

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter present (1) finding, and (2) discussion

4.1 Findings

There were some findings in this chapter. The research finding was related to Teachers' Strategies in Teaching Speaking at SMK Negeri 5 Palembang. The interview data was analysed by using thematic analysis. The descriptions of the finding were explained as follows:

4.1.1 Teachers' Strategies in Teaching Speaking at SMK N 5 Palembang

After analysing the data gotten from interview, I found that teachers' strategies in teaching speaking. The themes and analysis of codes gained from the qualitative data obtained from the deep-interview were described as follows.

Table 1. Themes and codes for teachers' strategies in teaching speaking.

Themes	Codes
1. The teacher used a role play strategies for teaching to the students.	A. In the pre-speaking activities, the teacher introduced the topic of the lesson, for example, make a dialog in short time. B. In the while-speaking activities, the teacher implemented several role playing strategy steps, First, teacher divides students into some groups. Second, teacher gives script for every group with different themes. Third, the

teacher and the students practice dialogue together with the short time. And the last, students practice the role in front of the class.

C. In the post-speaking activities, the students did conversation based on the prompts in front of the class with their partner, and then the teacher and students concluded the result of the learning process.

2. The teacher used discussion strategy for teaching speaking to the students.

A. In the pre-speaking activities, the teacher introduced the topic of the lesson for example, group discussion.

B. In the while-speaking activities, the teacher implemented several discussion strategy steps, the teacher explained the material, teacher divided students in pair or in group, then teacher gave some question, then students discussed the questions, so students would get different answers. The teacher

concluded the answer based on students answers. there was one or three group to present the result of their discussion.

C. In the post-speaking activities, the students did conversation based on the prompts in front of the class with their partner, and then the teacher and students concluded the result of the learning process.

3. The teacher used drilling strategy for teaching speaking to the student

A. In the pre-speaking activities, the teacher introduced the topic of the lesson for example repetition drill.

B. In the while-speaking activities, the teacher implemented several drilling strategy steps, such as the teacher gave the teaching material to students, the students listened to the teacher' pronunciation, the students repeated the teacher' pronunciation and the students practiced the pronunciation over and over.

C. In the post-speaking activities, the students did conversation based on the prompts in front of the class with their partner, and then the teacher and students concluded the result of the learning process.

The themes and codes gained from the qualitative data as list in table 1 was describe in order to know the Teachers' strategies in teaching speaking at SMK Negeri 5 Palembang. It was found that various information about the teachers' strategies in teaching speaking, it was divided into role play, discussion, creative tasks, and drilling. The description were as follows :

4.1.1.1 Role Play.

Based on the data obtained from interview, I found that most of teachers agreed that Role Play. I also found that most of the students develop their speaking skill we can give the strategies like a daily conversation. The teacher 1 claimed that *"ya when i teaching English especially speaking i use a daily conversation to develop speaking skills for students, for example I tell them to make a conversation and I will choose 2 students to practice it in front of the class"* (Interview, 06 December 2021). And for the teacher 2 claimed that *"for the role play I make a dialog and make a drama but the duration is short. I only gives short scenario or script and the students feel free to modify or improve the situation and character "*. (Interview, 06 December 2021)

4.1.1.2 Discussion

Based on the data obtained from the interviews, I got some teachers' strategies in teaching speaking. I found that most of the teachers cooperative learning. It was because very helpful the students in improving speaking skills. The teachers 1 said that "*I use group discussion. Each group member is assigned a different piece of information. Group members then join with members of other groups assigned the same piece of information or share ideas about the information*" (interview, December 06, 2021).

The data obtained from interview also showed that the cooperative activities for improve the speaking skills. Teachers 2 claimed that "*in teaching English, I used group discussion for the develop the student speaking skill for example I created a discussion group of 3 group with theme that I have given and each group will discuss*" (interview, December 06, 2021).

4.1.1.3 Drilling

The data obtained from interview showed that the teacher use the repetition drill. The teacher 1 claimed that "*I says models (word or phrases) and the student repeat it for example (Teacher : it didn't rain, so I needn't have taken my umbrella) and the student repeat it (Student : it didn't rain, so I needn't have taken my umbrella). This strategy to improve their speaking skills and pronunciation So in drilling, I gave handout material to them (students). Then I asked them to pay attention to me first on how to read it. Then they repeat after my pronunciation. Then I ask them to keep practicing until they know how to pronounce.*" (Interview, 06 December 2021). However, I also found that most of the students develop their speaking skill we can give the strategies like question and answer drill. The teachers 2 said that "*I give the students question and the student should answers my question very quickly for example (teacher*

: *Does he go to school ? yes?*) and the student answer (*yes, he does*). This strategy to *speak fluently and more confident..* (Interview, 06 December 2021)

4.2 Discussion

After analysing the data by using a thematic analysis, I found that there were several information about Teachers' Strategies in Teaching Speaking at SMK Negeri 5 Palembang. Those consisted of (a) discussion (b) role play (c) drilling

First, Discussion is a strategy that involves a topic or issue to be discussed together in a group. This strategy aims to make a conclusion, share ideas about a topic, or find solutions in their group discussion (Kayi, 2006). This can be done by dividing students in to pairs or small groups, discussing a topic in the group for at least ten minutes, and letting students explain the result in front of the class. It is in line with Hadfield (2000) who mentioned that in discussion, students can tell each other about their ideas, feelings, and experiences in greater depth and detail.

In addition, the teacher prompted the students to participate in the activities, and students' speaking is emphasized. Moreover, an activity involving competitive element where students work together can increase language productivity (Thornbury, 2005). However, people's perception on the could influence their performance (Brown, 2001). Fortunately, the teacher could anticipate this situation by having students work in group to ease their burden on a task (Brown, 2001; Flemming and Stevens, 2004; Hammack and Grayson, 2009), as it had the students classify the expressions, make dialogues, and rearrange steps of how to make something as team.

It also had the students deliver their work in front of the class, discuss with other groups and at the end, get feedbacks not only from the teacher but also from other groups. As stated, appropriate feedbacks are delivered by students' performance and without pointing out to individual error (Brown, 2001; Harmer, 2001; Bailey, 2005; Linse, 2005;

Thornbury, 2005; Nation and Newton, 2009). Besides, constant interruption to student speaking in front of class can cause the loss of speaking fluency (Harmer, 2001; Thornbury, 2005; Nation and Newton, 2009).

Meanwhile, in role play strategy, the teacher did not focus on certain students. As stated by Brown (2001) and Rowley and Hart (1998) that treating students fairly, impartially, and with respect is a must for teachers in secondary level. Furthermore, in terms of function of speaking proposed by Brown and Yule (1999), Brown (2001), Bailey (2005), Thornbury (2005), and Richards (2008), the activity used talk as interaction because it served to maintain social relationship and had purposes to be friendly and nice to interact with others.

Employing the strategy, the teacher added some expressions to make the activity look real. There were the one delivering the procedure and others listening, so that interaction between the speaker and the listeners can be built up. Moreover, according to Brown and Yule (1999), Bailey (2005), and Richards (2008), the function of speaking in this activity was talk as transaction. As argued by Thornbury (2005), speaking activity should be performed in situations where students can show interest, understanding, and ask questions or make comments.

Furthermore, the teacher intended to make the students interested in the lesson by adding the expressions and choosing the topics related to students for they will react well to the speaker. Reacting to others by showing interest in the topic of conversation can provide fluid interaction (Thornbury, 2005; Richards, 2008).

The last one is drilling, simply a fine-tuning for articulation, as Thornbury (2005) argues that drilling is a strategy to improve pronunciation. Drilling yields several benefits, allowing students to pay attention to the new materials presented by teachers, emphasizing words, phrases, or utterances on students' mind, moving new items from

working memory to long term memory, and providing a means of gaining articulatory control over language (Thornbury: 2005). One of the techniques that can be used to improve pronunciation is drilling. Thornbury (2005) defined drilling as an activity of imitating and repeating words, phrases, or the whole utterances. There are steps in drilling activity. First, 6 students are asked to repeat what the teacher says accurately and quickly. In this strategy, students are emphasized to do more practice. Senel (2006) mentioned that drilling is useful in teaching pronunciation since it can create correct and accurate pronunciation. Therefore, applying this strategy in English foreign class can make students able to pronounce words accurately. By repeating words or sentences, students automatically memorize the words or the sentence. Therefore, drilling can improve students speaking skill.