

Chapter Four

Finding and Discussion

In this chapter the researcher presented the findings and discussion of the research which are to answer the research questions. The first research question was about the lecturers' strategies to encourage students to speak English in EED UMY. The second research question was about the challenges faced by lecturers in applying the strategies. The researcher reported the findings and also added the experts' opinions to support this research and to attain the answer of the research questions in the discussion.

Findings and Discussion on Strategies Used by EED Lecturers to Encourage Students to Speak English at EED of UMY

To answer those research questions, the researcher took the data using the interview with three participants. From the interview, the researcher found some strategies that were usually used to encourage students to speak English. They were role-play, simulation, storytelling, brainstorming, interview, speech, presentation and debate. Also, the researcher found some challenges in each strategy faced by lecturers when they applied those strategies.

Role-play. The researcher analyzed the role-play as the strategy to encourage students to speak English. In the finding on the lecturers' strategies to encourage students to speak English, two out of three participants answered role-play as the strategy to encourage students to speak English. In addition, the lecturer was the one who decided the topic to the students in applying the role-play strategy and the

students practiced the topic in classroom. Participant one, for example, said, “and the second is role-play, we used business telephoning as our topic. So, emm... In business telephoning, I asked the students to act as two persons who ever been in conversation by telephone” (P1.4). That was shown when participant one applied his role-play strategy, he used familiar topic for the students that the students have been experienced it.

In addition, participant one also revealed his reasons why he used role-play. First, the role-play made the students can practice the language directly. ”role-play is one of strategies that can practice the language directly.” (P1.10). Second, role-play also made the students able to enhance their confidence. Third, the role-play strategy made the students have some roles and they should imagine their roles before practices. “So, my reasons why I used role-play are because it can enhance students’ confidence and also put the students in roles thus they should imagine their roles” (P1.12). Besides, participant two stated, “in role-play, there is a fun activity because I asked the students to play a role that was decided. For example play roles as waiters and buyers. Students felt happy to play the role because they practiced it with their group” (P3.10).

To summarize, role-play is the strategy that was used by lecturers to encourage students to speak English because role-play provided many advantages. This was supported by Joyce and Weil (2000) who stated that role-play as a teaching strategy offers several advantages for both lecturers and students. The students will feel interested and fun toward the topic that they once experienced before. Lecturers

should decide some familiar topics for the students to facilitate the students to practice language because it is very important to make the learning process run effectively and achieve the learning goals. Students pretend that they are in various social contexts and have a variety of social roles that make them can imagine their roles before. In role-play activities, the lecturer gives information to the learners such as who they are and what they think or feel.

Simulation. The data showed that there was only one participant who said if simulation became the strategy that can encourage students to speak English. As participant one stated, “and the third is simulation. Simulation is like role-play but in here we choose job interview as the topic which I have a role as interviewer and the students as interviewee” (P1.6). Based on the statement, the participant said that the simulation is almost same as role-play because both strategies give students the different roles. In addition, participant one said, “they have enthusiasm to speak and they have self-confidence when they did conversation” (P1.20). Shortly, the finding of this research revealed that simulation was applied to encourage the students to speak English because simulation could increase students’ enthusiasm and self-confidence.

In a further analysis, this finding was also supported by Harmer (2001) who stated that simulation is students simulating a real-life encounter (such as a business meeting or an interview) as if they were doing in the real world, either as themselves in that meeting or interview, or taking on the role of a character that different from themselves or with thought and feeling they do not necessarily share. In addition,

according to Harmer (2001) who stated that the simulation and role-play increase the students' self-confidence because the students are asked to speak with others. In role-plays and simulation activities, the students play different role and do not have to speak for themselves, which mean they do not have to take the same responsibility.

Storytelling. Another lecturers' strategy to encourage students to speak English was storytelling. The researcher found this strategy from the interview with participant two. In storytelling, participant two asked the students to find and decide the topic to discuss in the classroom before they practiced in front of the class. Participant two said, "so, I asked them to keep silent and think about what they will tell. So, they can't choose the titles as they want to" (P2.14). After the topic was found, participant two gave the students more times to practice storytelling with their pairs. "I give approximately 20 minutes for the students to practice storytelling with their pairs" (P2.15). Based on this finding, in storytelling the lecturers gave the students some familiar topics that made the students easy to understand about what they will tell. In addition, time was also important for the students to practice the storytelling.

In storytelling, the students can enhance their speaking ability and also the students can develop their ideas from the topic. As indicated in participant two's answer, "the advantages of storytelling are: the students can find the newest ideas, values, and also the students can enhance their speaking skill" (P2.16). This finding of the research was actually in accordance with Ellis and Brewster (1991) who stated

that the storytelling strategy is the good strategy to reinforce the speaking skills and also give the opportunities for the learners to enrich their ideas.

Brainstorming. The researcher found the brainstorming as the strategy to encourage students to speak English in EED UMY. Actually, brainstorming is related to storytelling. It was revealed by participant two who stated, “sometimes, I used storytelling and brainstorming in one package” (P2.9). Brainstorming aimed to give the students chances to enrich their vocabularies before they practice the storytelling. It was evidenced by participant two’s statement, ” In brainstorming, the students have times to prepare their vocabularies that relate with the topic in storytelling” (P2.9). Those statements had proven that the lecturers can apply brainstorming with other strategy in the same time because brainstorming is aimed to encourage the students able to produce and collect ideas that can be used to develop the general topic into significant topic. As the result, the students can understand the topic clearly.

In short, the finding of this research revealed that brainstorming was applied by lecturers of EED UMY to encourage the students to speak in English. Indeed, using brainstorming in learning did have several advantages. This was in line with Al-bwli (2006) who stated that brainstorming make the students able to produce a list of ideas that can be used as clues lead students to the development of the problem while giving each student the chance to express their ideas and share those ideas with others and encourage new ideas.

Interview. The interview is the next finding on lecturers' strategy to encourage students to speak in English. In interview, the students should be critical thinkers which the students have curiosity about the information and then they can formulate some questions to gain the information. It was stated by participant three, "Then, they should be critical thinker to ask the questions to get the answers that they want. They should also formulate what the questions to ask in English" (P3.15). This statement indicated that the interview forced the students to speak when they delivered their questions.

Interview had some advantages. First, it could be applied with other strategies to enhance the speaking skill of the students. Usually, interview was conducted following the storytelling activity. Thus, the topic that was discussed in interview was related to the story that has been told. Participant two stated, "after the storytelling, the students should conduct the Interview with their pairs to discuss the storytelling". Second, conducting storytelling after interview was believed as very authentic learning because the students practiced direct and spontaneous interview. Participant said, "this is very authentic because this is a direct activity conducted after previous activity. The students would directly ask and answer the question" (P2.21).

In further analysis, the use of interview as strategy to encourage the students to speak in English had been proposed by several experts. According to Kayi (2006), one of strategies in teaching to promote the students to speak English is by using interview. Indeed, students can conduct interviews on selected topics with various people. It is a good idea that the lecturers provides a rubric to students so that they

know what type of questions they can ask or what path to follow. However, students should also prepare their own interview questions. In addition, Thornburry (2005) asserted that the use of formal interview hardly allows testing informal, conversational speaking styles, and affects the interviewee's performance. Therefore, interview can be said as a good strategy to encourage students to speak English especially in formal situation.

Speech. The next finding was Speech. The lecturers of EED UMY used speech to enhance students' speaking skill. Usually, the speech activity was conducted in the first-two meetings of certain semester. Participant one said, "I asked my students to present something without slide, in other words, I told them to present orally. This is like monologue presentation. So, actually this is called a speech. Every student must give speech in front of the class" (P1.2). In this strategy, the lecturers gave different themes for the students in each class. It was indicated from the participant one's answer, "the selected theme was "what I'm good at" and then "my hobby"". The themes are various in each class" (P1.1).

Based on the results above, the researcher concluded that speech was included as a strategy to encourage students to speak English in EED UMY. It was supported by Neri, Cucchiarini, & Strik (2003) who stated that speech is the strategy to construct the students' confidence in classroom because in speech, the students should practice one by one in front of their classmates and also speech can enhance the students speaking skill because in speech practice the students cannot bring their notes but they can bring their guideline.

Presentation. This research also found that presentation was also used by EED UMY lecturers. Moreover, this strategy was seemingly the most common strategy applied by EED UMY lecturers in each meeting. The application of presentation was similar with storytelling but is more academically formal. Participant two said, “the students present one of more formal topics, for example, the topic is about psychology, living on dormitory. However, they must take academic source for the literature” (P2.26).

Presentation was the strategy believed to give the students chances to enhance their authenticity in speaking skill. Usually, the students enhanced their spontaneous response in verbal. Participant two said, “it can enhance the students’ communication in formal setting or authentic task” (P2.32). Another participant also stated that presentation forced the students to speak in English. Participant three said, “in presentation, students must explain something, and unlikely, they must explain the information in English” (P3.4).

Further, in its implementation, presentation activity was usually followed by Question and Answer section. “The students finally got chances individually and respond spontaneously in the question and answer section” (P2.31). Another participant was in agreement with this. Participant three said, “after presentation is question and answer section where they must answer directly the question, and sometimes the question are unpredictable” (P3.5). Hence, this research concluded that presentation was one strategy that was believed to increase the speaking skill of the students.

In further analysis, the researcher explored other experts' finding about the use of presentation. The finding of this research was in agreement with another researcher who revealed the research finding that presentation can be used to increase students' ability in speaking skill. Meloni and Thompson (1980) stated that "if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work" (pp. 503-510). Also, Hedge (2000) stated, the normal process of listening, speaking, and writing should be played, those skills are an extension of oral communication. Presentation is one of the activities, which are using in oral expression courses to develop students' speaking skill. Therefore, it can be concluded that this research finding is valid.

Debate. This research found that debate was one of the strategies used by EED UMY lecturers. In its implementation, the role of the lecturers was as instructor and facilitator. The lecturers gave certain topics to the groups of students. Then, the students must discuss it with their own group. In debate process, students were strictly forbidden to read the notes. However, the students still might bring some important points. In other words, the purpose of debate is to enhance students' speaking skill. Participant two said, "it must be done in speaking. But, it is not that spontaneous. There is still few times to prepare so that they are not startled" (P2.30).

Debate conducted in EED UMY had many advantages. While it enhanced students' speaking skill, debate also increased students' critical thinking because

debate's topic always discussed an up-to-date news. Participant two said that there are three advantages of using debate to force the students to speak in English.

“First, it is an authentic task. In other words, debate allows students to speak in direct / real-time situation. Second, debate provides the students some chances to give spontaneous response, and the last is debate also can increase non-verbal aspect such as critical thinking and teamwork” (P2.35)

From that finding, it can be concluded that debate was a strategy used by EED UMY lecturers to encourage the students to speak English. Indeed, debate had many advantages if it is implemented in learning. Moreover, further exploration had found that debates require extensive preparation by learners, call for interaction in groups and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing and disagreeing (O'malley & Pierce , 1996, p. 97). In other words, debate could increase many aspects of knowledge and language skill.

Findings and Discussion on Challenges Faced by Lecturers in Applying the Strategies to Encourage Students to Speak English at EED of UMY

This section discusses finding of the second research question. Based on interview, the researcher found that the EED UMY lecturers faced several challenges in applying the strategies to encourage the students to speak in English. Mainly, the challenges could be categorized as lack of vocabularies, low linguistic and communicative competence, the use of mother tongue problem, time, students' automaticity, inability to spontaneously answer questions, and class management.

However, in this section, the researcher discusses the challenges of each strategy in detail followed by other researcher or experts' finding.

Challenges in applying role-play. The finding has been presented that the lecturers used role-play as a strategy to encourage the students to speak in English. However, in applying role-play, the lecturers also faced several challenges. The main challenges were because role-play needed large class setting, the lecturers must work extra on managing classroom. In fact, this kind of activity made a large class became noisy especially when the students were discussing and practicing with their groups. Participant one said, "the challenge in role-play was generally the class management. Class will produce noises. Usually, if I didn't manage the students well, the class could become very crowded, although indeed they are practicing role-play. However, it can disturb other students" (P1.26).

Other challenges also stated by another participant. Participant three said, "sometimes the students were lack of creativity" (P3.11). Beside students' lack of creativity, the limited of time given in role play also became challenges. In role, some students were unable to expose their best speaking skill. Participant three said,

"for example, in one group there are three students who had very short part in role-play. The whole role play was good, but for those three students, they could not expose more their speaking skill. Indeed, everything was set by the group decision" (P3.12).

In fact, there were other challenges faced by lecturers in applying role-play. In role-play, some lecturers believed that lack of authenticity become other challenges.

Indeed, students tended to memorize and guess what would happen in role-play. In other words, the conduction of role-play was less spontaneous. This can also be caused by students' lack of vocabularies. Participant one said, "because the students are expected to be spontaneous and they are still poor in vocabularies, they became hard to speak spontaneously" (P1.17).

In a further analysis, the researcher found that the challenge found in EED UMY was actually a similar case with other experts' experience. In fact, Ur (1996) had explained that students may participate in learning speaking, but they inclined to silent when the teachers give them the opportunities to express their feelings in front of the class although the students may have a good pronunciation when they speak. Then, low or uneven to participated. This happens when only one or two participants talk a lot all the time. This happens usually in the large classes and is due to the tendency of some learners to dominate while others speak very little or not at all

Challenges in applying simulation. In applying simulation as a strategy to encourage the students to speak in English, the lecturers at EED UMY also faced several challenges. Mainly, in applying simulation, the challenges were the students' expression and automaticity (spontaneously answering the question). Participant one said, "the challenges of simulation is the way to learn expression. In fact, in simulation, there are some questions that should be answered in certain way. Also, the answer was patent" (P1.28). The other challenge in applying simulation is the lack of vocabulary and confidence. Indeed, the level of vocabularies influences the level of confidence. Usually, when the students have lot of vocabularies, they tend to be

brave to speak. Participant three said, “maybe they were lack in English so that they were not maximum or they felt less able to speak in English”.

The challenges of being afraid or shy and having lack vocabulary were indeed a common challenge in learning foreign language. In fact, according to Nguyen (2011), the students’ difficulties that faced by lecturers are anxiety or lack of confidence, lack of vocabularies, and structures. Therefore, it can be concluded that the finding of this research is valid because while it represent the exact situation in EED UMY, the finding is also supported by other expert.

Challenges in applying storytelling. In applying storytelling as a strategy to encourage the students to speak in English, the lecturers at EED UMY also faced several challenges. Mainly, in applying storytelling, the challenges were the students’ vocabulary level and understanding to the topic.

First, students were hard to understand the topic given for storytelling. Participant two said, “the challenge was in finding the topic that they really like and they really want to tell it wholeheartedly. They sometimes are confused, thinking probably the stories are too sensitive. For example, the story of their first love” (P2.41). Second, the students were difficult to find the diction for the activity. “Sometimes it takes longer time to find the correct vocabulary” (P2.42). Further, lack of authenticity was believed as the challenges in applying storytelling. “The storytelling became not as natural as daily talk” (P2.17). Indeed, the students were expected to speak spontaneously as natural as possible.

Thus, it can be concluded that the challenges in story telling were students' difficulties in selecting topic, students' lack of vocabulary and less authentic performance. These challenges were actually common challenges faced in teaching speaking to non-English students. Hosni's article (2014) that was cited from Ur (1996) showed many factors that cause difficulty in speaking such as inhibition which students are worried about making mistakes, fearful of criticism or simply shy. Further, Harmer (2001) stated that students will feel frustrated when they find that speaking in a foreign language is a complex matter. Therefore, we can conclude that there would always challenges in story telling activity.

Challenges in applying brainstorming. In applying brainstorming as a strategy to encourage the students to speak in English, the lecturers at EED UMY also faced several challenges. Mainly, in applying brainstorming, the challenges were the students' difficulties in finding the correct vocabulary. Thus, this difficulty trigger the long time consumed to find the correct words. Participant two said, "in brain storming they usually takes more time to prepare the story and the vocabularies" (P2.12).

The further challenge in brainstorming was the inautomaticity of the performance. Indeed, brainstorming was conducted before the students tell the story. Based on the interview, the participant said that the performance was less natural because the students spent more time in brainstorming. "Usually the story had been set as it was. However, if there is no brainstorming, the story would be spontaneous. The students would just directly tell the story" (P2.13).

The difficulty in brainstorming such as difficulty to find diction or correct vocabulary was actually the common challenge. Many researchers including Nguyen (2001) had stated that lack of vocabulary became challenge in learning foreign language.

Challenges in applying interview. In applying interview as a strategy to encourage the students to speak in English, the lecturers at EED UMY also faced several challenges. Mainly, in applying interview, the challenges were the students' difficulties in finding vocabularies and low linguistic competences. Also, less whole monitoring from the lecturers became the challenges in interview.

In applying strategies to encourage the students to speak in English, it is proofed that lack of vocabularies became the challenges in applying the strategies. In applying interview, participant two said, "they were mostly hard to find the correct vocabulary" (P2.22). This makes the progress of interview was resisted. "The students became stuck when they didn't find the vocabulary". Then, this would trigger less of spontaneity so that the process of interview became less authentic.

Further, the other challenge was that the students used mixed language. Also, there was a less monitoring from the lecturers. Indeed, because of the large number of students, the lecturer was hard to monitor the students one by one. Participant three said:

"In interview, I have to move around to every pair of student. I became the facilitator. Sometimes, the students were cheating. For example, I asked the students to ask the biography of the interviewee using English language. Here,

they didn't really use full English because I couldn't watch the whole students" (P3.20).

This challenge can actually come from students themselves. Participant three added, "sometimes the students were less motivated to speak in English or because they are used to speak in Indonesian" (P3.22). Other participant agreed with this. Participant two said, "Sometimes the students used mixed language" (P2.23). Actually, this finding had relation with Ur (1996) who asserted that mother-tongue use did influence students' English speaking practice. The learners who share the same mother tongue tend to use it because it is easier. Sometimes, learners feel less exposed if they are speaking their mother tongue (Ur, 1996).

Challenges in applying speech. In applying speech as a strategy to encourage the students to speak in English, the lecturers at EED UMY also faced several challenges. Mainly, in applying speech, the challenges were limited time given and the less authenticity of the students. Mostly, the lecturers did not have enough time to give feedback to all students. However, the lecturers could give notes to the students about their errors and mistakes. In giving feedback, the lecturers did it to general students, so, there was less feedback for personal performance. Participant one explained:

"From the effective three hours of meeting, if the students were to perform one by one, that would spend much time. The last speech performances were in 15 minutes, but I still feel that I need to give more time" (P1.15).

There were other challenges in applying speech. First, the students tend to memorize. Perhaps, the students also get difficulties in performing speech with good expression. Thus, this made the speech performance became less authentic. This could be caused by students' lack of understanding to the topic. Participant three said, "sometimes the topic was hard to master. Indeed, some groups were given the topic by me while other chose the topic their selves" (P3.9). Second, the feedback given by the lecturers was less because the limited of time. Participant one said, "Sometimes I don't have time to give feedback so I just write the feedback on the students' speech paper or to general class" (P1.25).

Actually, feedback giving is important. Also, students must learn to be as authentic or fluent as possible in giving speech. That is why, the challenges in speech to encourage the EED UMY students speak English must be reduced. This is because, undeniably, ability to speak should be improved students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative environments (Huebner, 1990).

Challenges in applying presentation. In applying presentation as a strategy to encourage the students to speak in English, the lecturers at EED UMY also faced several challenges. Mainly, in applying presentation, the challenges were the students' ability to speak English and finding the right vocabulary. Also, some students were unable to make good presentation e.g. the slideshows. Indeed, presentation needed long time to prepare to create good presentation. Participant two

said, “students who are not master in computer program to design presentation slide usually spend more time and concentration to prepare the presentation” (P2.35).

Besides that, the students’ mastery on understanding topic and choosing vocabularies in presentation also became the problem. Sometimes, in presentation at EED UMY, the students used mixed language (Bahasa Indonesia) to give explanation to the students. The other challenge is that the students should compile several materials to present. Participant two said, “they were difficult to organize their own material and presentation theme by themselves” (P2.54).

Undeniably, students’ personality also became the challenging factor in presentation. In fact, some students were less confident and afraid of making mistakes in presentation. This was because the students felt that their English was still low so that they were afraid to speak in front of the class. Participant three said,

“when they speak in front of audiences, many of them are shy and afraid.

Automatically, this will more or less influence to their speaking performance.

Sometimes, they became speechless or ambivalent that made their explanation became unstructured” (P3.8).

This finding was actually the common challenges on presentation. Many studies had shown that students were sometimes anxious and afraid in presentation. This was supported by Nguyen (2011) who said that the students’ difficulties that faced by lecturers are lack of motivation, anxiety or lack of confidence, lack of vocabularies and structures, fluency, low linguistic competence and low communicative competence, using mother tongue problem, pronunciation problems.

Challenges in applying debate. In applying debate as a strategy to encourage the students to speak in English, the lecturers at EED UMY also faced several challenges. Debate was categorized as complex activity because it required students' readiness, speaking skill, and knowledge. In applying debate, there were some challenges faced by the lecturers.

First, some students had not understood the technicality of debate. Therefore, the lecturer should explain more. Meanwhile, in debate process, some students were out from the debate rule. Participant two said, "to understand the debate rules and certain trending topic took long time" (P2.40). Not only the trifle of debate, but also the topic in debate should be an up-to-date topic. These also trigger challenges because that would take longer time to understand the actual issue. Participant two said, "the challenge is on students' critical thinking. They must use their critical thinking to find the ideas and its structure. There must be abundant of challenges" (P2.47).

Further, not only in finding the topic and arranging material, debate was also challenging in its process. Participant two stated:

"Previously, students had done preparation, they had read some materials, then they came in front of the class. Maybe, some of them are still trying to memorize, but they must also give response to their opposites. It is hard to speak. Five minutes of speaking and responding is hard, you know" (P2.52).

Also, students were still difficult in vocabulary. This made the process of debating sometimes stuck. Indeed, some students became speechless when they were delivering their argument in debate.

To sum up, the main challenges of the lecturers at EED UMY when they were applying role-play, simulation, storytelling, brainstorming, interview, speech, presentation, debate were students' lack of vocabulary, students' anxiety, students use of mother tongue, limited time given, and students' lack in authenticity. These had been major challenges for decades as Ur (1996) showed many factors that cause difficulty in speaking such as, inhibition, lack of motivation and speaking ability to express their feelings, low or uneven to participate, and is mother-tongue use. In addition, Nguyen (2001) also added that the students' difficulties that faced by lecturers are lack of motivation, anxiety or lack of confidence, lack of vocabularies and structures, fluency, low linguistic competence and low communicative competence, using mother tongue problem, pronunciation problems.