded the answer and then every group presented the result of the discussion.

Participant four explained the implementation of discussion as follow:

I asked the students to make a group of two students, then I asked them to analyze which one was verb and which one was adjective, after that I asked every group to come forward, then explained the content of the text and they mentioned the verb and adjective that they had found.

Therefore, pre-service teacher made group of students and asked them to analyze verb and adjective. Pre-service teacher asked the students to come forward for presenting the result of discussion.

Participant five explained the process of discussion in teaching speaking. She said “divided them in groups. Then I gave magazine to them. Then they should describe it to the friends in the group”.

To conclude, discussion was one of the teaching speaking strategies that were applied by pre-service teacher. Almost all of the participants used discussion in teaching practice. Through discussion students can learn grammar. Based on the participants, the discussion could be done by dividing students in to groups and giving material or topic to be discussed. The students discuss the topic with their group and present the result in the class. Kayi (2006) asserted group-discussion is to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups.

Presentation. The third finding was presentation. Presentation was one of the strategies that are used by pre-service teachers in teaching speaking. In this strategy, three participants use presentation in teaching speaking skill. Every participant has his/her own way to implement this strategy.

Participant three explained the implementation of presentation in her teaching speaking as follows:

In using presentation, first thing I did was divide them into groups, and then I gave topic for every group. After that, they would look for references in a book or the internet. Only after that, the presentation was held.

Therefore, the implementation of presentation that was done by participant three was pre-service teacher divided them in to group and gave them the topic. The students looked for references in books or the internet and then do presentation.

Participant four explained the implementation of presentation as follow:

They were asked to explain the topic that I gave. They basically described and present the material that I gave. I gave them a text contained of some opinions. I asked them to analyze, which one was an agreement and disagreement. Then they came forward to explain which one was an agreement and disagreement.

From the explanation above, pre-service teacher gave a text to the students. The students then analyze the text and explain the content of the text.

Hence, presentation belongs to teaching a speaking strategy that was applied in teaching practice. Trough presentation, students could improve their pronunciation. It was shown through the activity in presentation done by the participant. The process was that the participants give the material to the students and the students present the result in front of the class. In line with Nadia (2013) stated that presentation is the activities which use oral expression to develop students' speaking skill

Games. The fifth finding was games. To make the students to have some fun and enjoy learning in the class, pre-service teacher uses games. Three participants used games in teaching speaking. It was stated by participant one, he said that “using games to memorize the vocabulary, like using gesture”. In games,

three participants also have different ways in implementing them. It could be seen by participant one, he explained the implementation games in his teaching practice:

In the beginning, I managed the students. Then I wrote down the common vocabulary used in the daily activity. I used gesture to arise students' interested, basically, it was random gesture that was fun to use to memorize the vocabulary while saying what the word was, for example, saying flower with gesture and a fun voice.

Participant one conditioned the students first and wrote the vocabularies. He used gestures while saying the word.

Game is an activity in which the learners play and usually interact with others (Wright, 2006). Based on participant two, she used games in teaching speaking. It proven by her statement, "the strategy that I usually used is game" (P2.2). She has own way in the implementation of games as follow:

So the students from one corner to another corner were asked to mention vocabulary based on the last letter of the previous vocabulary. For example, if the last letter of a vocabulary is A, then the next students need to mention another word initiated with an A letter A.

Therefore, in implementing games, participant two asked the students from corner to corner to mention a vocabulary. Then the next student should mention the vocabulary that suitable with the last alphabet.

Unlike participant one and participant two, participant five used dice in implementing game. She said, “They made a group using a dice. The group number decided by the number that appeared on the dice. So they need to mention the vocabulary that had been learned together with their group”. From the statement, participant five divided the students into groups first. The group that has the same number as shown by the dice should mention vocabulary.

Based on the explanation above, participants also used games in their teaching practice. The participants have own ways to teach English through games. Games allowed students to have fun way to learn new vocabulary and learn pronunciation. It was supported by Amrullah (2015) who asserted that using games in the class is to help students learn and have fun.

Role play. The last finding was role play. Role play was also used in teaching speaking by the pre-service teachers. But from five participants, only one participant used role play in their teaching practice.

Participant two explained about implementing role play in teaching speaking below:

After the material, I usually prepared the slide. The next slide I already prepared like dialogue. Then I give example how to read. Then I ask the students to read dialogue, two lines as buyers and two lines as a seller. I ask them to divide them in a pair group. I give the time to memorize the dialogue. Then told to practice in front of the class (P2.6).

In the implementation of role play, participant two prepared the slide and showed the dialogue in the slide. Then, pre-service teacher and the students practiced the dialogue. Pre-service teacher gave time to the students to memorize the dialogue and practice the dialogue in front of the class with their seatmate.

To conclude, role play was one of applied strategies to teach students speaking skill. Through role play, the students could practice speaking and can improve pronunciation. Taking a look on the finding above, it reported that role play was usually done by pre-service teachers to prepare the dialogue and practice together with students. Pre-service teacher gave the time to students to memorize the dialogue. The students practiced dialogue with seatmate in front of the class. Nunan (2001) asserted that role play is approved to be communicative language learning because students actively got involved in conversations.

In conclusion, it was found that five teaching speaking strategies were used by pre-service teachers at EED of UMY. There are drilling, discussion, presentation, games, and role play. Drilling and discussion were the most used strategies in participants' teaching practice, it was seen from four participants in this study.

The Challenges in Implementing the Strategies Faced by Pre-service Teacher of ELED of UMY

The collected data showed that there were five challenges faced by participants at ELED of UMY. The challenges were the pre-service teacher found the challenges in relation to time, maintaining conducive learning environment, encouraging students' participation, due to the students' ability, and due to the

students' lack of vocabulary mastery. The further discussion of these challenges was presented below.

The pre-service teachers found challenges in relation to time. The first challenge was relation to the time. The result showed that participants found it hard to manage time especially in doing role play, discussion, and presentation. Such challenge was faced by participant one, participant two, and participant four. Participant two faced challenge in teaching role play. She said that “the challenge in role play is lack of time, because role play need more time to do” (P2.13). Participant one and participant four also considered the time to be the main issue for discussion implementation. Participant one said that “because there was a time problem too” (P1.17). As mentioned by participant four, “the challenge was caused by the time. Since English class was held in the afternoon after the lunch break, many of them were lazy” (P4.14). Besides, participant one considered time as a challenge in presentation implementation, as mentioned by participant one, “previously, it was because of the time problem, there was not enough time to repeat” (P1.38).

This finding showed that managing the time was considered as speaking teaching challenge. Time constraint problem was frequently encountered in doing role play and discussion. Omulando, Barasa, and Maryslessor (2014) asserted that the teacher would wish to involve all the learners in activities such as role play and discussion but time could not allow them.

The pre-service teacher found challenge in keeping conducive learning environment. The second finding was keeping conducive learning environment. Conducive learning environment is condition where students are easy to learn (Encyclopedia Britanica and Longman English Dictionary Online, 2010). This finding was proven from three participants. Based on the three participants, they faced challenges in conducting drilling, discussion, and games. The challenge in drilling faced by participant one was keeping conducive learning environment as he mentioned “it was also challenge to manage and to make the class to be conducive. Vocational high school students’ are active and noisy though, so it was difficult to control them” (P3.31). Participant one, participant three, and participant five faced challenges in group discussion. Participant one said that “The common challenge in discussion was to make it conducive” (P1.38). Because participant one found some problem in group discussion, so he considered to be a challenge likes he statement “Instead of discussing, they just did chit chatting, playing mobile phone, walking around, and some were making excuses to go to the toilet” (P1.39). This was in line with the statement of participant three. She stated that “In the discussion, there was some group who had not done answering the questions yet because some of them were just chit chatting” (P3.9). Participant three also faced challenge to make the students focus in doing assignment. She said that “It was challenge to make them focus on the given task” (P3.10).

On the other sides, participant five found another challenge in group discussion. She said that “the challenge is they are noisy in a group, then they not understand with the instruction” (P5.15).

Participant one found challenge in games. He said that “the challenge was to manage them. Some of them were running around during the games” (P1.40).

Based on the finding above, keeping conducive learning environment was an issue faced by the participants at ELED of UMY. Participants as pre-service teachers felt challenged to make the class conducive. It was caused by the students making some noise in the class, hyperactive students, and students who were not attentive. Webster, Blatchford and Baines (2015) also mentioned that students cannot work together and are unable to learn from one another because of noise, disruption and off-task behavior.

The pre-service teachers found challenge in encouraging students’ participation. The third challenge was students’ participation. This challenge was found from participant one, participant two, participant three, and participant four. From those three participants, they had different issues in implementing the strategy. Those strategies were drilling, role play, discussion, and presentation. The participant five found the challenge in drilling, there were students who did not want to follow the lesson. As explained by participant five, “some of them did not want to do drilling, usually they were afraid to have a bad pronunciation” (P5.17).

In role play, participant two stated that the students did not want to do role play. He mentioned “the students did not want to do a role play, unless they were given a motivation first.” (P2.13)

In discussion, participant four found the students that were not active. She stated that “the challenge was that since I wanted all students to be active, some students were not active so they just kept silent. In the other words, only few students were active” (P4.13).

In presentation, there were three participants who have challenge in implementing this strategy. The challenge was when the participant asked the students to present in front of the class. Participant one said that “the challenge in presentation is ask them to present” (P1.34). Similar with participant three, she stated that “Some students did want it, and some did not. When I told them to present, the students just remained silent.” (P3.8). Participant four showed that “The challenge in presentation was when I asked the students to describe a picture, they had little vocabulary mastery, so they only said or describe what they knew” (P4.11)

It was also found that students’ participation becomes a problem met by the participants at ELED of UMY. It was proven that there were students who were not active and active. Most of participants agreed that students’ participation was a challenge in teaching speaking. This was in line with Ahmadi and Leong (2017) who support the idea from these three participants that the challenges in the speaking class was that the participation is very low. Thus, only some of the students dominated in the speaking class while the others remained silent.

The pre-service teachers found challenge due to students' ability. This challenge faced by participant because the students' pronunciation, the students used mix language, and students' shyness. In students 'pronunciation, participant one found the difficulty in drilling and presentation sections. Participant one found that students forget the pronunciation when they are practicing drilling. He said "the problem was that they were forgetful, so when I asked them to close the text and pronounce, they forgot it" (P1.30). Meanwhile, participant one also faced the challenge in implementing presentation. He faced the students were lack of good pronunciation when speaking in English. He said that "Sometimes they were lacking in pronunciation when they were in front of the class" (P1.36).

The challenge was due to the students used mixed language. It was shown by participant one, in which he considered this issue as a difficulty. The students used two languages in drilling section. He said that "in practicing drilling, some students were using Javanese language and Indonesian language, so it was out of the context. I reminded them not to use another text" (P1.32)

The challenge was due to students' shyness. Students' shyness was one of the challenges met when teaching use presentation. When the teacher asked the students to come forward, they were shy. Participant one and participant four mentioned the same statement. Participant one mentioned "They were shy to come forward, they refused to do it. May be it was the challenge" (P1.35). Similar with participant one, participant four stated "in general, the challenge that I faced from the students was that the students were still shy to come forward and shy to

speak” (P4.14). This statement meant that the students were shy to speak English because they had poor ability.

To conclude, participant at ELED of UMY mentioned students’ ability as a challenge they faced. The first challenge was due to students’ pronunciation. Based on the finding above, the students were lacking of pronunciation and they tend to forget the pronunciation in presentation. Haryanto and Riswanto (2012) mentioned that in teaching and learning process the most common problem is pronunciation. It was in line with Gan (2012) who revealed that one of the obstacles in speaking English is poor of pronunciation. The second challenge was due to the students used mixed language. Students preferred to use mixed language of the target language and use their mother tongue during the drilling practice. The third challenge was students being shy. This challenge found in teaching using presentation. As mentioned by participant one and participant four, it was demanding to ask students to come forwards because they were timid. In line with Berhanu and Tesfaye (2015) who asserted that shyness is challenges that hinder learners to participate actively in presentations.

The students lack of vocabulary mastery. The last finding was students’ lack of vocabulary. This challenge was found when the participant used games. The students did not have any idea when mentioning the vocabulary. It could be seen from participant two’s statement. She said that “in games, students usually should mention a vocabulary based on the last letter of the previous vocabulary from the friends, for example the last letter of *burung kaka ktua* (parrot) is “A,” but sometimes they did not have any idea, so they would need a help” (P2.11).

Based on the finding above, students' lack of vocabulary during learning became a challenge. It usually occurred in games. The statement of the participant showed the students' were lack of vocabulary. Urrutia and Vega (2010) asserted oral performance of learners was influenced by their lack of vocabulary, diffidence, and afraid of being despised.

This study found five challenges faced by five participants at ELED of UMY. The first challenge was the pre-service teacher found it challenge in relation to time. This challenge was faced by three participants are found that faced challenge in implementing role play, presentation, and discussion. The second challenge was keeping conducive learning environment. These challenges were faced by three participants in implementing drilling, discussion, and games. It was caused by the students making some noises in the class room and students did not concentrate on the task. The third challenge was students' lack of active participation. This challenge was faced by three participants. There were students who wanted to participate and there were students who did not participate during implementing in drilling, role play, discussion, and presentation. The fourth challenge was the students' ability. This challenge was faced by participant one when implementing drilling and presentation. Those challenge due to students' pronunciation, students used mixed language, and students' shyness. The last challenge was the students' lack of vocabulary mastery. This challenge was faced by participant two in implementing the games. The table below presented the kind of teaching speaking strategies and the challenges in teaching speaking.

Table 4.1

Summary of the kinds of teaching speaking strategies and the challenges in teaching speaking.

No	Teaching Strategies	Challenges
1.	Role play, presentation, and discussion	Challenge in relation to time
2.	Discussion, drilling and games	Challenge in keeping conducive learning environment
3.	Drilling, role play, discussion, and presentation	Challenge in encouraging students' participation
4.	Drilling and presentation	Challenge due to students' ability
5.	Games	Challenge due to the students lack of vocabulary mastery