

## **Chapter Four**

### **Findings and Discussion**

This fourth chapter describes the findings which are intended to answer the research question of this study. The findings are presented based on the data gathered from the interviews. This chapter also provides further discussion which is related to some literatures explained in the second chapter. It provides two major sections of the research, namely the presentation of the research finding and discussion.

#### **Findings and Discussion**

##### **Teachers' strategies in teaching speaking skills at English Education**

##### **Department**

Based on the interview, the researcher obtained some information from the participants related to the research questions. The researcher found out there are fourth strategies for teachers in teaching speaking skills that were used by the teachers at English Education Department of Universitas Muhammadiyah Yogyakarta. They are namely group discussion, brainstorming, group presentation, and role-play. Based on the result of the interview, the researcher found some findings as follows:

**Group Discussion strategy.** The researcher found that group discussion strategy can be used to improve students' speaking skill. Both of teacher participants believe that group discussion can help students in improving speaking skill. Participant named Ms. Dian stated that,

“I used discussion, but not in every meeting because I think discussion is not enough to support them in conversation”. On the other hand, Ms. Rita stated that “Discussion and presentation are used but not in every meeting”. In applying the group discussion, Ms. Rita argued that she uses group discussion only when it is related to the certain topic taught. In a group discussion strategy, there are some activities that students do. First, the teachers allow the students to move their seats in a small circle for groups of three to five to have small group discussion. Second, the teachers give specific topics or questions for the interaction and ask the students to be respectful towards each other’s opinion. Third, the teachers give and explain the topic. The topic of group discussion is usually familiar for students. Even if the participants know what that topic is, it is necessary to give them a quick refresher before the discussion begins. For example, say something like, "Why are we all here?". This can be helpful if the teacher is managing a conflict or making plans for an event that is uncertain. Also, preparing some questions to ensure the time will be used effectively.

Fourth, asking open-ended questions to begin. Teachers’ questions should encourage students to share meaningful thoughts and ideas. For example, "What is it about our culture that contributes to gun violence? What are ways we can reduce the problem?", These questions are complicated and have many potential answers. Fifth, the teachers should ask specific students at different times regarding what the most interesting points of the discussion have been and give students some time to think for the answer. The last, the teacher should provide feedback. Feedback is not only

from a teacher but also from other groups. Feedback can take several forms and it is a good idea to vary the way it is given. Students can observe each other when doing group discussions and give each other feedback on the specific areas of input that they have covered.

To summarize, group discussion strategy is employed by teachers to develop speaking skill because group discussion also has many advantages. According to Kidsvatter (1996), a small-group discussion divides the large classroom into small groups of students to achieve specific objectives that permits students to have responsibility for their own learning, develops social and leadership skills and gets involved in an alternative instructional approach. When the teachers teach students in the class, they may use various strategies to help students improve their speaking skill, such as group discussion, asking and answering questions and other strategies. Therefore, the use of group discussion strategy in teaching speaking helps teachers evaluate students' speaking skills.

**Brainstorming strategy.** The data shown that teachers' participants believe that brainstorming strategy can help students improve their speaking skill. The participant named Ms. Dian stated that "I used brainstorming before they start to create a weekly conversation". The teachers give some topics or information related to the study for the students. Then, the students should be doing brainstorming for the topic that has been chosen. Next, Ms. Rita stated that "I will use mixed strategy, it depends on learning objectives, but there is a strategy that I usually use, it is brainstorming".

Brainstorming is the process whereby writers come up with ideas to write about. Brainstorming helps promoting thinking skills. However, with the brainstorming, the child can immediately say what comes to his/her mind as it relates to the topic. Brainstorming in the class is very important because brainstorming encourages students to collectively focus on a subject or particular problem and contribute to the free flow of ideas and problem-solving solutions. Brainstorming would run well in the class if the teachers have chosen a group leader, chosen by group. Then, the teachers begin to do brainstorming by asking a question, posing a problem and introducing a subject topic. After that, the students think of the question or the topic in order to generate their ideas relevance. These ideas can be in the form of spoken or written. Furthermore, brainstorming makes students build their confidence and practice before they start the class. Brainstorming has a great importance in teaching process. According to Al-bwli (2006), its importance for students is to solve problems, generate an innovative solution, and give the students benefit from the ideas of others. This also builds relationships among them and assesses the views of others.

In short, brainstorming makes the students able to produce a list of ideas that can be used as the clues to lead students to develop the chance to express their ideas and share those ideas with others.

**Group Presentation strategy.** Another strategy that is used by the teachers of English Education Department of Universitas Muhammadiyah Yogyakarta to improve students' speaking skill is group presentation. Groups' presentation is where

a group does their assignments by presenting all things in front of the class or audience. In the class, group presentation usually takes place through using a laptop and making slides presentation on power point to present in the class. For example, the students have a task to describe about a picture, so the students put a picture in their slide and describe all things from that picture using a formal and body language that makes audience or friends in the class understand well. Every student is recommended to use his/her own presenting style, particularly when they are asked to speak and describe the material in the class. After they finish explaining the presentation, feedback from the teacher is required. In a group presentation, there are at least three or five students who perform and have their own part to do the explanation and share things relevance with audiences.

The data showed that, participant named Ms. Dian stated, “When students have a task to do within the group, I usually use group presentation”. Hence, students can get a lot of new information and they have a chance to enhance their speaking skill. Meanwhile, Ms. Rita stated that “Students usually share things about the tasks and feelings through presentation in the class”. As a result, by having presentation, students can explain something in English, which is very useful for them in boosting their speaking skill.

The research finding reveals that group presentation is applied by the teachers of English Education Department as a strategy to improve students’ speaking skill. According to Hedge (2000), the normal process of listening, speaking and writing

should be played. Those skills are the extension of oral communication. Presentation is one of the activities which are used in oral expression course to develop speaking skill. Based on the result, the researcher concludes that group presentation for students can help them improve their speaking skill because there is a need to explain something in English.

**Role-Play strategy.** Role play is the act of imitating the character and behavior of someone who is different from oneself, for example acting as a famous singer in the world. In the classroom, the students should prepare well and begin with fairly situation. Using humor can help dispelling embarrassment felt by students. It is also important to demonstrate an example by the teacher before students instruct the students to do a role play. At the end, feedback from teachers and classmates is given.

The researcher analyzes the role-play as the strategy to encourage students to speak English. The data shows that, participant named Ms. Rita stated that “Students are more enthusiastic if I teach using role play”. In applying role play, Ms. Rita uses familiar topic for her students. role play is a fun activity where students’ attention can be drawn to study.

To summarize, role-play strategy used by teachers is to help students improve their speaking skill because role-play provides many advantages. According to Joyce and Weil (2000), role-play as teaching strategy offers several advantages for both teachers and students. Students will be interested in learning and discussing the topic and teachers find it easy to transfer the knowledge. Teachers should decide some

familiar topics for students, so students can practice it in order to make the learning process run effectively and achieve the learning goals.

### **Students' perceptions toward the teachers' strategies in teaching speaking skill at English Education Department**

The researcher did not only discuss about strategies that teachers used in teaching speaking skill but also students' perceptions toward the teachers' strategies in teaching speaking skill at English Education Department. Based on the finding of the interview, the researcher found out several perceptions addressed by the students at English Education Department related to the teachers' strategies in teaching speaking skill as follows; teachers' strategies can improve confidence in speaking, makes the students feels easier to share their ideas, have more vocabularies, the students become more active and creative in the class, the students know how to be good teamwork, help the students recall learnt materials, and the students feel easier to do the task.

**Role-play and Group Presentation strategy can improve the students' confidence in speaking.** Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. Role play is effective way to teach speaking. According to Budden (2006), role-play is any speaking activity when you either put

yourself into somebody else's or put yourself into an imaginary situation. Based on the explanations above, role play is not only used to interactive teaching in the classroom but also to stimulate the students in real life situation. However, Group presentation means that where a group doing their assignments by presents all things in front of the class or audience at the same time. In using different strategies, the students learn many things and also help the students improving their speaking English.

Based on the finding of the interview, Participant named Mr. Tama stated that “Role play can help me to improve my speaking skill and can be more confident in speaking because the students always practice not only with their friends but also with the teachers” and then, Participant named Ms. Rani also stated that “Group presentation can improves the students’ speaking skill especially in communication using English language and help the students improve their ability so, the students do not feel afraid to talk in English”. Furthermore, participant named Mr. Edo also stated that “The students’ speaking skill is improved and also they get more confidence to speak in English because sometimes the students practice with their friends”. Self-confidence is very important because students need to have a sense of trust in one’s abilities, qualities, and judgment.

This research’s finding according to Raffini (as cited in Bandura, 1977) self-confidence has been defined as appreciating one’s own worth and importance, having the character to be countable for oneself and acting responsibly towards others. Students with high self-confidence are more likely to be successful in life because



they have a clear sense of direction regarding priority and goal. The students can reflect on their plans and aspirations and then take the necessary steps to achieve success. Therefore, some strategies can help the students to improve their confidence in speaking like role-play strategy. Role play is categorized as a good strategy to stimulate students to speak. Students are urged to make improvisation in the conversation. According to Ments (1999), role play really provides meaningful experiences where students do not only understand but also have to act or behave as if they are in real work? Students realize that their role in the future is presented in the classroom. On the other hand, according to Hymes (as cited in Savignon, 2008) role play urges students to speak directly in the target language to develop communicative competence.

These statements are from all participants: Participant named Mr. Tama stated that “Group Presentation teach me how to be a good presenter in front of the class and teach me how to be more confident when I speak up in front of my friends and my teachers”. Then, Participant named Ms. Rani also stated that “a group presentation makes me more confident speaking in front of my teachers and friends in the class”. The last participant named Mr. Edo also stated that “Group Presentation makes the students more confident in speaking in front of the class”. In learning and teaching process, being confident is very important because self-confidence significantly contributes to the students’ willingness to communicate in a foreign language. According to Gander (as cited in Bandura, 1977) many individuals appear most satisfied and successful when they have gained at least the independence or

fluent levels of proficiency, where they feel confident in their work. In here, group presentation strategy also helps the students improve their confidence because this strategy is a kind of activity of communicating and exchanging ideas and information in front of the audiences.

In addition, according to Al-Issa and Al Qubtan (2010), oral presentation is one activity which can encourage students to take initiative and use language creatively, purposefully, and interactively. Thus, the students are taught to improve their creativity through language.

To sum up, all of the participants believes that, teachers' strategies can help the students improve their speaking skill. Consequently, students feel their speaking ability increases. In addition, the teachers' strategies also make the students feel more confident in speaking English.

**Brainstorming strategy makes the students feels easier to share their ideas.** Brainstorming is process for generating creative ideas and solutions through intensive and freewheeling group discussion. Every participant is encouraged to think and suggest as many ideas as possible. In the classroom, some teachers usually do this strategy because the teachers are the organizer. For example, the teachers set a time limit depending on the problem. Then, begin with a target problem, the students should approach their goals, question, plan and stay on topic. Next, the students refrain from judgement or criticism and allow one conversation at the time.

The second perception from the students related to the teachers' strategies is the students find it easier to share their ideas. The first and second participants' responses reflect the findings: Participant one named Mr. Tama stated that "Brainstorming helps me find the idea and makes me more confident in sharing ideas with friends". Then, participant two named Ms. Rani also stated that "brainstorming allows me to share ideas easier, for instance, when we have a group presentation assignment, the students share and write down ideas into slides presentation". Brainstorming can help students to learn to take risks. According to Mc Coy (1976), Brainstorming makes a strong argument in favor of learning problem-solving skills in order to reduce anxiety. By carrying out a simple brainstorming warm-up, students can obtain a sense of competence and feel more confident in making guesses.

In conclusion, brainstorming can be a useful strategy to encourage genuine collaboration and interaction in the classroom. Putting together a well-stated problem and careful planning strategies can lead to meaningful idea generation and idea building which can be used in solving problems or addressing specific course-related issues.

**Role-play strategy makes the student have more vocabularies.** Role-play can be a very successful tool in the teachers' hands. As its prime goal is to boost students' interaction in the classroom, educators should not forget about incorporating such a speaking activity to reflect learners' theoretical knowledge of a language in practice. However, Group presentation is working in a group, there are

three or five students in one group. In using different strategies, the students learn many things and also help the students improving their speaking English.

The students can master speaking if the students do not only focus on how to speak clearly, but also, they must understand well every word that they say. Speaking English well and having more vocabularies are very helpful for students in improving their speaking ability. It is described by participant one, Mr. Tama, who stated that “I can get new vocabulary from role-play strategy”. Then participant three named Mr. Edo also stated that and “I obtain more vocabularies from role-play”. According to Joyce and Weil (2000), role play is defined as the projection in real life situations with social activities”. In role play, although teachers give students selected topics, they select the words and phrases of their own, which help them choose suitable words that suit the situation and help them increase their vocabulary. In speaking, the teacher should urge the students to practice a wide range of vocabulary learning strategies so they are able to acquire the vocabulary they need to deal with any conversational situation in and out of class context. According to Webb (2002), productive vocabulary can be addressed as an active process, because the students can produce the words to express their thoughts to others.

The statement above shows that, teachers’ strategy supports the students in learning speaking. The students get more vocabulary and it is very important for them to improve their speaking skill.

**Group Discussion strategy makes the students more active and creative in the class.** In learning process, the teachers usually use some strategies to make students enthusiastic and active in the class. There are two participants who agree that teachers' strategy in teaching speaking skill can make the students more active and creative in the class. Here is the statement of participant one named Mr. Tama who stated that "Group discussion makes the students to be more creative because many interactions happen with their friends". Participant two named Ms. Rani stated that "Group discussion makes the students more active and imaginative in the class because the students have to share their ideas in a forum discussion". According to Wood (1998), the students want to be a part of the group and do not want to stand alone. In a group, the students are able to express ideas and feeling in creative ways.

Based on the statement above, being active and creative in the class make the students get more knowledge not only by the group discussion strategy but also from another strategy. The students also can imagine and produce a list of ideas and share those ideas with others.

**Group Discussion strategy makes the students knows how to be good teamwork.** In learning English, the students can not improve their speaking skill by themselves because the students need a friend to practice. Some teachers usually invite some students to work in a group because working together would make something easier. Here, is the statement from participant three named Mr. Edo, "Group Discussion teaches the students how to work in a group and makes them feel

easier in learning speaking skill”. According to Ornstein (2000), dividing students into small group seems to provide an opportunity for students to become more actively in learning and for teacher to monitor students’ progress better. In addition, according to Fredrick (2008), further observes that for students engaged in teamwork, however negotiating authority with peers and managing conflict are not simple; nor are the issue the same as those issues that workplace teams face.

Finally, group discussion strategy is one of the strategies that can help students improve their speaking skill. From that, students know that through teamwork which is frequently done in the class help them interact with other members of the group.

**Brainstorming strategy can help the students to recall learnt materials.**

Brainstorming is process to produce some ideas and giving solutions through intensive and freewheeling group discussion. Every participant is encouraged to think and suggest as many ideas as possible. One of the participants agreed that the teachers’ strategies can help the students recall about the previous subject. Here is the statement from the participant three named Mr. Edo who stated that “Brainstorming can help me recall again about the last week subject that I have learned”.

Brainstorming is to foster and enhance communication skills, helps to promote thinking and decision-making skill as well as fosters different viewpoints and opinions. According to Jarwan (as cited in Al Mutairi, 2015) brainstorming means, the use of brain to the active problem solving and the session aims to develop creative

solution to problems. To summarize, brainstorming can be used by the teacher to build their students' prior knowledge based on their own ideas about the topic that will be discussed on the learning process.

**Brainstorming strategy makes the students feel easier to do the task.**

Teachers' strategies can help students in many ways such as improving their speaking skill, being confident and helping them to speak up. Besides that, based on the research finding, there was one participant, Mr. Edo who said that, "Brainstorming makes me easier to do the task like essay". Hence, the students feel easier to do anything after they know the teachers' strategies. According to Crawford (2005), brainstorming can help "open students' minds", so they can think of ideas that might not normally have occurred to them.

Based on the ideas above, it could be summarized that people are able to think more freely and think of many spontaneous new ideas as possible. It means that, the aim of brainstorming process is to open students to the possibility of discovering new ideas and find the solution around a specific problem.