

Chapter Four

Findings and Discussion

This chapter explains and discusses the findings and the discussions of the research. This research was conducted to explore two research questions that were presented in chapter one. There were two categories that would be discussed in this chapter based on the research questions. The categories were: 1) The Implementation of Stand Up Speak program and 2) The challenges that students face while enrolling Stand Up Speak program at one of English course in *Kampung Inggris* Pare. The first and second finding was collected from the observation and supported by statements from interview during the teaching learning process in Stand Up Speak class. The following sections discuss these two findings in a more detail explanation.

The Implementation of Stand Up Speak Program

To get the data about the implementation of Stand Up Speak program at one of English courses in *Kampung Inggris* , the researcher employed an observation and interview. The researcher took observation to know the implemnetation and the real process of Stand Up Speak program. Moreover, the interview was given to collect data related to the challenges that students face while enrolling that program. The researcher found four main points related to the implementation of Stand Up Speak Program. Those points are the effectiveness of Stand Up Speak , activities, teaching method used, and the last was about feedback. In addition, the finding showed that various activities applied at the Stand Up Speak. Those activities were role-play,

problem solving, speech, debate, describing, promotion, and speaking IELTS test practice. While the teaching method that used in Stand Up Speak was student-centered learning. Further discussion about these findings is presented as follows:

Finding 1. Effective in Increasing Students' Self-confidence

One of questions in the interview was asking about how the activity or learning process in class. Derived from the interview, the participants mostly argued that the process of teaching and learning in class was quite effective and went smoothly. In addition, all of the participants stated that the Stand Up Speak program was effective to be implemented. The first participant said “Activities in the Stand Up Speak speak have been quite effective because of these activities it can increase our self-confidence” (P1.7). It was also supported by the second participant. She said “In my opinion, the activities in the Stand Up speak were effective because they were given enough time to prepare for speaking performance” (P2.4). While the sixth participant argued “The implementation of the Stand Up Speak was quite effective for improving speaking skills”(P6.1). Hence, discuss about the effectiveness in speaking, Shumin (2002) stated that “the effective oral communication requires the ability to use the language appropriately in social interactions” (p.202). However, based on the observation result, the researcher concluded that the process of Stand Up Speak made students more active in the classroom and they were very involved because this process was centered to them.

The researcher identified that Stand Up Speak can be said to be effective if there is positive impact in its implementation, and from data gathered through the participants, there is a positive impact of the implementation of Stand Up Speak such as increasing students' confidence in speaking skill. The findings and discussion on that positive impact of the implementation of Stand Up Speak is presented below.

Derived from interview, Stand Up Speak can increase students' confidence in speaking skill. Five out of six participants agreed with this point. The first participant who stated "we perform in front of the class and watching by our classmates, so that can increase our self-confidence too" (P1.8). While the second participant said "Stand Up Speak make students speak in front of class and it can help to improve our confidence in speaking skill" (P2.2). "The teacher also requires students to speak in front of other friends" (P2.3). Then the third participant said "The teacher at the Stand Up Speak had tried to maximize so that the members could speak up" (P3.2). It was also supported by the sixth participant, he stated that "I think, I learn English not only learn the grammar, pronunciation but also speaking. In Stand Up Speak, it can help to speak in front of people and it can also increase my self-confidence to speak (P6.4).

Based on the research data from observation, mostly all the activity in Stand Up Speak program requires its students to speak up in front of class either in individual or in a small group.

Finding 2. The Stand Up Speak Program has Various Activities

Firstly, the results of observation showed that there were seven different main activities which indicate that the Stand Up Speak has a variety of activities. The information was presented below. In addition, four out of six participants stated that Stand Up Speak program provides many kinds of activities. The first participant said that “In my opinion the implementation of the Stand Up Speak is quite good because the activities vary” (P1.1) “For example, speech, promotions and role-play, and describing hometown etc” (P1.2). Then, supported by the fifth participant “Stand up speak has a variety of activities, for example promotion, and debates on issues that are on issue” (P5.7). Furthermore, from the observation results it showed that the activity used by teacher in main activity at the B1 class was various. Those activities which the researcher observed during the observation time in Stand Up Speak program class were:

Activities	Times
Role-play	1 st Observation
Role-play	2 nd Observation
Problem Solving	3 rd Observation
Speech	4 th Observation
Debate	5 th Observation
Describing	6 th Observation

Promotion	7 th Observation
Speaking IELTS Test Practice	8 th Observation

Figure 4.1. List of The Activities from observation

Role-play. The research data indicated that before the main activity started, the teacher had explained a little explanation about the introduction material. Then, students are asked to make a small group, consisting of 2 to 3 students. Then, the teacher instructs each group to make a role play that contains the contents of the conversation about the introduction of each member in the group. Next, the teacher gives about 10-15 minutes to prepare the role play. One by one the group displays various situations in the role play about the introduction.

Therefore, even though the sentence structure of the students has not been said to be correct, it was not yet fluent and there was an inaccurate pronunciation, they looked very enthusiastic in this activity. Last, the teacher gave feedback to each member based on the role-play they had displayed in front of the class. The feedback was that the teacher notified the sentence or word that was incorrectly used and told what words or sentence should be used.

Additionally, the second activity based on the data through observation revealed that it was actually the same as previous one. The students were asked to form of small group consists of two to three students. Then, the teacher instructs the students to make a dialogue content about time. The time allocation for prepare the

dialog before they perform in front of the class was about 10-15 minutes. After that, each group will display their role-play in front of the class, each group member must speak based on their roles. Last, same as previous class the teacher also gave feedback to each member based on the role-play they had displayed in front of the class. The feedback was that the teacher notified the sentence or word that was incorrectly used and told what words or sentence should be used.

In line with this finding, Farida (2018) in her research stated that role play is generally used as an activity to learn speaking skill by communicating to the other. Susanti as cited in Farida (2018) mentioned that “through role play activities, the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation”. Based on the observation result, the researcher indicated that role-play can be used as an activity to improve students’ speaking skill in learning process.

Problem Solving. Based on the data gathered, another activity applied in the implementation of Stand Up Speak is problem solving. In the class, the tutor as a teacher implemented a problem-solving activity. In the beginning of main activity, the teacher told us about his experience hiking a mountain with his friends and they made several groups. He told the story very seriously so that other students pay attention to him well. In the middle of the time he told us, he mentioned that there was a natural disaster that occurred when he was in the middle of the forest to mountain climbing road with his friends and other groups. Then, after the natural

disaster occurred, the teacher told the situation at that time, his group and other groups were separated and each group could only survive for one week before the help came with some items left. After that, the teacher wrote on the board the items left in each group. There were 4 groups at that time. Then, all students were asked to position themselves as part of the group and also made a group too consist of 4 people and each group has 3 items left behind. For instance, the items left in group three were only a compass, a bottle of 50L water, and a rope. Finally, what the next students will do is, they were given about 15 minutes to discuss to solve the problem so that all groups survived and got help by surviving for one week with a few items left. Then the results of their discussion are presented in front of other groups and Q & A session was opened. Each member should be given the opportunity to speak in this activity.

This finding showed that the teacher provides students to practice their English speaking skill. In line with this finding, Fauziati (2009) mentioned that the materials which focus on problem solving make opportunities for learners to work in pairs or small groups and share information and opinions on topics which are meaningful for them (as cited in Fitriyah, 2017). Moreover, Ormond (2006) stated that problem solving is the activity that use the existing knowledge and skills to address unanswered question or troubling situation (p.111).

Speech. Based on the research data gathered, one of the activities in the implementation of Stand Up Speak is Speech. In this part, the teacher only explained

the components of speech and told the students to look at the examples of speech components in the Stand Up Speak textbook. Then each student was asked to make free themed speech and present it in front of the class for next meeting. When the next meeting, one by one student come to the front of the class to deliver their speeches. The students delivered their speech with expressions like they did original formal speech. This part was an assessment when the observer observed this class.

Based on the finding above, Murtiningsih (2011) stated that “The English speech delivery course was given after a number of English courses that focus on different English skills such as reading, listening writing and speaking”. In addition, she also mentioned that speech delivery can practice their performance in the classroom because it sets opportunities for students to work with their speech text (Murtiningsih, 2011)

Debate. The research data revealed that one of activity in the implementation of Stand Up Speak is Debate. In the activity, the first, students were divided into 2 parts to be the pros and cons. Then, the teacher gave the theme of *polygamy*. Each groups both pro and contra were given 15 minutes to discuss, then The teacher led the debate, because the theme given was very issue in Indonesia so the students were very enthusiastic to prepare supporting statements. During the debate, each student gets the opportunity to talk about their statements and explain why they raised the statement. After that, at the end of this activity the teacher gave a little explanation about the theme and open questions and answer session.

In fact, debate activity also requires speaking skill, Yang & Rusli (2012) revealed through the debate activity, the students were able to improve their public speaking skills and confidence (as cited in Roy & Macchiette, 2005).

Describing. Based on the finding, describing is one of the activity in Stand Up Speak. In this session, students are asked to describe their hometown with several points. The points are a little description about the hometown, tourism attraction, traditional food, culture, festival, and language that used in that hometown. After that, students were asked to come forward one by one to deliver their story and open question and answer session. Last, same as previous class the teacher also gave feedback to each member based on what they have conveyed in front of the class. The feedback was that the teacher notified the sentence or word that was incorrectly used and told what words or sentence should be used.

From explanation above, it can be conclude that the activity used was give the students opportunity to practice their English skill by describing their hometown in front of the class. It also means that the teacher asked the students to brainstorm what things are in their hometown. Fitriyah (2017) mentioned that when the teacher asks students to present their work in front of class it means the teacher also provides opportunities to students to show their ability in speaking.

Promotion. The research data found that promotion is one of activity in Stand Up Program. In this section, students are asked to promote an item or service in front

of the class. Beforehand, the teacher gave material about promotion, the language used for how to sell the product. Then students were given about 20 minutes preparation to explain what they are going to promote in front of the class. For instance, there were students who promote a pen, headset and cellphone.

Based on description above, the students were given opportunities to promote something in front of the class. In fact, if we find people who are promoting something in real life, surely that person speaks fluently and confidently. It can conclude that the teacher provide the students to practice fluency in speaking English. Nunan (2003) suggest that teacher must provide students with fluency-building practice in order to make them practice to speak fluently and confidently (as cited in Fitriyah, 2017). Besides, this activity also teaches the language used when promoting something.

IELTS Speaking Test Practice. Derived from the observation, IELTS speaking test practice was one of the activity in Stand Up Speak. First, the students were given the instruction paper as shown below.

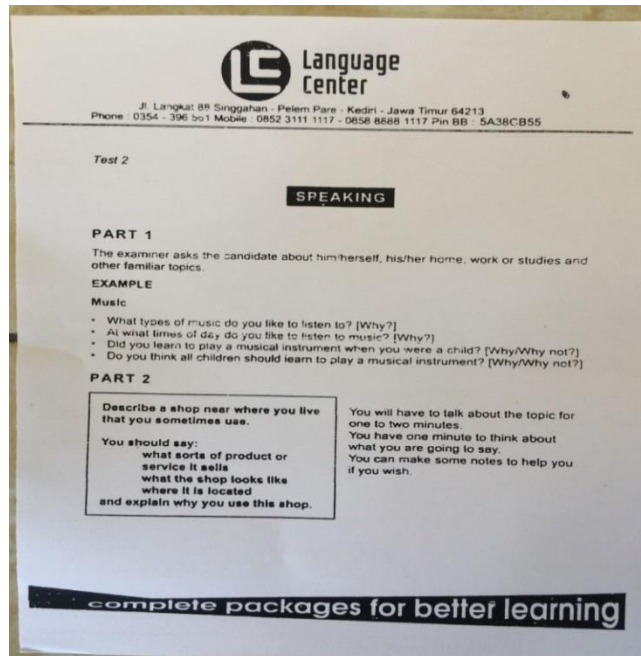


Figure. 4.2: Instruction paper

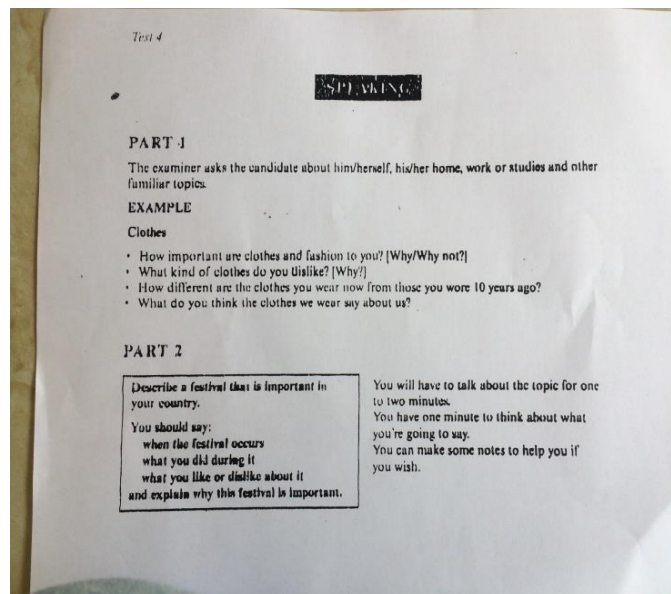


Figure. 4.3: Instruction paper

First, students were asked to find their partner with different instruction paper content. Then, students were asked to prepare to give questions and to be asked

questions based on the instruction paper. The students practiced this in front of the class with their partner. This activity was called speaking IELTS test practice.

Based on finding above, the activity applied was used pair work technique. Nunan (2003) stated that to enhance the number of time that learners get to speak in the target language during lessons can use pair work and group work activities.

Finding 3. The Stand Up Speak Program Uses Student-Centered Learning Method

Based on the data gathered above, it can conclude that the method applied by teacher in Stand Up Speak was student-centered learning. “Student-centered learning is the method in which teachers use some activities to make students more active” (Karunia, 2013). In addition, Ministry of Research Technology and Higher Education (DIKTI, 2008) which mentioned that there are several activities of student-centered learning, such as collaborative learning, problem-based learning, cooperative learning, small group discussion, role-play, self-directed learning, contextual learning, and project based learning (as cited in Karunia, 2013). In line with this research results, it showed from main activity that mostly, the teacher only gave the activities and material learned with a little explanation. After that, each of students was given the opportunity to practice their speaking.

Although the researcher did not get this result from the participants’ statement, but the researcher knew that the activities implemented was students-

centered learning by analyzing their activities based on observations and in relation with relevant literature on Students-centered learning.

Finding 4. The teachers in Stand Up Speak Program Provides Feedback.

Derived from interview and observation, this research found the data which indicate that the teachers in Stand Up Speak provides feedback. Two out of six participants mentioned this. The first participant mentioned that “The teacher is able to evaluate us like what we have shown before is wrong with the grammar and that in my opinion is a good thing and usually if it's wrong then we remember where the mistakes are” (P1.4). The fourth participant said “As far as I have experienced, the teacher besides instructing the students to speak English in front of the class, there is also feedback “ (P4.2). Finally the fourth participant who stated “Unfortunately, only a few were given feedback not as a whole” (P4.3).

Based on finding above, it was known that in the implementation of Stand Up Speak, the teachers provides feedback. In addition, through observation result, it showed that for some activities such as describing, role-play, speaking IELTS practice, the teacher gave the feedback. The feedback given was in form of oral feedback. Oral feedback was also given by teachers to students directly when they make mistake in pronunciation.

In line with this finding, Brookhart (2008) stated that feedback is part of teaching and learning activity where teacher gives students information concerning

their task to be improved. This research data showed that the teacher provides oral feedback in the implementation of Stand Up Speak program. In addition, Anna (2013) which found that teachers approve oral feedback as a tool to support students and increase their confidence.

The Challenges That Students Face While Enrolling Stand Up Speak Program

Even in Stand Up Speak implementation has several strengths as mentioned above, one cannot deny that there were some challenges that students face while they enrolled this program. In this part, from the observation and interview results, the researcher found out five challenges that students face while enrolling Stand Up Speak. The challenges are lack of vocabulary, lack time for preparation, self-confidence, too fast explanation and the use of English is not dominants when discussing. These following findings are the more explanation.

Finding 1. Lack of Vocabulary

Vocabulary mastery is a basic skill that students needs in learning English. However, in the implementation of the Stand Up Speak, there were still obstacles to students regarding the lack of vocabulary. The interview result showed that one of the challenges while the students enrolled Stand Up Speak program is lack of vocabulary. The second participant said “The challenge I felt was the lack of vocabulary” (P2.6). “When in front of the class, I often want to use the word in Indonesian but I don't know what the vocabulary is, so sometimes when I don't know a word, I replace it

with Indonesian” (P2.8). It was also supported by the fifth participant who mentioned “For the challenge, maybe it is still constrained in the vocabulary. So when we speak in front of the class, then for example we don't know what the vocabulary is in a certain word” (P5.9).

It was show that two of the participants perceived that they had same challenges while the Stand Up Speak program implemented. From the finding above, it could be concluded that lack of vocabulary became the challenges faced by the students in learning English. This statement in in line with Liu and Jackson (2008) who mentioned that EFL students have lack of vocabulary as their difficulty in speaking English.

Finding 2. Lack of Time for Preparation

One of the challenges that students face while enrolled the Stand Up Speak was limited time for preparation. This statement was presented by two participants through interview. “Preparation time is also very short even though improving speaking but preparation must also be sufficient too” (P6.7). While the second participant stated that “So far, I just lack of preparation” (P2.5). From observation result, the time given by the teacher used for preparation is only around 15-20 minutes, both for discussion and individual preparation.

However, the limited time of preparation used to be considered as the challenges while students enrolling Stand Up Speak program at Language Center

Kampung Inggris. The participants' statement showed that the teacher manage the time to explain the material was limit. In line with this finding, Mc Kenzie (2006) suggest that the teacher should determine the time for the task based on the level of difficulty of each task (as cited in Iqbal, 2018).

Finding 3. Lack of Self-Confidence

The students had lack of confidence. Even the finding above presented that five out of six participant agreed that the Stand Up Speak can increase their self-confident but the researcher had found in this research that there was two participant who stated that they had lack of confidence when speaking English in Stand Up Speak program. They said: "I still don't feel confident" (P3.3) . The third participant said that "Here, I am not too trying to practice my speaking"(P3.4). Then, the fourth participant said that "I am less confident, and a little nervous that makes it difficult for me to speak English fluently"(P4.9).

It means that students who have lack of self-confidence can influence their speaking skill while they enrolled Stand Up Speak program class. Alonso and Junio (2012) showed that most of the students know the importance of acquiring speaking skill but they show their lack of confidence when speaking English (as cited in Triyadi, 2017) .

Finding 4. Limited Use of English When Having Discussion

Participant four showed his problem while enrolling the Stand Up Speak program. Here is the statement from participant four: “For example, when discussing but in discussions we can still speak Indonesian, it should be full English, but if the others are already good” (P4.7). From the participants’ statement, it presented that the participant faced difficulty in speaking because of first language which is Indonesian language dominant used.

Therefore, first language used to be considered as the challenges while students enrolling Stand Up Speak program at Language Center Kampung Inggris. This challenge, in line with Hanane (2016) who stated that it makes students tend to use first language frequently when students do an activity in a group and they use the first language instead of English (as cited in Susanto, 2018).

Finding 5. Too fast explanation

Another challenge that students face while they enrolled Stand Up Speak program was too fast explanation from the teacher. One out of six participant revealed this and it was stated by the sixth participant “For me, the teacher was explained too fast” (P6.6). The research data through observation indicated that too fast explanation can be seen when the teacher delivers material explanations. According to the researcher note taking while did the observation, the time used by

the teacher to explain the material is only about 5-10 minutes in several classes such as the class that discusses IELTS test, promotion and speech.