

## **Chapter Four**

### **Finding and Discussion**

This chapter presents the result of this study. The researcher reports the finding and then the researcher connects it with the theory. This chapter contains the finding and the discussion of this study.

#### **Finding**

The finding of this study reported the data from interview and observation. There are two major findings revealed from this research based on the research question. The first part, this finding reports on the problems encountered by the pre-service teacher in teaching speaking. The second part of this finding reports the strategies used by pre-service teachers in teaching speaking.

#### **The Problems Encountered by the Pre-Service Teachers in Teaching Speaking**

Pre-services teachers feel difficult to teach speaking and that indicates something wrong happened in the teaching and learning process in speaking class. Hence, this study found the problems encountered in the teaching speaking class. Those problems emanated from the students, the teacher, the environment, and the materials.

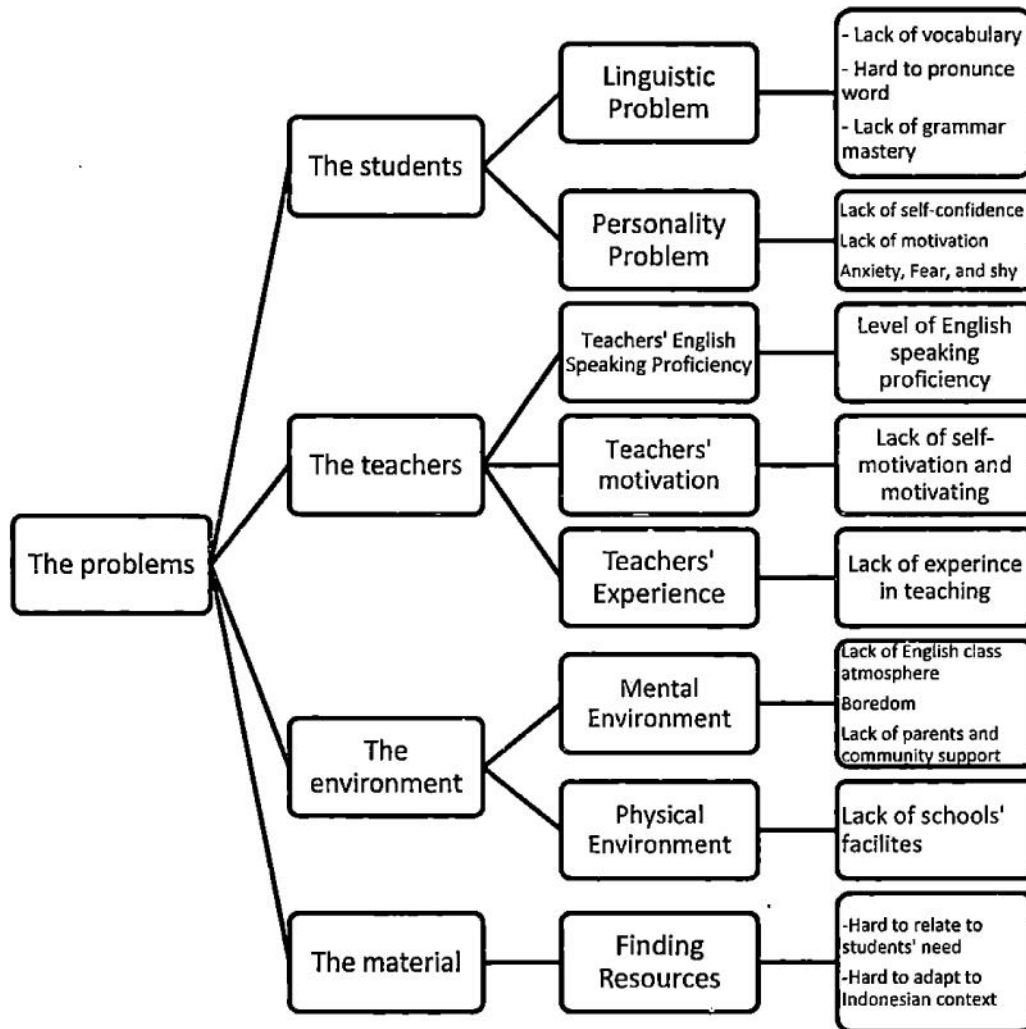


Figure 3. The problems encountered by the pre-service teachers in teaching speaking

**The problems emanating from students.** Based on the data obtained, the students are the first element uttered by the participants becoming the problems in teaching speaking. The problems from students are categorized into two kinds namely linguistic and personality. In linguistic, they are lack of vocabulary, hard to pronounce words, and not mastering grammar well. It really complicates teacher to

ask the students to speak up. Two out of four participants found this problem in their speaking class. As participant four said "How come, if they do not know the vocabulary while we have to force them to speak English" (P4.5). Furthermore, another participant said "In speaking, vocabulary, pronunciation and intonation should be mastered. That's a challenge when the students do not understand English at all even just to say 'How are you?' is still difficult". (P1.5)

Additionally, while observation researcher found the significant result regarding to students' problem in linguistic. When one student was asked to speak a sentence the student said the word in their mother tongue because she does not know how to say that in English. The students do not have enough input regarding the vocabulary so they do not understand what should be uttered. It is supported by participant three who said "In speaking, the students are expected to speak up, if they are lack of input so what should they utter?" (P3.24)

In line with linguistic, the result also reported that the students are shy, anxious, and fearful to speak up in the classroom. They are lack of self-confidence, motivation, and prior knowledge about the language itself. Participant two and four said that students are shy because they are lack of self-confidence.

"...since the students are really careful, it makes them unconfidence. They are fearful to speak." (P4.12)

“Mostly shy students do not want to speak because they are lack of self-confidence. They are lack of self-confidence because their English is not good so they are shy to the other friends “. (P2.11)

Meanwhile, the finding is also supported by the result of observation. The researcher saw that mostly students are silent. They speak only when the teacher asked them to speak together in reading sentences or teacher asked them one by one to read sentences. Only one out of ten students who is speaking actively asks the teacher or gives the examples of the materials. Another class observation also demonstrated the same result where only three out of seven students who are confident in speaking English. The other students seem confused about what they should say. They usually whisper with their friends or teacher if they want to say something. It indicates that the problem actually stems from the students itself. They regard themselves incapable to speak well so they are demotivated in learning speaking skill.

To sum up, the problems faced by the pre-service teachers in teaching speaking class emanate from the students' linguistic problem and students' personality problem. In linguistic the result from the interview and the observation significantly reported that students are lack of vocabulary, hard to say words in English, and lack of grammar mastery. Moreover, they seem to keep silent, shy and fearful when the teacher asks them to speak up. Only a few students speak up actively in the speaking class. It indicates that most of students are lack of self-confidence and

motivation to learn speaking so that is a challenge for teacher to make students proficient in speaking skill.

**The problems coming from teachers.** The teacher in here as the pre-service teachers also contribute to be the problems in teaching speaking. Pre-service teacher is not only as a teacher but actually they are a student as well who are still learning. In this case, teacher argues that they are not mastering vocabulary, pronunciation and intonation very well. One out of four participants undergoes this problem. It is indicated by participant one who said "My own problem is my speaking English ability which is not competent yet. Especially in speaking, pronunciation, intonation, vocabulary should be mastered. I am not still proficient in that skill". (P1.5). Moreover, lack of experience is also felt by pre-service teachers in teaching speaking. They should work hard finding out books or references to help them in teaching. As participant four mentioned "Ya, we should work hard if we feel lack of experience. We should get used to read the book, finding some references". (P4.44)

Another teachers' problem in teaching speaking is lack of motivation. The participant four agreed that she is demotivated to teach speaking because she rarely practice English outside the classroom and rarely give students' motivation to speak English. So, motivation coming from teacher is for the teacher itself and for the students.

"So far, may be motivation ya. As a teacher, sometimes I need motivation sometimes I think I couldn't give them motivation". (P4.15)

For that reason, participant four believed that motivation is important for language learners. Pre-service teachers as well as students need motivation to learn English. Since learning language is a habit, the practice is the way to learn language. Both teacher and students feel less of motivation to practice in learning language by using English in daily life. Therefore, the problems in teaching speaking can be produced by the teachers such as not having good English speaking proficiency, lack of experience, and lack of self-motivation and lack of motivating.

**The problems stemming from the environment.** Environment also determines the success in teaching and learning process. Here, the researcher finds two problems from the environment side namely physical and mental environment. Lack of school facilities that supports teaching and learning process becomes the problem in case of physical environment. As participant three mentioned:

“The second maybe the lack of facility ya. I mean school facility.” (P3.8)

“... many ya, one of them is book. There are dictionaries and textbook.”

(P3.12)

“Formerly, there was written text “door” in a door or “window” in a window.” (P3.13)

“I conduct extra class outside of the formal course so they get LCD”. (P3.22)

When the researcher did observation, the researcher also found that the classroom was not equipped by LCD projector, sound speaker, and computer. The laptop and sound speaker are provided by the teacher, those are the teachers' properties.

Actually, teacher needs facilities to teach speaking as the instruments to present the material. Besides, the adequate school facilities also give students' good input. For example if the dictionary and textbook is adequate, students can use them to learn so their English vocabulary and knowledge will be rich as well.

Another issue regarding to the mental environment is the boredom in speaking class. Three out of four participants believed that speaking class is boring because to do conversation for 90 minutes is too long. They agree that it can cause boredom in class if the teacher does not teach maximally as said by participant one as follow:

“Ya, if a conversation class taken 90 minutes, it is too long enough except TOEFL class 90 minutes is too short because if we cannot teach conversation class maximally it will be boring” (P1.33)

Classroom boredom can occur if the teacher cannot teach maximally or teacher cannot make the students' encouragement in the classroom activity. Consequently, this condition does not motivate students to speak actively in teaching and learning process.

Second, the environment does not encourage students to speak English as much as possible. The classroom situation creating by the teacher allows students to speak the students' mother tongue rather than English. The teacher does this because s/he wants to reduce students' anxiety in speaking.

“I’m okay if students speak in their mother tongue. You speak in Indonesia first then translate it slowly at the same time you’re learning; at least they say some sentences.” (P2.28)

It is consistent with the result of the observation. It is reported that the teachers mostly speak in Indonesia language when they teach. Otherwise, they must repeat twice the instructions when they use English or even teacher must translate again in Indonesia language to make students’ understand what the instruction is about. In this case, the students are not accustomed to have English speaking atmosphere in the class. In fact, the teacher just concerns on the material that should be delivered to the students well.

To sum up, the problems on physical environment such as lack of LCD, dictionaries, textbook and English notices/labels in some places or the problems on mental environment such as classroom boredom and the use of mother tongue in speaking class obstruct teaching and learning process.

**The problems arising from the materials.** The last element contributing the problems in teaching speaking is the material. Two out of four participants said that it is difficult to find the material to teach speaking. Especially, those materials should cover the needs of students and should be appropriate with the Indonesian context. Participant one said that he found difficulties to adapt material in teaching speaking especially teaching English for specific purposes (ESP) because of limitation of resources in teaching ESP courses.



“For example when teaching ESP in Angkasa Pura which relates to the flight and airport, it means I have to be able to find materials that suit with their needs”. (P1.23)

“Hmm, maybe to arrange the material ya. Actually there are many resources but to adapt with the Indonesian context is still difficult. For example we provide a joke maybe for the native speaker of English it is funny but for Indonesian it is not funny at all”. (P2.17)

Thus, for some teachers, searching and adapting materials to teaching speaking are not easy because there is limitation especially for ESP class.

Furthermore, the different context between first language and target language can be difficult for teachers in adapting the material as well.

#### **The Strategies Applied by the Pre-Service Teachers in Teaching Speaking**

Seeing the problems encountered and the difficulties felt by the pre-service teachers in teaching speaking, the pre-service teachers have to know the strategies to be applied to handle those problems. Then, this study pointed out some strategies used by the pre-service teachers during their teaching time. The result is categorized into two major strategies namely direct and indirect strategies. Direct strategy consists of memory, cognitive, and compensating strategy. The researcher found that all of participants applied those strategies except compensating strategy in teaching speaking. There is no one who indicates that the participant uses compensating strategy to handle the problem in teaching speaking. Meanwhile, indirect strategy

especially metacognitive strategy becomes the most dominant strategy used by the pre service teachers. The finding regarding the strategy applied by the pre-service teachers in teaching speaking is depicted in the figure below.

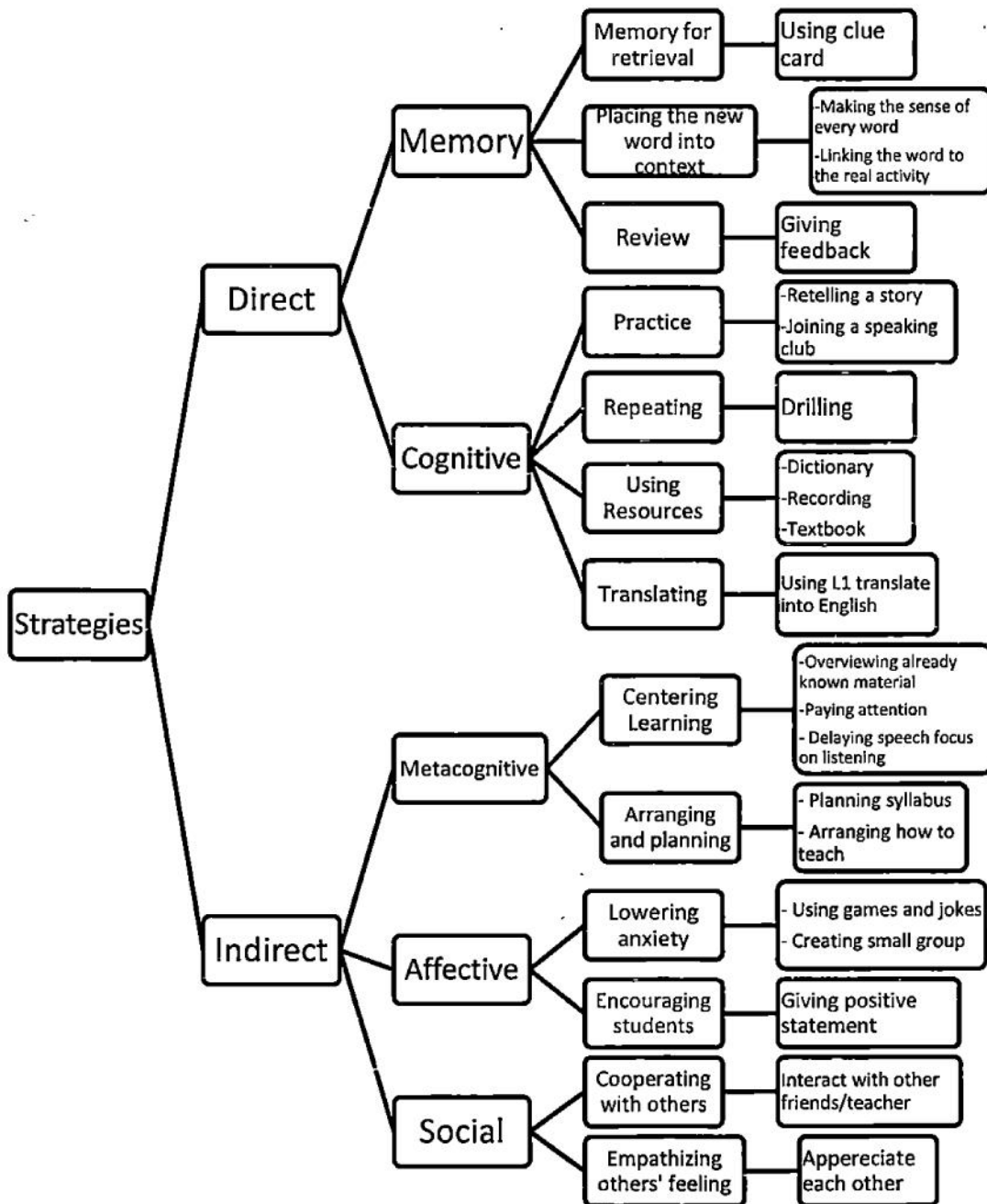


Figure 4. The Strategies Applied by the Pre-service Teachers in Teaching Speaking

**Memory strategies applied by pre-service teachers in teaching speaking.**

Essentially, memory strategy is used to help learners remember the language. It can be vocabulary or the materials. This study revealed two out of four participants used this strategy to strengthen students' memory emphasizes on memory for retrieval, placing new word into context and review at the end of the lesson. As participant four said that she provided a clue card to help students remember the important words.

"..but when I provide clue cards inscribed with past tense then they say for example 'yesterday I went to Malioboro' then it is continued by the next friend 'yesterday I went to Malioboro and I bought some drinks..sometimes, they forget they also memorize the word, right?'" (P4.29, 48)

Besides, participant one and four also used placing new word in to context. They created meaningful activities related to the material being taught. In addition, the participant one asked the students to make sense every word they know.

"First, I use continued story with activity. For example 'if I write on the whiteboard, Septi will cry, you cry (point toward researcher). 'If I cry, Ni'mah will sweep' and then I sweep while I say 'if I sweep this room, Rida will go to the canteen'. Rida must go to the canteen". (P4.53)

"... until the text has finished read and then I read aloud every single sentences and make the sense." (P1.12)

On the other hand participant two implemented memory strategy by reviewing the lesson at the end of the course. Usually, the participant provided feedback to recall the material beforehand or afterwards. As the second participant suggested as follow:

Interviewee (I): “..because at the end, I provide feedback usually how to say that in English.” (P2.34)

Researcher (R): “What kind of feedback?”

Participant (P): “First vocabulary, for instance there is a student who asks like that I write it in English. Second is pronunciation, third about accuracy mostly grammatical”. (P2.35, 36, 37)

It is in line, with the data from observation reported that all of participants review the material in the beginning and at the end of the class. In the beginning of the class, teacher asked about the previous material. Meantime, in the end of the class the teacher repeated again the last and the next material to be discussed. From the finding above, pre service teachers employ a clue card, the meaningful activities, and reviewing the lesson as memory strategy.

#### **Cognitive strategies applied by pre-service teachers in teaching speaking.**

Cognitive strategy is established to handle the problem regarding to the language. Based on the data gathered form the interview and observation, most participants used drilling and practice to teach students' speaking skill especially to teach how to pronounce the words. After the teachers said the words, they asked students to repeat after them. Moreover, the observation data reported that three out of four participants

drilled their students regarding to the incorrect word pronounced or new words found.

Participant four seemed drilled students one by one to pronounce unfamiliar words.

“For pronunciation, I give the examples with my inadequacy. For example, I ask someone to come in front of the class to pronounce ‘beautiful’ ‘book’ continually or unfamiliar pronunciation”. (P4.36, 41)

“So, I create vocabulary pocket then it will be used to drilling. Drilling is based on the text in this meeting for example”. (P1.10)

Sometimes, participant four said that she usually used resources like audio recording or dictionary to provide vocabulary and pronunciation. On the contrary, the other two participants, namely participant two and three are more comfortable in allowing students to use mother tongue before translating it into English.

“When I find the problems, the example is (what is that?) I give example how to pronounce, provide an audio, I also provide a dictionary. I usually ask them to know how to pronounce. Ya sometimes, because in SAC there are many dictionaries, try to find out how to pronounce”. (P4.35, 36)

“I let them speak Indonesia language then it is continued with English. It must be slowly.” (P3.26)

“They are difficult on that so they feel difficult to transfer from mother tongue into English. Finally, the strategy is they speak Indonesia language then I guide to say it in English”. (P2.14)

The observation data also described that most teachers use mother tongue to teach students something important like how to make present continuous sentences.

However, the pre-service teachers also forced them to speak English by giving the example of present continuous sentences although the students were still allowed to use mother tongue first before speaking English directly.

To conclude, pre-service teachers are accustomed to drilling, practicing, using resources and translating into English as the cognitive strategies implemented in teaching speaking. This strategy can help learners handle their linguistic problem such as vocabulary to be uttered and pronunciation of the words.

**Metacognitive strategy applied by pre-service teachers in teaching speaking.** It is a kind of indirect strategy which is used to boost up the direct strategy. Based on the data, metacognitive strategy became the most dominant strategy implemented by the pre-services teachers in teaching speaking. All of the participants practiced this strategy involving centering the learning and arranging and planning. Centering the learning means the pre-service teachers create the situation to get students' attention. It can be overviewing and linking the already known material, paying attention by providing interesting material, and delaying speech production to focus on the listening until the students are comfortable to speak because of the exposure of the language beforehand. It is indicated by statement from participant two, three, and four as follow:

“... when in the class I write vocabulary corner on the white board. Here is my note and here I put vocabulary corner. So, they see there what they do not know.” (P4.39)

“Actually, game is for warming up like that so they pay attention. The examples are line game, tic tac toe game, chain (what is that?) Chain games ya something like that.” (P2.6, 7)

“Ya, first is movie discussion, then they are listening and they talk to other friends.” (P3.31, 32)

The observation data also identified that most of students did not pay attention when the teacher started the class. They are talking with their friends, bother the other friends or even put their head on the table. In this case, participant three played music and asked students to sing together in order to get the students' attention in the beginning of the class. In other words participant three is accustomed to interesting activities as a kind of metacognitive strategy to attract students' attention.

Additionally, for planning and arranging the learning, the pre service teachers are accustomed to create the plan and alternative plan. An alternative plan is done to cover if the initial plan does not work well. As participant one and four stated that they always prepare a plan and an alternative plan to handle the problems that might happen.

“Sometimes I prepare a group activity because of only two or three students, the activity cannot run well. I have to provide another activity which can



involve only three students for example whereas beforehand I prepare activity for four or five students even more than.” (P4.23, 24, 25)

“Usually what we have planned is not suitable with what happen. I always prepare plan A, B, C, or D to anticipate it.” (P1.30)

Therefore, according to the participants’ responses, it indicates that metacognitive strategy is the most dominant strategy they implemented in the speaking class because all of participants plan the lesson before conducting the class until they get the students’ attention in learning process. It belongs to metacognitive strategy.

**Affective strategy applied by pre-service teachers in teaching speaking.**

Affective strategy is practiced by the pre-service teachers to handle problems regarding to personality or psychology of the students. The effort organized by the teacher is to lowering students’ anxiety to speak. There are many ways to reduce students’ anxiety in speaking proposed by the participants such as using games and jokes or creating a small group. All of participants explained that they should give games to break the boredom and anxiety in speaking class after that they also encourage students to speak in a small group rather than in a big forum. It is clarified by participant one and two as the following statements:

“So, the game is for rending the boredom and in the game we put some materials.” (P1.33)

“When we met shy students it is truly triggered in order to dare to speak. So, it must be given many games.” (P2.2, 3)

“I create some groups containing active and passive students. So, may be they want to speak in a small forum but in the big forum they are shy.” (P2.25, 26)

Furthermore, when the researcher employed the observation, the data showed that all participants inserted the games in the middle of the learning process. Another strategy that appears in the observation was using positive statement. Participant one always gave positive praise to the students who are speaking such as excellent, good job, or perfect. In this case, positive statement is also kinds of affective strategy to encourage students' motivation in learning process. In fact, there are two kinds of affective strategy practiced by participants including lowering students' anxiety and encouraging students' motivation.

**Social strategy applied by pre-service teachers in teaching speaking.** The last strategy commonly implemented by participants in teaching speaking is social strategy. It involves someone else's contribution to reach effective teaching speaking process because communication needs more than one person. In this strategy, the pre-service teachers emphasize the friends' role to encourage the other one speaking. Teacher asks students to be paired, to be grouped, and to be shared with the others. As two out four participants mentioned that:

“.. because with this group, there is sharing, there is disporting knowledge.”  
(P1.41)

“.. I offer the question to other friends ‘can you help your friend? Like that.”

(P2.32)

In other word, students need their friend to be their partner in speaking. By cooperating learning with the others, it helps students interact and share their knowledge in order to enhance their speaking skill. That is why teacher need to provide social strategy as well.

### **Discussion**

Based on the data gathered, this study revealed four major problems faced by pre-service teachers in teaching speaking. In addition, there are five out of six strategies applied in teaching speaking. The data in detail is discussed as follows.

#### **The Problems Encountered by Pre-Service Teacher in Teaching Speaking**

The data has reported that there were four major problems encountered by pre-service teachers in teaching speaking. Those problems emanate from the students, the teachers, the environment, and the material. Every single problem is discussed as follows:

**The problem emanating from the students.** Most of students met by the pre-service teachers are secondary students, alumni, and university students but actually they are in the beginner level of English speaking proficiency. It was indicated when the researcher did interview, the first mentioned problem stated by all of participants mentioned was about students. That is why they became the first problem encountered by the pre-service teachers in teaching speaking. There are two

major problems in students called linguistic and personality problems. In linguistics, all participants agree that students are lack of in vocabulary mastery and grammar and hard to pronounce words. Participant four argued that teaching speaking is challenging if the students do not know what the vocabulary to be uttered. In this case, the students are lack of exposure of English as the participant three said. This finding is supported by Hosni (2014, p.26) concluded that students want to speak but they struggle to find the appropriate vocabulary. Another problem coming from students regarding to the linguistics is pronunciation and grammatical accuracy. From the observation, the researcher found the students speak with unclear pronunciation and grammatical accuracy. In line with that, Widiati et al. (2006) and Hosni (2014) reported that the errors caused by students include pronunciation, grammatical accuracy, and vocabulary. Therefore, it is difficult for the teacher to catch what the students mean in their speech.

Then, the second problem comes from students' personality. Most of students are reluctant, anxious and shy when they have to come in front of the class to speak up. The students do not want to speak up because they are lack of self-confidence and motivation to learn English. The data observation also showed that most students did not involve in speaking class effectively, they seems just silent except asking the question to the teacher or teacher close the students one by one to speak English . This finding is also supported by Rosana (2011) who said that most of students are shy, fearful, reluctant, and demotivated when they are speaking. They do not want to

talk and stay silent in speaking class because of lack of self-confidence and prior knowledge (Widiati, et al., 2006). Participant two argued that students are shy to speak up because they are not confident. They look at their speaking proficiency which is not good enough so they are demotivated in learning English. In other words, the linguistics and personality problems are related to each other causing problems in teaching speaking.

**The problem coming from teachers.** In here, the teacher is the pre-service teachers where they are as a teacher and they are also as a student. The problem coming from teacher is almost same to the students because the teacher still learns like a student as well. The study revealed the problems coming from teacher are the teachers' English speaking proficiency, lack of motivation, and lack of experience. To begin with, participant one admitted that his English speaking proficiency is not really well. As a student, pre-service teacher also has to master vocabulary, pronunciation, and grammar well. Meanwhile, participant four supposed that the teacher also needs motivation as well. They need motivation to learn more about linguistic and also to learn how to teach effectively besides giving the students' motivation as well. By this word, the teacher is demanded to know what to teach and how to teach.

However, participant four reported that she is still lack of experience. The important thing to be a teacher is creativity. The teacher must be creative to make student engage in the speaking class. The pre-service teachers feel still lack of

experience to be creative in creating students' engagement in the speaking class. This finding is also mentioned by Rosana (2011), who found the teacher does not handle students in a large classroom so the teacher cannot give attention and organize dynamic and creative teaching and learning session. Despite, according to the Widiati et al. (2006) teachers have important role to foster learners to speak English well by providing them creative and critical tasks. It means that the teacher not only master the subject to be taught but also the way to teach. Therefore, the lack of experience in teaching, the lack of motivation to learn more, and the lack of English speaking proficiency are the problem arising from teacher itself in teaching speaking.

**The problem stemming from environment.** The finding also stated that environment becomes the one of the problems in teaching speaking. The problem coming from the environment is divided into two, namely mental environment and physical environment. Problems in mental environment are dealing with classroom boredom, lack of English class atmosphere, and lack of parents and community's support. Two out of four participants believed that speaking class will be bored if the teacher cannot teach speaking class maximally; it can cause boredom. It is stated by Rosana (2011) and Dincer and Yesilyurt (2013, p.89) who said speaking is taught with old-fashioned and it caused the students to be confused or bored. Additionally, the use of English in the speaking class is also limited. Both the teacher and the students are fine to use mother tongue as long as they get the point of the material. Participant two also mentioned that she allows students to use their mother tongue

first then it will be translated into English. Hosni (2014, p.28) identified teacher believe that using first language is very necessary to make sure that the students understand the meaning. On the contrary, Rosana (2011) identified that teachers need to set the situations where the teacher uses only English and the students can get the exposure of English. Moreover, to expose the student on the English is not supported by the parents and community where the environment barely uses English to communicate. Therefore it is essential creating the environment that supports the learners to be exposed with English.

The next problem in environment is in regards to physical environment which is lack of schools' facilities. Participant three reported that the school where he teaches does not have enough text books, dictionary and LCD to support the teaching and learning process. Even, the teacher should conduct an extra class so the students can get LCD in the classroom. Another research conducted by (Clatworthy & Kooymans, 2001) also reported that overhead projector in University of South Australia is the most important audio visual teaching aid because it reinforces many academic's material presentation. Therefore, the participants decide that physical environment should be covered as well as possible to support teaching and learning process.

**The problem arising from materials.** The last problem in teaching speaking faced by the pre service teachers is materials. Three out of four participants agree that they found difficult to find material which is appropriate with the students' needs.

Especially, regarding English for Specific Purpose (ESP) material, teachers have to be creative in searching and combining the material. The same finding is also stated by Rosana (2014) who said that the teacher finds difficulties to relate the material with the real context of situation. It is indicated by participant two contended that she is challenged to adapt the material with the Indonesian context for example when she gives some jokes. The finding was in line with Al Jamal & Al Jamal (2014) identified that the criticism regarding difficulty in teaching and learning process in Jordan was lack of relevant content of textbook to students' daily communicative needs. In other word, teacher must give the material based on students' need and the Indonesian context but the material is difficult to be found. Hence, pre-service teachers also find the problem in teaching speaking regarding the materials.

#### **The Strategies Applied by the Pre-service Teachers in Teaching Speaking**

Further, this study explored the strategies implemented by pre-service teachers in teaching speaking. The strategy revealed on this study is categorized into two namely direct and indirect. Direct strategy identifies two out of three strategies used by pre-service teacher explicitly memory and cognitive strategy because compensating strategy is not found in this study. Moreover, indirect strategy covers three kinds of strategy applied by pre-service teacher that are metacognitive, affective, and social strategy. Those strategies are explored as follows:

#### **Memory strategy applied by pre-service teachers in teaching speaking.**

The first strategy used by pre-service teachers in teaching speaking is memory



strategy. Memory strategy is used to handle the problem regarding linguistic to help learner remember the words and the materials. Oxford (1990, p.69) supported that memory strategy is valuable for storing and retrieving new information in the target language. It includes using clue card, placing the new word into the context, and reviewing the lesson in the end of the class. Three out of four participants used this strategy like participant four who usually provides a clue card to ease students in forming the sentences in speaking performance. While, participant one is more interest to place the new words into the context in order to help learners get the point of material. He believes that actually learners have already known the words but they rarely use it. Later, participant one usually makes the sense of every single word to strengthen their memory and understanding. Meanwhile, participant four links the new word to the real activity to be done. In line with that, participant two usually reviews the lesson by giving feedback in the end of the class. As proposed by Oxford (1990) this kind of activity is a way to remember something. Brown (2001) also suggested teacher in here should be a bridge to create learning experience and relate it to the real things. Thus, the teacher is interested to gain students' memory by applying this strategy.

**Cognitive strategy applied by pre-service teachers in teaching speaking.**

This strategy is important to be applied because it is unified by a common function that is manipulation or transformation of the target language (Oxford, 1990). This is why cognitive strategy is used frequently to handle linguistic problem directly.

Mostly cognitive strategy fulfilled by pre-service teacher are practicing, repeating, using resources and translating. All participants agree that they use drilling to teach speaking class. Drilling is applied to reinforce students' pronunciation and vocabulary. It means that all of participants apply repeating as the strategy to teach students' speaking skill. As Oxford (1990,p.70) proposed that saying or doing something over and over in several times is actually essential for all four language skills, although it might not sound creative and meaningful.

Second, the pre-service teacher asks students to practice speaking in front of class. Participant two and three practice the students' speaking by asking them to retell the other friends' statement or movies' story in front of the class. Moreover, participant four tries the students to practice English by creating or joining a speaking club because she believes that if there are the other friends who have same passion in speaking English it will be easy to practice together. It means that pre-services teachers applied practicing as a kind of cognitive strategy in teaching speaking. Oxford (1990) supported this finding by saying "having a casual chatting with friends in the target language is a fine way to improve communication skill" (p.77). It was also supported by Brown (2001) added every skill is useless if it is never trained so keep practice to improve our speaking skill.

Additionally, the other two participants also use resources like dictionary, native speaker's audio recording or text book in learning process. They ask students to look at dictionary to know the vocabulary and to pronounce the words. As stated

by Oxford (1990) “to better understand what is heard or read, printed resources such as dictionaries, word lists, grammar books, and phrase books may be valuable” (p.81). Meanwhile participant three helps learners to speak by letting them speak in Indonesia language then she guides to translate it into English. This strategy is applied because the learners are shy with their English speaking ability so they can speak in their mother tongue after that translate it into English. It reflects that translating the first language into target language is implemented by the pre-service teachers. This finding has been identified by Oxford (1990) that translating is helpful strategy early in language learning where the learners use their own language as the basis understanding in the new language.

In summary, two strategies above are applied by pre-service to handle the problems regarding the linguistics. Because of memory and cognitive strategy are helpful to remember the vocabulary and to reinforce the pronunciation which directly involves on language, so this two kinds strategy is called as direct strategy. In other words, direct strategy that is applied by pre-service teacher is memory and cognitive strategy.

**Metacognitive strategy applied by pre-service teacher in teaching speaking.** Metacognitive strategy helps teacher to create effective teaching and learning process by preparing well before teaching. It includes centering the learning and planning and arranging. First, centering the learning means that teacher prepares the condition of the students to receive the knowledge before the class started. In

other words, it is called as apperception. It is very beneficial to create the classroom situation where students engage effectively in learning process. As contended by (Chatib, 2011) "the first minute in teaching and learning process is the worth time to one hour afterwards". Three out of four participants use overview already known material by giving vocabulary corner/vocabulary pocket book to be an input before starting new materials. It is mentioned by (Oxford, 1990) that vocabulary building can be important part of this strategy because students can create and expand vocabulary for an upcoming language task. While participant two usually use answer and question session to open the class in order to be guidelines and to recall students' previous knowledge toward what are going to be discussed. "Let the students express their own linkages between new material and what they already know, rather than pointing out all the associations yourself" (Oxford, 1990, p.152).

In addition, getting students' attention before starting the class is also done by pre-service teachers. All of the participants do this strategy by providing games, movie, and story to get students' focus toward the learning process. They create those kinds of interesting activities to remind students' focus after that they can convey the materials easily. It is clarified by Oxford (1990) that encouraging directed attention by providing interesting activities is for reducing classroom distraction, reminding students to focus, and rewarding them (p.154).

Whereas, especially in speaking class many students are not ready yet to produce the speech. Participant four said that in the beginning of the class, there is no

one who wants to speak up. They are confused what to say. In this case, pre-service teacher use delaying speech focus on listening strategy by providing native speaker audio recording or English movie. In line with that, Oxford (1990) found this phenomenon is viewed as a way of focusing on listening comprehension before students feel comfortable enough to speak. It means that students' have to be prepared until they are confidence to speak. That is why all of pre-service teachers use this kind of strategy as the most dominant.

The next, metacognitive strategy is in regards to the planning and arranging. Pre-service teacher needs to plan and arrange the material and the way to teach before conducting the speaking class. All of the participants also argued that they always make lesson plan even one or two alternative lesson plan if there is problem when they are teaching. That is for alert if the one lesson plan does not run well.

**Affective strategy applied by pre-service teacher in teaching speaking.**

Affective strategy is employed to handle the problems regarding the personality or psychology of the students. Since many learners are shy, anxious, reluctant, and fearful to speak English, teacher needs to lower their anxiety. All of participants had applied this strategy by using jokes or games and creating small group discussion. Sometimes, the pre-service teacher provided games or jokes to break the classroom's boredom and to trigger shy students to speak up. Otherwise participant two and four formed students in a small group. It is because they are not brave to give speech in a huge forum so alternatively a small group encourages them to speak with the other

friends in a group. Oxford (1990) also supported that those activities brings pleasure to the classroom and be the part of enjoyment for students of all ages (p.165). In line with it, Khan (2013) added that group activities maximize the amount of students' oral interaction and help them less being inhibited with their peers.

Second, the observation data also discovered that one out of four participants said positive statements to encourage students' motivation in learning process. Participant one gave positive praise or comments after students completed their tasks. It also reflects a kind of affective strategy in case of encouraging student by giving positive statements. Oxford (1990) cited that language learners need to keep their spirit up and saying positive statements helps them more confident in learning new language. Therefore, pre-service teachers need to consider that they have to include some jokes, games and other interesting activities or give positive statements to help students' personality problems.

**Social strategy applied by pre-service teacher in teaching speaking.** The last strategy implemented by pre-service teachers in teaching speaking is social strategy. Teaching speaking is not sense if there is no communication. In communication, there must be at least two people who interact one as communicant and another as a communicator. Thus, social strategy includes cooperating with others and empathizing other's feeling. In teaching speaking, all of participants force the students speak as much as possible. It is needed interaction between one another. Usually, participant four asks students in pair to do conversation or the teacher itself

as their pair. Moreover, the other participants create group activity to make students' interact each other. It is to teach them sharing to the others friend because when in a group there is sharing and disporting knowledge so, their knowledge will be rich and forceful as participant one said. Nevertheless, there is a problem appeared in a group discussion. Sometimes, there is a student who dominates the discussion and the role of teacher is giving advice. For instance participant two said that she always gives advice to the students in case of they have to appreciate the other's opinions. In line with it, Oxford (1990) also suggested that understanding and producing the new language involves empathy with other people especially with individuals from the target culture so the teacher should enable learner to become aware of another person's mindset (p.173).

Finally, the three strategies above practiced by pre-service teachers to boost up the direct strategies in creating worthy learning atmosphere. Starting from the beginning of the class, while conducting the class until the end of the class, the teachers have their own strategy to create effective teaching and learning process. Those strategies are metacognitive strategy to prepare well condition before teaching, affective strategy to handle students' personality in class, and social strategy to reflect the real communication milieu. Then, those three strategies are called as indirect strategy.