

## Chapter Four

### Findings and Discussions

This chapter discusses the results of this study. These results answer the three research questions focused in this study. These results present the information and data obtained from the data collection procedure in the last chapter. These chapters also explain the discussion of the result that is elaborated with the theory from the literature review. Thus, the results of three research questions of this study are discussed clearly in this chapter.

#### **The Techniques Used by the Teachers to Teach Speaking Skill**

This part answers the first research question which is “what are the techniques used by the teachers to teach speaking skill at Islamic private university in Yogyakarta as experienced by the students?”. This part also presents the result of the interview with some participants in this study. The results of this interview are based on the students’ experience. From the interview, the researcher finds some techniques used by lecturer to teach speaking skill. These techniques are role play, group discussion, games, presentation, storytelling, repetition and drilling, and debate technique.

**Role play.** The results of the interview with four participants revealed that there are many techniques used by the lecturer to teach speaking skill. One of those techniques is role play technique. There are two participants who stated that role play was used by lecturer to teach speaking. As Wiwi said, “the lecturer also uses role play in teaching speaking class” (P1.4). Besides, another participant which experienced the role play technique in speaking class is Wati. In the interview, she also said “role play is often used by lecturer to teach speaking” (P3.3).

These two participants are ELED students who experienced the role play technique in different class and lecturers. Thus, they also experienced the different activity in their class.

Furthermore, the implementation of this technique also reported by the participants of the study. A participant did the role play of telephoning. Wiwi said “in the course of speaking for daily conversation, we got the role play of telephoning” (P1.26). Then, she begins to make script, memorize, and learn it. Wiwi stated “in role play, the first step we make a script (P1.30). Then, she also added “after we made script, we memorize it, learn it, so we know what we want to say” (P1.32). Additionally, another participant also reported other activities in implementation of role play. Wati said “in role play, the students make a script. Before it, they are given a sample from the lecturers on how to practice role play in in front of classroom (P3.19). She trains the role from the lecturer and memorizes the example of role play script. Wati stated “after we received the sample of script from lecturer, we read it (P3.20). Then, she practices the role play in front of classroom. Wati argued “we try to practice role play with the script, and then we practice it in front of classroom” (P3.22).

Based on these result, role play is one of the most often used by the lecturer to teach speaking skill. Shi Zheng stated that role play is a technique of practicing some dialogues in English as someone or other people (as cited in Liu, 2010). Role play is also fun and motivating (Harmer, 2001). Role play creates a fun environment to learn, so the students can enjoy the teaching and learning process. When the students enjoy the learning process, they will be more motivated to study and be more active in classroom activity. It gives many opportunities for the students to improve their speaking skill through this technique.

**Group discussion.** Another technique used by the lecturer to teach speaking is group discussion. This result is proven by the statements of some participants. Wiwi said “the most commonly used technique by the lecturers is group discussion” (P1.1). Likewise, another participant also said the same thing while interview. Wandu said “the technique that often used by the lecturers in teaching speaking is group discussion” (P4.1). These two participants often taught the speaking skill by their lecturers by using group discussion. It means that these participants also experienced more the activities in group discussion.

Furthermore, the implementation of this technique also reported by the participants of the study. The group discussion usually consists of four or five students. In line with Wiwi, she said “it is consisted of four or five students, according to the lecturers’ instruction” (P1.8). Usually, the class begins with the question or the problem given by the teacher. Wiwi also said “before the lecturers explain the topic, they give some questions such a problem. So, we discuss it with the group member” (P1.9). Then, the students discuss the question or problem and present the result of it. In line with Wiwi, “we discuss the other questions and present the result of it in front of the classroom in English” (P1.13). Additionally, another participant experienced other activities in discussion technique. Wandu said “we told to discuss a topic in which every group have different topic” (P4.7). Then he added “the topic we discuss in group will be presented in front of classroom and the other group listen it” (P4.8).

This result proves that the group discussion is one of the techniques used to teach speaking in classroom. Group discussion is a teaching technique that expects the students to be more active in learning with their group. Kocaka , Bozana, and Isik (2009) defined that group discussion is a way to make students accustomed to give opinion, brainstorming, feedback, and accept others’ suggestion in learning. In group discussion, the students are divided into some

groups. As Dukmak (2009) said that this technique divides the students into groups according to their competence skill and impression in learning. Group discussion used by many teachers because it can improve students' speaking skill. Oradee (2012) argued that group discussion is activity that can improve speaking skill. Group discussion makes the students feel secure when they learn in group because eventhough they make mistakes, they do not feel shy as much as they make mistakes in front of classroom. Besides, they also can speak freely with their friends. It can build a comfortable environment for students in learning.

**Games.** The next technique in teaching speaking is game. This finding is proven by the statements of a participant in this study. Widi said "in speaking class, we ever used games technique" (P2.4). This participant experienced the games technique in speaking class. This participant also experienced many activities in games technique that was used by the teachers in teaching speaking skill. Furthermore, the participant also reported the implementation of this technique. Widi stated "firstly, we are given the instruction and the example" (P2.28). The group in games technique consists of three students. Widi also said "they instruct us to make a group, each group consists of three students" (P2.30).

In teaching speaking, the teachers have many techniques to attract student in learning. Based on this finding, one of those techniques is game. A game is a way to attract students in learning and leads them to the learning process intensively (Mahmoud & Tanni, 2014). A game is used in teaching speaking because most of students assume that speaking is difficult to be learned. Thus, the teachers should create an attractive activity such a game. As Derakhshan, Khalili, and Beheshti (2016) said that teachers could teach students by using a fun activity such games. This technique can be used to teach speaking skill with fun activities that make the

students feel enjoy in learning. Thus, the teacher at ELED used this technique to teach speaking skill.

**Presentation.** The other technique found in this study is presentation. It was used by lecturer to teach speaking. This finding is clarified with the statements of three participants in this study. Wiwi said “the most commonly used techniques by the lecturers are presentation” (P1.2). Besides, the other participant also stated that presentation is one of the used techniques. Widi stated that “in the second semester and fourth semester, we learned by using presentation technique” (P2.1). Likewise, another participant also clarified that the teachers used presentation technique to teach speaking skill. Wandi stated that “the teachers also use presentation technique” (P4.2). In presentation technique, there are many activities experienced by the students in classroom.

Besides, the implementation of this technique also reported by the participants of the study. Wiwi said “in presentation, the lecturer gives us the instruction to find out the explanation of the first chapter and we present it” (P1.14). The presentation is conducted in every meeting. Each meeting they are asked to explain and present a chapter from the book. Wiwi stated “in every meeting, the students present the given topic or chapter in front of the classroom” (P1.17). The students are required to use English in presentation. They should explain the topic and answer the question in English. Wiwi also said “there are some lecturers who obligate the students to present the topic in English” (P1.18). The presentation can also be collaborated with discussion activity. After the students discuss the topic, they are required to present it. Wiwi argued “the presentation also used in the discussion activity. Usually, after we discuss the topic, we present the result of discussion in front of the classroom” (P1.19).

Furthermore, another participant mentioned another activity in presentation. The students usually present the topic based on the outlines that they made. Widi said “we present the information we got and we learned about the topic based on the outlines in the slide presentation” (P2.7). Then she also added “we share and we present what we learn and what we got about the topic in whole class” (P2.8). The students are also required to make the slide before presentation. Widi stated “before I present in front of classroom, I made a slide presentation as the material” (P2.9). Furthermore, another participant also experienced different activity in presentation. Wandu said “in presentation, we told to find out the information of a given topic” (P4.14). He experienced to present the topic while record it and then submit it for the task. In line with Wandu “each group presentation will presents the topic by using power point slide in front of classroom. I also ever got a task to record my presentation and submit it to the lecturer” (P4.15).

Presentation is a technique used to extend the material through a media. Rahadi (2008) stated that presentation is a way used to convey material or message to the participants through media intermediaries such as laptop or computer and displayed through projector screen. Through presentation, students are required to understand the material and able to explain it to others. In presentation, students communicate in English intensively. As Wilson and Brooks (2014) argued that presentation give the opportunity for students to communicate in English. These activities are implemented in presentation technique in which helps to improve students’ speaking skill.

**Story telling.** Another technique found in this study is storytelling technique. There are three participants stated that the technique used by their lecturer in teaching speaking technique is storytelling. Widi stated “in the last semester we learned by using storytelling technique”

(P2.2). The other participant also clarified that he ever taught by the lecturer using storytelling. Wati said “based on my experience, the technique used by the lecturers was storytelling” (P3.2). Besides, there is also a participant experienced the learning process using storytelling. Wandi stated “the teachers also teach by using storytelling” (P4.5).

Furthermore, the implementation of this technique also reported by the participants of the study. There are some reports from the participant to begin the storytelling. Based on the finding, the first thing that the students did in storytelling is preparing the story. They look for a story that they want to tell in classroom. Widi said “in storytelling technique, we prepared the story” (P2.11). The students also required to use the narrative story that they interested in. Wandi said “in storytelling, we told to find out the story narrative that we like” (P4.16).

Likewise, another participant experienced other activity in storytelling technique. In the beginning of classroom which used storytelling technique, the teachers practice a storytelling in front of the students to give them a sample on how to do the storytelling. Wati also stated “in storytelling, the lecturers gave a sample on how to do storytelling” (P3.15). After the students look for the story that they want to tell in classroom, they should memorizes the story. They learn every scene of the story and memorize it. Widi said “I memorized and read the story for many times within a week” (P2.13). Then, another participant Wati also added “we read the story for many times” (P3.17).

Besides, in storytelling the use of expression and gesture are improved. The students are required to use the gesture and expression when they tell in classroom. For example the expression and gesture of feeling sad, happy, angry can attract the attention of the audience. Widi said “we told in front of classmates and lecturers by using the gesture and proper intonation to

support the story” (P2.14). Furthermore, the last activity in storytelling is retelling in front of many people. The students tell the story that they learned and memorized in front of classroom. Wati stated “after we understood the story and got the summary, we can tell it in front of classroom” (P3.18). Wandi also said “then, we told the story in front of classroom with our own words” (P4.17).

The statements of some participants above prove that the teacher also used storytelling technique in teaching speaking. Storytelling is one of the techniques that can be used to teach speaking skill effectively. According to Gudu (2015), one of the effective techniques to teach speaking skill is storytelling. The storytelling helps the students to retell a story in their own words. It helps the students to manage their speaking skill. This technique requires them to be a good speaker in telling a story.

**Debate.** The next technique used in teaching speaking skill is debate technique. Some participants stated that the debate technique is one of techniques used in teaching speaking. There are two participants experienced the debate technique. Wiwi stated “the recently technique used in the classroom is debate” (P1.3). Another participant also experienced the debate technique. Wandi stated “in the end of this semester, we are also taught by using debate” (P4.4).

Besides, the implementation of this technique also reported by the participants of the study. Wiwi said “in debate, the lecturers provide some problem. For example, the problem is between online and offline class, which ones better to be applied” (P1.21). The students are divided into two groups and then debate about the topic by using English. Wiwi stated “the students divided into 2 groups which are group A and B” (P1.22). It also in line with Wandi, “in debate, the students are divided into two groups” (P4.10). Then, Wiwi also added “we argue and



debate the other group using English” (P1.23). Furthermore, the students are given few minute to make an argument. In line with Wandi “each group have a few minute to build an opinion and make an argument” (P4.12).

Debate is an activity of speaking responsively towards an argument. It is usually practiced between two groups. Fauzan (2016) stated that debate is a formal technique of interactive and representational argument to persuade the audience. Debate can be used to teach speaking in the EFL classes (Fauzan, 2016). It is used in speaking class aside from improving students’ speaking skill, it also develop their critical thinking. The teacher used this technique to motivate the students to speak confidently. Thus, it will help the students in language learning.

**Repetition and drilling.** The last technique found in this study was repetition and drill. A participant in this study clarified that his lecturer used repetition and drilling technique. Wati said “the lecturers also use repetition and drilling” (P3.4). Besides, the implementation of this technique also reported by the participants of the study. Based on the participants’ experience in following the speaking class, the students just repeated what the teachers’ voice. Wati said “in repetition, the lecturers pronounce a new word and teach us to pronounce it” (P3.26). She also added “the lecturers pronounce it, and we repeat it” (P3.27). This finding is also in line with Wati “the lecturers give us some new words, and give us a sample on how to pronounce it” (P3.33).

This statement is evidence that the repetition and drilling also can be used to teach speaking skill and it often used by the teacher in teaching. “The focus of repetition and drilling is on mastery in different items of grammar and practice through controlled activity” (Richards, 2006). In repetition and drilling, the students are involved to practice in pronouncing the words.

Through this technique, the students learn the syntax, grammar, and pronunciation which are the main aspect of speaking. Thus, the teacher needs to implement this technique in teaching.

### **The Challenges of the Techniques Used by the Teachers to Teach Speaking Skill**

The second research question of this study is “what are the students’ perceptions toward the challenges of the techniques used by the teachers to teach speaking skill at Private University in Yogyakarta?”. To answer this research question, the researcher interviews some participants. The result of interview revealed the challenges of the techniques used to teach speaking. Every technique has different challenges faced by students. The challenges revealed in this study are idea generalization, limited English skill, social factor, students’ psychological aspect, limited knowledge, limited preparation, and teachers’ factor. Thus, here are the discussions of the challenges of the techniques used in teaching speaking skill.

**Idea generalization.** The first challenge found in this study is idea generalization. This challenges occurs in two teaching technique which are discussion and debate technique. There are two participants mentioned this challenge while interview. They faced the difficult to develop the ideas and limited idea of the topic which these challenges are included in idea generalization. The students feel difficult to discuss and develop ideas with their friends. It is because when they are in group with their friends, they cannot focus on the topic discussed because they are distracted by their friends. As statement of a participant, Wiwi stated “we feel difficult to discuss with friends and we feel difficult to develop the ideas” (P1.35). Additionally, there are also another participant mentioned this challenge. Wandu said “in debate, sometimes I have run out of ideas to refute their opinion” (P4.29).

The challenge of idea generalization includes limited idea of the topic and difficult to develop the idea faced by the students in debate and discussion technique. They have limited

idea of the topic discussed or debated, and then it makes them difficult to join in that activity.

They faced these challenges because they cannot think critically. The students cannot make their own argument or they cannot give any idea or opinion. This statement is in line with Kayi (2012), debate and discussion technique are required more on the speaking in front of the whole class in which it challenges the students' self-confidence, critical thinking, and vocabulary. The critical thinking is the factors that can make this challenge happen to the students.

**Limited English skill.** The second challenges of the technique used by the teachers in teaching speaking skill. The various challenges faced by the participants in English skill are limited English vocabulary, pronunciation, lack of use English, fillers, and grammatical errors. Almost every participant experienced these challenges. The participants clarified these challenges when they are interviewed. They experienced these challenges in some techniques such as discussion, debate, role play, and presentation technique.

**Limited English vocabulary.** A participant mentioned the challenge of limited English vocabulary. This participant faced this challenge in discussion technique. The students feel difficult to explain what they want to share to their friends because they have not enough vocabulary, then it makes them difficult to share their ideas or opinion. Wiwi said "we have to discuss in English. So, it is difficult to explain what we want to say and difficult to develop our ideas because our vocabulary is limited" (P1.36). Furthermore, Wiwi also faced this challenge in debate technique. She said "in debate we feel difficult to develop and explain the ideas by using English because we have not enough vocabulary in that topic" (P1.48). Vocabulary mastery is important to support the students' speaking activity. When they have limited vocabulary, they will be less in speaking English. She also added "in debate, we must give an argument. So, if we do not know the vocabulary, we find it difficult to speak and explain it" (P1.50). Mostly, the students who

faced this challenge, they try to find out the meaning or vocabulary that they do not know from the dictionary to help them in sharing ideas. She also added “we search the vocabulary in the dictionary or Google translate because we difficult to deliver our ideas by using English. Sometimes, not all members in a group understand what we want to say” (P1.37).

The limited vocabulary is also mentioned by the expert. In line with Hsieh (2006), the challenges faced by the students in several techniques for teaching speaking is caused by many students that have a limited English vocabulary, narrow knowledge of correct word usage, and some grammar errors. The students faced the challenge in the techniques mentioned above. Such in discussion and debate technique, the students feel difficult to speak English and explain their ideas or arguments because they do not know several vocabulary. Thus, it inhibit the students in speaking activity in those techniques.

***Limited English pronunciation.*** There are three participants mentioned the challenge of limited pronunciation. The participant faced this challenge in role play technique. The students faced the difficulty in pronunciation. They are required to speak in front of many people, so they should use the proper pronunciation when they speak. Thus, it becomes a challenge for the students in speaking activity. Wiwi stated “we also feel difficult in pronunciation, we must concern on the pronunciation” (P1.52). Then, she also said “I feel afraid to speak with the error pronunciation” (P1.54). Besides, there is also other participant stated the same challenge. Wati said “every student has different level of pronunciation, so it will make us anxiety to speak” (P3.57). The other participant also experienced this challenge in story telling technique. The students feel afraid to tell the story in front many people in classroom because their pronunciation is limited, so they fear if they make mistakes in pronunciation. Widi “I also feel

afraid when I tell the story, I make some mistakes in pronunciation because there are many people watch me” (P2.38).

Based on the findings above, it revealed that the pronunciation is a common challenge faced by the students in speaking classes that apply several techniques. Gan (2012) stated that one of common obstacles in speaking English is limited pronunciation of the students. The students that have limited pronunciation will difficult to speak English. At ELED, the students experienced the difficulty to speak English in front of their friends because their error pronunciation. Thus, they refuse to follow the speaking activity in classroom.

*Limited English usage.* Furthermore, the other problems of English skill faced by the students are lack of use English. These challenges occur in the different techniques. A participant faced the lack of use English in discussion technique. The students feel that they will be more free when they are in group. They can speak everything they want and share their ideas with their friends in a group. With this freedom, the students will tend to used *Bahasa Indonesia* rather than English in conversation between group members. Wandu said “I think discussion technique is not very helpful for improving students’ speaking skill because we are not controlled whether we use English or Bahasa” (P4.35).

The study found that the challenge faced by students in speaking technique used by the teachers in classroom is lack of use English. It occurs in the techniques that apply student center learning such as discussion technique. When the students discuss a topic in their group, they prefer to use the first language rather than English. It is because they feel easier to share the opinion with the first language. Sinta (2011) stated that the students prefer to use the first language because they do not master English ability well. This phenomenon also occurs at ELED

when the teachers apply several techniques in speaking class. Because of the students prefer to use the first language rather than English, it makes their practice to speak English is limited.

Thus, the students experienced the limited practice of speaking English.

***Too much filler in speaking.*** Other participant has problem in fillers when she learned by using presentation technique. Wiwi stated “we also often have many filler when we speak” (P1.43). The common challenge in speaking activity is fillers. Most of the students who learn in speaking class often faced this challenge. The fillers are not a problem in speaking if the quantity is normal. It means that it is not a problem if the students speak with a little filler. Too much filler in speaking can distract the audiences’ focus on the topic delivered. In addition, the students believe that pause or filler in speaking is an indication of limitation of English proficiency (Anthony as cited in Tartakovsky, 2016). The students feel incompetence in English when they have many filler while speaking. Thus, it can influence their confidence to speak English.

***Grammatical errors.*** Another participant also faced the grammatical error in presentation technique. Wiwi stated “even though we prepared it, but we still afraid of making mistake in grammar” (P1.47). When the students have not enough proficiency in grammar, they will be difficult to share or deliver their opinion. They will feel afraid to speak with error grammar. They will feel anxiety to think about their grammar when they speak. The challenge of grammatical errors is clarified by an expert. As Hsieh (2006) stated that the students faced the challenge in speaking because their narrow knowledge of correct word usage and some grammar errors. Thus, the challenge in grammatical error is commonly faced by ELED students.

**Social factors.** According to the findings of this study, students faced a challenge in social factors. This challenge is uncooperative member. There is a participant that experienced the uncooperative member in discussion technique. Wandu said “I feel bored because there are many group members who are not cooperative during the discussion. Only few members who are seriously discuss the topic. Whereas, group discussion is a group work” (P4.24). The students feel bored to learn in group discussion because mostly the group members are not cooperative. They do not want to do the task of their group. Finally, only some members who did the group work. Then, he also added “in group discussion technique, the challenge is most of the group member are not cooperative” (P4.28).

The social factors such as an uncooperative member in a group is often occur in speaking class. In a group task, there many students who are not active in group activity. They just watch on what their friends did. Almost in every group there is a student who has this character. These students will make the other member in group feel unmotivated in group activity. It is because they feel bored to handle the task in group themselves.

**Students’ psychological aspect.** The third findings of this study were students experienced some challenges in psychological aspect. The psychological aspect includes the nervousness, feel afraid of making mistake, laziness, less confidence, feeling bored, and shy. These challenges are mentioned by some participants while interview. They faced these challenges in different techniques that used by the teachers to teach speaking skill. These challenges occur in presentation, storytelling, drilling, and games. These challenges are included in students’ psychological aspect.

*Nervousness.* Many participants faced the challenges of students' psychological aspect which is nervousness. Nervousness is revealed in some techniques used by the teachers in teaching speaking skill. A participant experienced this challenge in presentation technique. In the presentation, the students should present the topic in front of classroom in which they presents in front of many people in classroom. It usually makes them feel nervous to present the topic in front of them all. Wiwi said "the challenge is sometimes we feel nervous to speak in whole class" (P1.42). Besides, the students also feel nervous because when they present the topic, the whole class includes the teachers also listen to the presentation. Then, Wiwi also added "when we speak in front of class, the lecturers and a whole class watches us. It makes me nervous" (P1.45).

In addition, another participant experienced this challenge in presentation and storytelling technique. The students tend to be more nervous when they are required to speak in public. Wandi said "presentation, storytelling requires to speak in public, so it makes me feel nervous" (P4.26). If the students feel nervous while speaking in front of many people, they usually forget the vocabulary. The nervousness can distract their focus on the topic that they want to share. He also added "in the presentation, I often feel nervous. It makes me forget a vocabulary when I present the topic" (P4.30). Then, he also said "in storytelling, I also feel nervous to speak in public" (P4.31). This finding was in line with King (2002), nervousness is a main challenge which affects the performance of speaking. When the students feel nervous to speak English in front of many people, they will tremble or even they will fail in the performance. It is because the audience can see whether the students are nervous or not. It will be seen from the expression and attitude of the students. The students will also forget the topic if they are nervous.



***Feel afraid of making mistake.*** There are also some participants that experienced the challenge of feeling afraid in making mistakes. There are two participants experienced this challenge in two different techniques used by the teacher in teaching speaking skill. The participant experienced this challenge in presentation technique. The students fear to make mistake while speech because there many people watch and listen to them, so they fear to be laughed by their friends. Mostly, they feel afraid if they make mistakes in the pronunciation because the error in pronunciation is easily detected by the audiences. Wiwi stated “I fear if I make mistake in my pronunciation” (P1.46). Besides, the students also fear to make mistakes when they answer the question in presentation. They will not believe in their ability in answering the question. Widi said “I also feel afraid if I make mistakes in answering the question” (P2.40). This challenge was in line with Davies and Pearse (2000), students are worry to speak in front of people because they afraid to make a mistake. This feeling afraid will make them unmotivated to speak in front of the people. They will tend to refuse to speak in front of many people such in classroom.

***Laziness.*** The laziness is also the challenge faced by the students in learning by using some techniques. This challenge occurs in several technique used by teacher in teaching speaking skill. A participant mentioned this challenge for three times. She experienced this challenge when she learns by using drill and repetition technique. Wati stated “in drilling, the lecturers do not ask the students to repeat what they say, it is depended on the students’ consideration to follow” (P3.32). The students tend to be lazy in following the repetition and drill technique because they are in passive activity in which they only follow and repeat what the teacher said. Furthermore, Wati also added “the challenge is lazy. I feel lazy because I know that word and I ever use and pronounce it” (P3.46). In repetition and drill technique, the students

often find the word that they familiar with, so it makes them lazy to repeat that word and underestimate the repetition and drill activity. Then, she also stated “sometimes, in drilling we already know a word that was pronounced by lecturer. It makes some students underestimate drilling technique” (P3.47). Besides, another participant also faced the challenge when she learns speaking by using games technique. Widi argued ”the challenge in games technique is I often feel lazy to follow the instruction for joining the games” (P2.41). The students also feel lazy when they follow a game with the complex instruction. When they are confused on the instruction, they will also lazy to join the game. Afisa and Yolanda (2015) stated that the frequency of students’ practice to speak and the psychological factors such laziness cause the students’ difficulties in speaking English. The students of ELED feel lazy to follow the speaking class. Then, it will inhibit their process in learning speaking skill.

***Less confidence.*** The challenge of psychological aspect faced by students in learning speaking by using several techniques is less confidence. The challenge of less confidence occurs in presentation technique. The students who are less confidence to speak in front of many people will feel difficult in presentation technique. They feel not confident when the whole classmates listen and watch them. Wiwi said ”because of many people watch me, I feel nervous and less confident” (P1.53). The, less confidence is a common challenge faced by most of students who learn in speaking class. Wiwi also added “the challenges are pronunciation and less confidence” (P1.56). The challenge of less confidence was in line with Kurtus (2001), a challenge faced by EFL students in a speaking activity such have not a confidence and believe in themselves to speak English. Less confidence often occurs in speaking activity. The students will difficult to speak in front of many people if they are not confident.

***Feel bored.*** Additionally, the challenge of feeling bored occurs in group discussion technique. The discussion is a fun activity in learning speaking. The students can speak what they want to say. The teachers do not contributed more in the classroom activity. Otherwise, if the teachers often used the discussion technique, the students will feel bored because they experienced the same activity every meetings. As Wandi said, "if group discussion technique often applied in the classroom, it will make bored" (P4.23). They also feel bored because they only listen what their friends discussed. In the discussion technique, the students also tend to be passive in giving the opinion. They only listen and follow what their friends said without give any contribution of the opinions and ideas. Furthermore, the students also feel bored because they have learn several topic delivered by the teachers. According to Khajloo (2013), the students who learned the same topics or low-level content for them, they feel it unattractive and boring. Thus, the some students of ELED also feel bored when they learn in the same topic.

***Shyness.*** Likewise, another challenge included in psychological aspect is shyness. There is a participant experienced this challenge when she learns by using games technique. Widi said "I also sometimes feel shy to join the games" (P2.43). The activities in game technique usually require the students to speak or answer the question in front of classroom, so it makes the students feel shy to speak in whole class. The students are often refuse to speak English in the classroom, worry to make mistake in speaking, and shy of the attention attracted when they speak (Ur, 2000). They are shy to be a cynosure between many people. They also shy if their classmate pay their attention on them and listen them carefully when they speak.

***Limited knowledge of certain topic.*** The next findings revealed that one of some challenges faced by students in speaking are limited knowledge. The problems that is included into limited knowledge are forgetting the topic, understanding of the topic, and giving argument.

The entire participant have different experience of these challenges. They also experienced these challenges in different technique that they followed in speaking class. These challenges occur in various technique used by the teachers such as presentation and storytelling technique that requires more memorizing.

***Forgetting the topic.*** Based on the finding, the entire participant ever forget the topic while they speak. They experienced it in different condition and technique used by the teacher. There are a participant experienced it in presentation technique. Wiwi said “we often quiet so much if we forget it and we do not know what we want to say” (P1.44). Besides, another participant also experienced it in presentation technique. Widi stated “in the middle of presentation, I forget what I should say” (P2.33). Additionally, another participant also experienced this challenge in presentation technique. Wandi said “I also often forget what I will say in the next part” (P4.33). The students often forget what they want to say in presentation. For example, they often forget the statement or the definition of a topic. Thus, the strategy to sole this challenge is by using a hand note while presentation. They make a small note that is consisted of an important statement or definition, then they bring it while presentation.

Besides, another participant experienced this challenge in storytelling technique. Wati stated “in storytelling, the challenge is we often forget the part of story” (P3.38). Then, she also added “because of many improvements in a story, it makes the story changed” (P3.39). Furthermore, Wati also said “I also afraid of making mistake not only in pronunciation but also in the part of script or scene in the script. I feel afraid to skip a scene of the script” (P3.41). In the storytelling, the students should memorize the storyline. They should know the summary of the story even though they can improve the story with their own words. The challenge often occurs in storytelling is the students forget the storyline, so they confused to continue the story.

***Understanding of the topic.*** In the challenge of understanding the topic, a participant experienced it when she learn by using presentation technique. Widi said “I should really memorize and understand the material and it quite hard for me” (P2.34). The understanding of the topic is very important. If the students do not understanding the topic, they will be difficult to present because they do not have the topic to discuss. In the presentation technique, the students should understand the topic that they want to present in front of classroom. It is because they deliver a knowledge to the audience. In presentation technique, the students usually present the topic that will be taught by the teacher in following meetings. Therefore, the topic presented by the students is important for their friends. Furthermore, EFL students commonly have limited knowledge of grammar and vocabulary, the they difficult to comprehend the content of the topic (Chung, 2016). There are some students of ELED that experienced this challenge. They feel difficult to understand the topic because their limited grammar and vocabulary of those topics.

***Giving argument.*** A participant also mentioned that she experienced the challenge in giving argument when she learns by using debate technique. Wiwi stated “we must give an argument to answer the others’ opinion, so we difficult to give an argument immediately” (P1.49). In debate teachnique, the students are difficult to give the argument because they do not understand well the topic and they do not have enough knowledge on it. Their limited knowledge about several topic will inhibit the students’ activity in debate technique. They feel dificult to join the debate because they do not know what should they said about the topic. Baker and Westrup (2003) argued that many students find difficulty to answer teachers’ question using foreign language because they do not have ideas, they are confused about which vocabulary to use, or they do not know how to use the grammar correctly. Thus, it makes the ELED students feel difficult to give their argument in a topic.

**Lack of preparation.** Another results revealed that some challenges of the technique used by teacher are experienced by students. One of these challenges is lack of preparation. This challenge is experienced by two participants of this study. This challenge occurs in the storytelling technique. A participant faced this challenge in storytelling technique. Wandi said “I also feel that in storytelling, I have not enough time to prepare it” (P4.32).

The findings revealed that there are many challenges faced by students in the techniques used by the teacher. One of these challenges is lack of the preparation. It was in line with Hedberg as cited in Craig and Bloomfield (2006) stated that the big challenge of the role play is it needs harder preparation to practice the role play in classroom. It is not only for the role play but also for the entire techniques used by the teacher to teach speaking class. The entire techniques mentioned in this study need more preparation. The limited time for prepare the performance such as presentation, storytelling, and role play, makes the result of this performance is not maximally. The preparation before performance to speak in front of many people is important. It can make the students more confident when they are prepared well.

**Teachers’ factor.** The last challenge faced by the students in technique used by the teachers in teaching speaking class was teachers’ factor which includes unclear instruction, teachers’ voice, error pronunciation of the teacher, and lack of teachers’ correction on grammar. These challenges occur in some techniques used by the teachers to teach speaking class such as games, drilling, and discussion technique. The participants clarified it when they are interviewed. The challenges that are included in teachers’ factor are discussed as follows.

**Unclear instruction.** A participant experienced the challenge of unclear instruction in speaking class which used games technique. Widi stated “when we join the games, there are

some instructions are not clear and complicated, then it makes us confused” (P2.42). Based on the finding, the students often feel confused to join several activities. It is because the instruction of the teachers is complicated, then it makes them confused and unmotivated to follow it. Then, the way teachers explain the instruction of the games or activities will influence the students’ motivation in learning. The teachers’ teaching qualification, language proficiency level, and training can cause their instruction in teaching (Emery, 2012). Thus, the unclear instruction can be caused by the low teachers’ language proficiency level and the teaching qualification.

***Teachers’ voice.*** There is also another participant faced the challenge in teachers’ voice when she learns by using drilling and repetition technique. Wati argued “the lecturers’ voice is not clear, so the students listen a wrong pronunciation” (P3.43). Drilling and repetition technique requires more on the teachers’ voice. The students are instructed to “repeat the teacher’s model as accurately and as quickly as possible” (Larsen-Freeman, 2008). When the voice of the teachers is not clear, the students cannot hear what the teachers said. It can influence the students’ pronunciation when following the teachers’ voice. The unclear voice can make the students misunderstanding on what they hear. Thus, it will occur the error pronunciation because of the unclear voice of the teachers.

***Error pronunciation of the teacher.*** Lastly, a participant also experienced the error pronunciation of the teacher in drilling and repetition technique. Wati stated “we only repeat what the lecturer said. Sometimes, there are some lecturers who make mistakes to pronounce a word” (P3.42). In the drilling and repetition technique, the teachers’ pronunciation is a main need. The teachers should give the proper pronunciation because the students will follow and repeat it. If the teachers’ pronunciation is error, then the students also repeat the error pronunciation. The ELED students also experienced the error pronunciation because of the

teachers' error in pronouncing a word. Emery (2012) stated that there are some issues occur because of the lack of teachers' training, teachers' poor language ability, and unqualified teacher to teach several subject. Thus, the teachers who are not qualified to teach pronunciation will affect the students' pronunciation error.

*Lack of teachers' correction on grammatical error.* A participant mentioned the challenge of the lack of correction on grammatical error in discussion technique. Wiwi said "we discuss only with our friends, so sometimes when we have a mistake in grammar, nobody can correct it" (P1.39). She also added "we deliver the argument without concern to the grammar because our friends in the group cannot correct the grammar" (P1.40). The teachers' correction on grammatical error is needed because the students do not believe on themselves to speak English. In line with Kurtus (2001), a challenge faced by EFL students in a group discussion activity such have not a confidence and believe in themselves to speak English. It is because they have many errors in speaking. They usually depend on their teachers to correct their errors. When they work in group, the teachers do not contribute more in students learning. Then, it makes the students have no any correction on their grammar errors.

### **The Benefits of the Techniques Used by the Teachers to Teach Speaking Skill**

The third research question of this study is "what are the students' perceptions toward the benefits of the techniques used by the teachers to teach speaking skill at Private University in Yogyakarta?". Based on the interview with four participants, it revealed the benefits of each technique used. Through the interview with four participants of this study, it revealed that the benefits of the techniques used by the teachers in teaching speaking skill are improving interactions among students, improving students' psychological aspects, developing students'



English skill, and developing students' knowledge. The discussions of these benefits were presented as follow.

**Improve interactions among students.** The findings revealed that one of the benefits of techniques used by the teachers in teaching speaking skill is improving interactions among students. There is a participant that mentioned this benefit while interview. This participant perceived this benefit when the teachers used the discussion technique to teach speaking skill. The participant mentioned that the discussion technique can improve students' interaction because the students' can exchange their idea with their friends. Wiwi said "in discussion we can exchange ideas with friends" (P1.58).

Based on the findings above, the benefit of techniques used in teaching speaking skill is improving interaction among students. This finding was in line with some theories of the experts. According to Girard, Pinar, and Trapp (2011), the presentation helps the students to improve their interaction among them and participation in the classroom in which it can increase the students' interest in learning English. Likewise, through these techniques used to teach speaking skill, the students get more opportunity to interact with their friends. For example, in discussion or presentation technique, the students work together to complete the task. It makes them interact with their group member.

Besides, the other technique which also improves interaction among students is games technique. The games make the students feel better, free, and confident to participate the oral task, it also establish the collaboration, interaction, and solidarity between them which can make them enjoy and happy in performing the speaking (León & Cely, 2010). Thus, these techniques are useful to improve students' solidarity and cooperation between them.

**Improve students' psychological aspects.** Another result revealed from the techniques used by the teacher in teaching speaking skill. One of those benefits is to improve students' psychological aspects. In students' psychological aspects, it includes reduce feeling afraid to make mistake, improve students' confidence, feel enjoy, and reduce nervousness. There many participants that mentioned this benefit. They experienced this benefit in speaking classes that used different techniques. These benefits are experienced in different techniques such as discussion, debate, role play, storytelling, games, and drilling technique.

***Reduce feeling afraid to make mistake.*** Reducing feeling afraid in making mistake is included in students' psychological aspect. This benefit is mentioned by a participant. This participant perceived the benefit in discussion technique. The participant assumed that discussion technique can reduce the feeling of afraid in making mistakes in speaking. Wiwi said "if we ask a friend, we do not feel shy to speak with them or even when we speak English, we do not afraid to make mistake" (P1.59). Then, she also added "I also feel not afraid to make mistake when I speak with them" (P1.61). In group discussion, the students learn in the small group which consists of three or five students. This condition makes the students more freedom and confident to speak because they do not afraid to make mistake in speaking with their group member. Even though they make a mistake, the do not feel shy because only few classmate who know it. In line with Harmer (2001), the group discussion can decrease the stress level that is experienced by the entire students in whole class performance. Thus, the ELED students can speak with their friends without feeling of afraid or stress to make mistake.

***Improve students' confidence.*** The other benefits that is included in students' psychological aspect is improving students' confidence. This benefit is generated from some different techniques such as presentation, discussion, debate, storytelling, and games technique.

A participant mentioned this benefit as a benefit of discussion technique. Wiwi argued “I also feel not afraid to make mistake when I speak with them” (P1.61). Then, she added “it makes me more confident to speak English even though I still have some errors in speaking” (P1.62). The discussion technique makes the students more confident to speak English because they are learn in a small group in which they are more confident to speak because only few classmates watch to them.

Furthermore, a participant mentioned that they can improve their confidence by using presentation technique. Wiwi stated “it also trains our confidence to speak English in public” (P1.65). The students who are shy to speak in front of many people will be trained by using presentation technique. Even though in the first time they will feel nervous, but if they do the presentation more often, they will be familiar to speak in front of many people. Thus, they will be more confident to speak. Besides, a participant also perceived this benefit in debate technique. Wandi said “debate is the most useful technique for my speaking skill. I become more confident to speak English even though I do not concern of the grammar” (P4.36). Debate technique makes the students feel confident to speak English. They can speak English without concern on the grammar. They can argue and explain their opinion and argument in debate technique even though their grammar is not perfect. The important of speaking in debate technique is the audiences’ understand what they said.

In addition, a participant also mentioned this benefit as benefit of role play. Wati said “role play makes me more confident while speaking” (P3.58). Role play makes the students confidence to speak because what they said while performance is not naturally produced from their word even though they still did an improvement in script. Furthermore, another participant perceived this benefit in storytelling technique. Widi argued “the benefit of storytelling for my

speaking is it improves my confidence in speaking because I can prepare before I speak in whole class” (P2.46). Additionally, Wati added “for my speaking ability, it makes me more confident to speak in a whole class and many people” (P3.53). In the storytelling, the students have more time to prepare their story, so it makes them more confident to perform it. Lastly, a participant perceived this benefit in games technique. Widi said “it also makes me more confident to speak English” (P2.54). The game is a fun activity that makes the students feel enjoy in learning. The game activity makes them more confident to speak English because the speaking activity is fun.

The students’ confidence in speaking activity is improved by using some techniques as mentioned above. The students feel more confident to speak English when the teachers apply these techniques. If the students feel comfortable with the technique used by the teachers, they will be more active in classroom. These make the students feel better, free, and confident to participate the oral task, it also establish the collaboration, interaction, and solidarity between them which can make them enjoy and happy in performing the speaking (León & Cely, 2010). The students’ confidence will be improved through these techniques. Thus, the ELED students train to be more confident by using these techniques.

***Feel enjoy.*** There are participants who perceived feeling enjoy from the technique used to teach speaking skill. A participant perceived this benefit in discussion technique. Wandi said “discussion technique makes us enjoy” (P4.21). The discussion makes the students feel enjoy in learning because the students learn in a small group discussion, so they can work together with their group member. Likewise, there is also a participant perceived this benefit in debate technique. Wandi stated “debate technique is interesting because I can give my own argument about the topic and I can disprove others’ arguments” (P4.25). The students also feel enjoy in debate technique because they can express their idea and argument. Besides, a participant also

perceived this benefit in games technique. Widi argued “the games are fun and make the students enjoy” (P2.52). The activities in game technique are enjoyable and fun, so both the teachers and students feel enjoy in game. According to Ariza (2001), game is one of the effective techniques to improve the speaking in an interesting and fun activity. These techniques give the benefit for the students in which makes them enjoy in learning. Thus, the ELED students learn in speaking class with an enjoy activities.

***Reduce nervousness.*** Additionally, another benefit of students’ psychological aspect is reducing students’ nervousness. This benefit is perceived by the participant in some techniques used. A participant perceived this benefit in discussion technique. Wandi said “I do not feel nervous because the discussion in a small group which consist few classmate” (P4.22). The students do not feel nervous to sepak in group because it only consists of a few students. The can speak and share their opinion informally. Likewise, games technique can also reduce the students’ nervousness. Widi stated “it reduces anxiety to speak because the learning process is fun” (P2.53). The fun activity makes the students do not feel nervous in speaking. In games technique, the speaking activity is designed as fun as possible. Besides, the statement of the participant above was in line with Kayi (2012), those techniques can motivate the students in learning, increase the self-confidence of hesitant students, encourage the students to talk extensively in the target language, help the students express ideas, foster creative thinking, help the students becoming socialized, and foster the students’ creativity and imagination as well as their public speaking skills. The ELED students can reduce the feeling of nervous in speaking through these techniques.

**Develop students’ English skill.** The next benefit of the technique used was developing students’ English skill. The benefits that includes in students’ English skill are improve students’

vocabulary, improve students' critical thinking, improve students' speaking skill, improve grammar, and improve pronunciation. These statements are delivered by the participant when they are interviewed. The development of students' English skill occurs when the teachers used several techniques to teach speaking skill. These techniques are discussion, presentation, debate, and storytelling technique.

***Improve students' vocabulary.*** Some participants mentioned their improvement in vocabulary after they learn by using several techniques. The finding found that there are some techniques that can improve students' vocabulary such as discussion, presentation, storytelling, and debate. A participant clarified that she got this benefit from discussion technique. Wiwi said "I also can improve my vocabulary because I can get a new vocabulary from sharing with my friends" (P1.63). She also mentioned that this benefit of presentation technique. Wiwi stated "it improves the vocabulary. It is because when I confused on a vocabulary, I find out the meaning and how to pronounce it" (P1.66). Another participant Widi also added "when we prepare and learn the topic, we found many new vocabularies, so it useful to improve the vocabulary" (P2.44).

Furthermore, other participant also clarified this benefit of presentation and storytelling technique. Wandu said "presentation and storytelling are very useful to acquire new vocabulary" (P4.27). Besides, debate technique can also improve vocabulary. Wiwi stated "it improves our vocabulary. The vocabulary that we do not know previously, by debate we can get new vocabulary" (P1.70). Then, she also added "in debate, we answer immediately the others' opinion. So, it will be an evaluation for our vocabulary mastery" (P1.71). These techniques can improve students' vocabulary.

***Improve students' critical thinking.*** The benefit on students' English skill found in this study is improving students' critical thinking. A participant mentioned this benefit in interview section. This participant clarified that it is a benefit of discussion technique. This participant clarified that the discussion technique can improve students' critical thinking. Wandu stated "through discussion, we can discuss with our classmate and can be critically with their ideas" (P4.34). In discussion technique, the students can discuss the topic more detail and deeply. They can give the opinion and respond the others' opinion. It can improve the students' critical thinking. As Kocaka, Bozana, and Isik (2009), group discussion help the students to improve their critical thinking and problem solving skill. Mahmoud and Tanni (2014) argued that the techniques can also improve the creative thinking, critical thinking, problem solving, role playing, and collaborating between students. Through these techniques, the ELED students' critical thinking should be improved.

***Improve students' speaking skill.*** Furthermore, A participant clarified that presentation technique can improve students' speaking skill. Wiwi said "presentation can improve students' speaking skill. Because we should speak in front of many people, so we must train to speak fluently" (P1.64). Likewise, a participant also mentioned that debate can improve students' speaking skill. Wiwi argued "we feel more challenging to speak" (P1.68). Besides, Wiwi also mentioned that role play can improve the speaking skill. She said "role play also makes us fluent in speaking because we prepared the script" (P1.77). In addition, another participant also clarified that storytelling can improve speaking skill. Widi said "it also makes me able to speak fluently because I memorize the story" (P2.47). Furthermore, Wati clarified that speaking skill can be improved by repetition technique. She said "repetition is useful for our speaking ability" (P3.60). The techniques above are considered as the techniques that can improve students'

speaking skill. This statement was in line with Heinz (2013), the training of several techniques for students is successful technique to improve the speaking ability. Thus, ELED students can improve their speaking skill.

***Improve grammatical ability.*** There are some techniques that give benefit on students' English skill. The benefit is improving grammatical in speaking. There are two participants who perceived this benefit in their speaking class which used certain techniques. A participant mentioned that she perceived the improvement of grammar in speaking when she learns in presentation. Widi said "I also learn the grammar before I do the presentation. I can learn the use of grammar in sentences, so it improves the grammar in my speaking ability" (P2.45). The students usually prepare the material before they do the presentation. They also learn the grammar before presentation, so it can improve their grammar. Furthermore, another participant mentioned that she gets the benefit from role play. Wiwi stated "it also improves our grammar because from the script, we can learn how to apply tenses in a conversation" (P1.76). The students also learn the grammar from the script of role play. They can analyze the grammar used in the conversation of role play. Thus, it can improve students' grammatical ability. Yale (2014) also stated that this technique effectively improve the students' ability in using effective speech structures, arguing persuasively, and attracting the audiences' attention. The ELED students can improve their grammatical ability.

***Improve students' pronunciation.*** The improvement of students' pronunciation is also included in benefit of students' English skill. A participant mentioned the pronunciation is improved by using presentation technique. Wiwi said "it improves our pronunciation because the lecturers correct our pronunciation" (P1.78). Usually, in presentation the teachers often correct the students' pronunciation. When the students' mention an error pronunciation, then the



teachers will correct the pronunciation. Thus, it makes the students can evaluate their pronunciation and also can improve it. Furthermore, the other participant also mentioned that pronunciation can be improved by using drilling and repetition technique. Wati said “drilling technique makes the students aware if they need a sample on how to pronounce some new vocabularies” (P3.34). In drilling and repetition technique, the students practice to pronounce a word. It makes them familiar with some words and it improves their pronunciation. Thornbury (2005) said that drilling is a strategy to improve pronunciation. Through drilling, the ELED students can train and learn the proper pronunciation of some words.

**Develop students’ knowledge.** The last finding was developing students’ knowledge. The students’ knowledge is consisted of enriching the information and improving students’ understanding towards a topic. These findings are obtained from the interview with the participants of this study. These benefits are reached from the techniques mentioned in this study such as presentation, role play, and storytelling.

***Enriching the information.*** Some participants clarified that the developing of students’ knowledge is one of the benefits found in this study. A participant perceived that he got more information through presentation. Wandu said “through presentation, we got the explanation of many other different topics” (P4.9). This finding was in line with Zivkovic (2014), presentation encourages foreign language learners to have in depth information of the topic, and it is the best way to enrich their information through the presentation. Through the presentation, the students get more information about the several topics. They listen the presentation of other group which explains the new topics and information. Then, it can enrich the students’ information.

*Improve students' understanding towards a topic.* He also mentioned that he can understand the topic through presentation. Wandu stated “presentation makes me more understand what we will explain in front of classroom” (P4.37). Then, he also added “for my speaking, it is useful for delivering the information to other students” (P4.38). Before the students do the presentation, they will learn the topic and understand the topic. They will ensure that they understand the topic well, so they can explain the topic clearly. In line with Brown (2001), cooperative activities provide the students with comprehension and understanding of topics. Thus, it makes the students more understand the topic.

The findings above revealed that the teaching techniques used by the ELED lecturer were role play, group discussion, games, presentation, storytelling, repetition and drilling, and debate technique. These techniques were already mentioned in some theories. The study from Arbain and Nur (2017) found that the techniques used by the teachers to teach speaking were show and tell, presentation, drama, and question and answer. The same finding also mentioned in Anjaniputra (2013) which is the teaching techniques used were cooperative activities, role-play, creative tasks, and drilling. From these two references, the same findings found in this study were show and tell, presentation, drama, cooperative activities, role-play, and drilling. Besides, these two previous study were not discuss the challenges of the techniques used. However these two study indicated that those techniques mentioned above can improve the students' motivation to learn speaking English and help them to enhance their speaking ability.