

Chapter Four

Finding and Discussion

This chapter presents finding of this study based on collection data from interview and observation. There are two main findings reported regarding the objectives of the study. First, it discusses the strategies that are implemented by the volunteers in Desa Bahasa dan Wisata Tayuban to enhance the residents' English speaking skill. Secondly, it explains the challenges faced by the volunteers of Desa Bahasa dan Wisata Tayuban to enhance the residents' English speaking skill.

The teaching strategies implemented by the volunteers of Desa Bahasa dan Wisata Tayuban to enhance the residents' English speaking skill

There were some teaching strategies that were used by the teacher volunteers based on the interview and observation. The strategies were divided into pre-teaching speaking strategies and while-teaching speaking strategies.

Pre-Teaching Speaking Strategies. Teacher volunteers used some pre-teaching speaking strategies including brainstorming, mastring vocabulary, and preparation of other plans.

Brainstorming. Regarding brainstorming activity, Ray explained how he implemented the strategy. In the first few weeks, the students wrote down what they wanted to practice when speaking with themes such as a history of Tayuban, distinctive culture, and village products. It was because the students would find it difficult if they immediately practiced speaking in the first week. Writing could

also add vocabulary and improve grammar in present and past tense so that students had no difficulty in speaking practice.

During the observation, the teacher volunteers used the brainstorming in order to prepare students in speaking practice. The teacher volunteers asked the students to answer questions such as what, when, why, and how to bring up ideas related to the theme of speaking and to expand their thinking on a topic.

According to Safrianti (2017), brainstorming is one of the strategies that is used by the lecturer to improve students speaking skills.

Mastering vocabulary. Ray stated, "We visited tourist attractions to increase vocabulary. For example, we went to places of production and we got new vocabulary such as; grilling, mixing, and more". Besides that Ray also asked students to memorize vocabulary before practice speaking. He asked students to memorize 1000 common vocabulary words and learned the arrangement of sentence parts. He further explained that with the 1000 common vocabulary words, students just needed to attach the subject, predicate, object, and complement to be able to speak and did not need to use the compound sentence.

In mastering vocabulary, Ray gave tips on how to memorize the vocabulary correctly to the students. He said, "The way to memorize the vocabulary is not from English to Indonesian. If we want to learn speaking, it is reversed from Indonesian to English". Mastering vocabulary has been the key to the students' fluency in speaking English. This is also mentioned by Khan, Radzuan, Shahbaz, Ibrahim & Mustafa (2018) that learning various strategies in developing vocabulary can facilitate the English speaking skills of EFL students.

It was observable that the teacher volunteer provided some synonyms for common vocabulary before the students practice speaking. When the teacher volunteer gave some questions leading to the speaking activity, the students were asked to apply the synonym in their speaking practice. According to Cahyono and Widiati (2008), vocabulary teaching aims to get more words, understand the concepts of new words, and use words for communicative purposes successfully.

In summary, the teacher volunteer visited the production site to find out what vocabulary could be applied there. This was to prepare students to master speaking related to tourism village themes. The teacher volunteer also encouraged the students to master the common vocabulary thus they could be more fluent in speaking and gave the tips on how to memorize the vocabularies.

Preparation of other plans. This strategy was used by Bunga to replace learning material. This happened because of the limited facilities in the village. For example when the teacher volunteer wanted to teach listening but it was constrained because there was no sound system. Bunga said that she replaced listening material with other materials.

In short, preparing other material was an important thing to the process of learning when the facilities were limited. Wahyuningsih, Mudjiman, and Haryono (2014) explained that constraints in learning process make the teacher must comprehensively understand the things that need to be prepared for learning.

Whilst-Teaching Speaking Strategies. The researcher found several strategies due to while teaching speaking strategies including making

presentation, doing role-play, doing games and English camps, interacting with native speaker, storytelling, and circumlocution.

Making presentation. Both Ray and Bunga applied this strategy by asking students to go to a production place and afterward they had to present using English. Ray stated that he asked students to presents using English after they visited the production site and saw how to make it from beginning to end, so they found new vocabularies. Moreover, Bunga also said that they immediately practiced to the field by visiting Molen craftsmen's house after that the students had to explain it in English. Research by Azizah (2017) argued that presentation is one of teaching speaking strategies that can improve students' pronunciation.

Ray explained how to implement this strategy in another way. He asked the students to practice speaking directly and Tayuban village was a topic of the speaking practice. Ray provided the topic as an activity to encourage the students to use the language. Harmer said that the important task of the teacher is to ensure that speaking activities will help students understand what they are talking about (as cited in Jumiarti & Syafei, 2016, p. 371). Therefore, the selection of learning activities should be considered by the teacher volunteer in order to require the students to speak.

It was observable that the researcher found a significant result regarding the practice of speaking. The teacher volunteers gave some questions to the students such as describing a place when they would like to have or build a home. Then, the students were given 1 minute to prepare the answer and every student practiced speaking by answering the questions in 2 minutes in front of the class.

Bashir, Azeem, and Dogar stated that short questions and short dialogues can be used by the teacher to evolve students' speaking skill (as cited in Leong & Ahmadi, 2017, p. 35).

Doing role-play. Role-play was used by Bunga in teaching speaking. She explained that role-play was carried out by two or more people with fellow students or teacher volunteers. They prepared the script first then practiced it. She said, "We gave the task of acting like a tourist in Tayuban. Then, we pair them together". Sam (2017) illustrated that role-play is a learning activity that involves the spontaneous interaction of students when they practice an imaginary or real role.

Doing games and English camps. Another kinesthetic strategy was mentioned by Ray which was games and English camps. He explained that he and his students tried to speak through games because it was one of the ways to make the students enjoy. He gave an example that he gave one sentence in Indonesia and the students must speak in English quickly. In line with Azizah (2017) stated that teachers use games as their teaching strategy to create pleasant learning in the classroom.

According to Ray, after students had good speaking skills, he sought another strategy for teaching speaking in the village by conducting an English camp. He led students to use English during the camp. The activity also had a theme relating to the time when the English camp was held such as youth oath, Independence Day, and vacation. Outdoor learning program gives students more time to study English than a formal class. The students have more games, physical

activities, problem-solving, and interaction. (Asmara, Anwar, & Muhammad, 2016).

Interacting with native speaker. The next strategy was interacting with native speaker. Participating in language meetings with native speakers can increase communicative competence so self-confidence will also increase (Arnold & Fonseca-Mora, 2015). Ray explained that he was collaborating with the WRC (Wildlife Rescue Centre). There were often foreigners from Denmark at the WRC, and he asked these native speakers to have a conversation with the students so they could practice their English. Bunga also said that she had also invited native speakers in the teaching and learning process about 3 times so the students could practice English.

Storytelling. The next finding was storytelling which was only used by Bunga. Bunga pointed out, “We taught English in Tayuban village by providing appropriate themes and vocabulary. Then, we would guide the students to create stories which would be read by the students itself”. Bunga also explained that she used storytelling for different activities. “For example, we discussed the history of Tayuban. Firstly, the students were gathered in several groups to prepare the scripts. Then, they had to memorize or read the story”.

Hence, every student would make and present a story. This is one of the strategies applied by the teacher volunteer to encourage the students to practice their English. According to Sharma (2018), storytelling can improve students speaking proficiency including comprehension, grammar, vocabulary, and fluency.

Applying circumlocution. The researcher found that the teacher volunteers allowed the students to express unknown vocabulary using the synonym of the sentence. During the observation, the teacher gave the examples of synonym vocabularies to increase the students' vocabulary and helped students in speaking practice. According to Woden (2016), circumlocution is a communication strategy that uses description, concepts, objects, places, or actions to define the target vocabulary when the target vocabulary is unknown.

In conclusion, the teaching strategies used by participants were divided into pre and whilst strategies. For the pre-teaching speaking strategies, there were brainstorming, mastering vocabulary, and preparation of other plans. Therefore, for the whilst-teaching speaking strategies, the findings were making presentation, doing role-play, doing games and English camps, interacting with native speaker, storytelling, and circumlocution. However, there was a divergence between interview and observation because not all the teaching strategies explained by the participants were observable during observation. It might happen because the observation was only done once.

The challenges faced by the volunteers of Desa Bahasa dan Wisata Tayuban to enhance the residents' English speaking skill.

Based on the interview data, the researcher found several challenges faced by the teacher volunteers. The challenges were divided into external challenges and internal challenges. The external challenges were inadequate facilities and less conducive situation and condition. Then, the internal challenges were teaching ability, lack of confidence, and students' participation.

External challenges. The teacher volunteers faced outside constraints that affect the learning and teaching process. There are two kinds of external challenges, namely inadequate facilities and less conducive situation and condition.

Inadequate facilities. The first challenge was inadequate facilities. Both participants mentioned that there was lack of facilities to support the learning process in the village. Ray stated that many factors caused learning not optimal and one of them was limited facilities. He said, "I want to write but there was no marker". Bunga also explained, "The facilities and infrastructure make learning hampered because we taught the students in the residents' house, so we cannot bring sound system, projector, or anything". Ajibola pointed out that the challenging task is to ensure the availability of computers, sound system, hands-on tools, and other teaching instruments (as cited in Songbatumis, 2017 p. 62).

Less conducive situation and condition. For the less conducive situation and condition, it only mentioned by Ray. Ray said that in the village it was difficult to get signals so the situation and conditions were less conducive. This was also supported by the observation that at that time the study hours changed and volunteer teachers had difficulty contacting other students because of limited signal and one of the students came late.

Hence, inadequate facilities were one of the challenges for the teacher volunteers in teaching speaking in the village. All participants also explained that this could hamper the teaching and learning process. Another challenge was difficult signals that made learning situations less supportive. Fatiloro and

Nurkamto agreed that lack of equipment and facility could hamper a teacher to conduct effective teaching process (as cited in Songbatumis, 2017 p. 57).

Internal challenges. The researcher obtained some challenges related to internal factors. They were teaching ability, lack of students' confidence, and students' participation.

Teaching ability. Firstly, regarding the teaching ability, Ray said, "my background is not a teacher and I probably know if I teach theory. But if delivering material comfortably, it becomes a challenge for me". On the other hand, Ray assumed that his way of teaching is less interesting. He explained that student participation in Tayuban was decreasing because his technique of teaching was not interesting. Moreover, Ray explained that he had a hobby in English, and he wanted to share his knowledge. But he realized that there was a discrepancy between the desire to teach and the ability to teach. According to Songbatumis (2017), lack of professional development, lack of training, unfamiliar with technology, and limited mastery of teaching method are challenges in teaching English from the teachers' side.

Lack of students' confidence. Secondly, another challenge is the lack of confidence of students. Bunga felt lack of confidence from students because of the pronunciation. She stated that the students felt less confidence because they were afraid of mispronunciation. This is supported by Songbatumis (2017) who stated that most students are anxious in pronouncing and spelling correct words because of being afraid of making mistakes. Therefore, the lack of students' confidence is

the challenge in teaching speaking and it is also one of the teacher's tasks to help students be more confident.

Students' participation. The last challenge was the students' participation. Teacher volunteer felt that students had other activities rather than learning English. Bunga explained that the residents were not all young people, so they preferred to work. The youth in the village also had other activities such as college and work. Therefore, the students had other activities than learning English and it became a challenge for the teacher volunteer. Copland, Garton, and Burns (2014) found that maintaining student motivation, inexperience, parental attitudes, differentiation, age and sex of students, and not sharing students' first language are a problem of students' discipline.

The impact of students' activities was the decrease in the number of students. Ray and Bunga justified the decrease in the number of students. Ray stated, "In the first week, we had 17 students and finally dropped dramatically in the next week. Now, there were only five students left". Bunga also explained that the number of students was decreased because of the different enthusiasm of the students.

Therefore, students' participation was the last challenge for teacher volunteers. All participants mentioned this challenge in their different ways. Azizah (2017) found that students' participation was one of the challenges in teaching speaking. Both Ray and Bunga believed that there were other activities which students were unable to attend English learning. It caused a decrease in the number of students the following week.

To summarize, it was found several challenges faced by the teacher volunteers to enhance the residents' English speaking skill. Those were inadequate facilities, less conducive situation and condition, teaching ability, lack of students' confidence, and students' participation.