

CHAPTER IV

FINDING AND DISCUSSION

A. FINDINGS

In chapter IV, the researcher describes the data and discusses in more detail the data found in the field. In this chapter, the researcher will describe the techniques used by lecturers in teaching online speaking at the At Languages Development Unit of Antasari State Islamic University. To obtain data and information, researchers conducted research on research subjects. The subjects in this study were 1 lecturer and 17 students in a group of 59 semester 2 At Languages Development Unit of Antasari State Islamic University.

To get the right information, researchers used the method of observation and interviews. Observations were carried out in groups of 59 semester 2. Observations were carried out online via Zoom Meeting and Whatsapp application. While the interview method, which was conducted on a lecturer and 5 students in group 59 semester 2, was also conducted online via Whatsapp. Because learning speaking at this is done online by using the Zoom Meeting and Whatsapp group, from the zoom meeting and whatsapp group, the researcher observed how the learning process took place.

Researchers made observations in group 59 semester 2 At Languages Development Unit 5 times. The first observation was carried out on May 3, 2021, the second observation on May 4, 2021, the third observation on May 5, 2021, the fourth observation on May 10, 2021, and the fifth observation on May 11, 2021

1. What Techniques Does the Lecturer Use in Teaching Online Speaking at the Languages Development Unit of Antasari State University Banjarmasin?

To find out the technique used by lecturers in teaching online speaking in group 59 semester 2 At Languages Development Unit of Antasari State Islamic University, researchers used observation and interview data collection techniques. Observations and interviews conducted remotely or via Zoom meetings and WhatsApp Groups. Observations were made 5 times. The first observation was carried out on the first date on May 3, 2021, the second observation on May 4, 2021, the third observation on May 5, 2021, the fourth observation on May 10, 2021, and the fifth observation on May 11, 2021.

Based on the research results, in fact there are many variations of teaching speaking techniques used by lecturers. However, the researcher focuses on two teaching speaking techniques that are often used, namely role play and debate.

a. Role Play

Getting students to talk about their feelings is not always easy. There are many issues that are hard for students to talk about because the students may be afraid of ridiculer dismissal. Students need to be given permission to play and explore. Role play can help students play with personal problem. It allows students to be spontaneous by releasing creative energy. Role play, on the other hand, can be a quite simple and brief technique to organize. Role play is a technique that involves students taking on a role and carrying out a discussion with each person playing their role. Role play is an activity in learning process which is the students should not be worry, because in this role play activity, the real situation of live will be create. This activity differ with drama, the duration is very short. The teacher only gives short scenario and the students feel free to modify or improve the situation and character. Role-playing clearly promotes effective interpersonal relations and social transactions among participants.

Mrs. S said that:

“The lecturer chooses to use the strategy because the strategy was the most effective strategy, because if the strategy was implemented in the upper class everything could be done well, be more creative and effective and only with a simple guide the students will understand. While for

the lower class, sometimes it does not work according to the wishes, depending on the class situation and material. Role play is running but not as good and effective as the upper class. By using this strategy all students are required to be active and brave to speak and inevitably they must take a role in the Play”

b. Debate

It is known that speaking skillstudents after learning withapply debate technique. It's better ifcompared to before applying debate technique.

Mrs. S said that

“Using this online debate activity to develop their knowledge and improve their speaking skills.”

This activity is one of the effective techniques in improving students' speaking skills even with online learning. Since they didn't have much time to think, they had to convey

2. How the implementation of technique lecturer use in teaching online speaking at Languages Development Unit of Antasari State University Banjarmasin?

Based on the research results, the researcher focuses on two teaching speaking techniques that are often used , namely role play and debate .

a. Using Role Play as Technique Teaching Online Speaking

Role play is used in this group of 59, the lecturer requires about two meetings for one material. This activity was carried out on Monday. at the first meeting, the lecturer taught about News Items. First, the lecturer gave a listening activity to provide background knowledge about the news. Next, the lecturer forms a news report. The lecturer then provides learning on News Items by providing a news reporting model . The lecturer acted like a news reader.

The next step is for the lecturer to give instructions on the role play of news activities . The students listened to the lecturer while reading the material or topic they got from the lecturer at the beginning of the zoom meeting class that day .

Then the lecturer divided the students into three groups. Each group consists of about five or six people. After that the lecturer asked the students to look for the news and then write it down in the whatsapp group chat. Then, the student must report the

news. There are five roles to choose from and act out by the students: journalist, reporter, live reporter, resource person, and cameraman. The lecturer continued to explain that students would do what they each got in the form of the role play news program on TV via Zoom Meeting.

Before the performance, the students were given time to have a small discussion in groups. They chose roles, compiled the stories they found, recounted the events in the summary form, and described what happened.

Finally, in the performance, each group has about 15 minutes to do the role play of news reporting. In general, each group has a newsreader, a live reporter, a cameraman, the interviewer, victim, and authority. Sometimes they have multiple roles. The important point is that each of them has enough opportunity to speak. And some groups, the table also gives or inserts fish after reading some news. They make advertisements for shoes, candy, etc. In performance, the students use English. However, sometimes they use language Indonesia if they forget or right expression. When groups do role play, most students have to pay attention to other groups. After doing everything, the lecturer didn't give much feedback because time was up. The lecturer only said that the students had made interesting conditions in the zoom meeting class that day because their performance was very good.

When the students did the performance, they used some language functions as like: greeting or leave takings, asking for or giving information, agreeing, disagreeing, giving advice, suggesting, and persuading.

This role play was activity that could make the students feel fun. They are very enthusiastic about being involved in the online teaching and learning process. The students participant was good. Thus they get ample opportunity to speak in the target language. Moreover, they are very creative in playing their roles even via zoom meetings. And students can work cooperatively. They even made a very fun ad. That's very interesting. The lecturer and also the students often laugh because of that.

b. Using Debate as Techniques Teaching Online Speaking

The last technique of teaching online speaking was Debate . This activity will be held on May 3, 2021 at around 08.45 WITA . The activity started when the lecturer opened an online class by greeting students, and asking about the situation. Then. The lecturer reminded students about further material lessons, namely about the problems that exist in Indonesia today . Students should have studied before. Then the lecturer talked about the problem of COVID 19 which is a big problem facing the whole world today.

Furthermore, the lecturer divides the students into two groups, that is the pros and cons, before the debate is carried out, the lecturer gives students a few minutes to discuss or discuss with their groups via Whatshap group. After that, the online class continued via Zoom meeting. The lecturer asks students to be prepared and appoints one member of the pro group to present their arguments and will be refuted by the contra group. So that it will be done until most students are able to express their opinion.

Finishing the debate, the lecturer provides a summary or detailed explanation of the opinions that have not been discussed or explored. From the data described, the lecturer encourages students to make conclusions related to the topic. In conducting the debate, the students perform the function of academic language, namely providing input. They use the language, for example, to report information they have known and read before. So, they can develop and improve their speaking skills.

This debate is an activity that can make students gain a lot of vocabulary and knowledge. In addition, the students can find out what to do regarding the problem. However Terk dang there are students who are silent and afraid to speak because it is dominated by students who are more intelligent and talkative students.

This activity is one of the effective techniques in improving students' speaking skills even with online learning . Because they don't have much time to think, they have to express their opinion quickly, this is very helpful for students' speaking ability because it is related to one of the characteristics of spontaneous speech.

B. Discussion

The Discussion of the findings are presented as follows:

1. What Techniques Does the Lecturer Use in Teaching Online Speaking at the Languages Development Unit of Antasari State University Banjarmasin?

a. Role Play

Getting students to talk about students' feelings is not always easy. There are many issues that are hard for students to talk about because students may be afraid of ridiculed dismissal. Students need to be given permission to play and explore. Role play can help students play with personal problem. It allows students to be spontaneous by releasing creative energy. Role play, however, can be a quite simple and brief technique to organize. Role play is a technique that involves students taking on a role and carrying out a discussion with each person playing their role. In playing their role for the first time the students' will be nervous when they have to do in front of others, especially the teacher, but with time, the more

role-plays that they do, the more proficient and confident they will become.

(Hermer 2001,p.92) Role Play activities are those where students are asked to imagine that they are in different situation and act. For example students role play being guest at a party, travel agents answering customer question or participants in a public meeting. The students decide who is who in each group. But for the selection of group members it is usually determined by the teacher because if students choose their own members, students will certainly choose to group with students who are active and have high learning motivation. Thus, it will create social inequality. Students who have high learning motivation will be more enthusiastic. Students who do not have high learning motivation will feel increasingly insecure. Therefore, the teacher must divide the group members equally consisting of students who have high learning motivation and students who do not have high learning motivation. So that teaching and learning activities will run in balance without any exceptions Role-playing clearly promotes effective interpersonal relations and social transactions among participants. To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills. Role play can improve learners' speaking skills in any situation, and help learners to interact. As for the shy learners, role play helps by

providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. From that explanation above, the researcher views that role play is a strategy which involves fun and enjoyable. Researcher observes students who take lessons more comfortable, happy, and active in the learning process. Some students who are usually silent and pay little attention to learning materials become more active in speaking. Students become tense and do not feel burdened

b. Debate

Speaking skill results by applying the debate technique, namely: students have the courage to speak in front of other friends. This can be seen from students' expressions when speaking. On aspects of fluency in expressing ideas or ideas easy to hear so that it can be understood. On the aspect of intonation, pause and emphasis on when speaking by place and situation. On the aspect of structure or arrangement of language, sentences used well and based on the topic of conversation. On aspects of diction when speaking word selection used by students based on topic discussed. This is in line with the opinion Spring (1993:3) that assessing performance speaking is important because it has some of the advantages are; 1) accepted good in society, 2) have a lot of friends, 3) can contribute thoughts 4) have the opportunity to become a leader,

5) have more chances of success in seeking knowledge, 6) greater chance of success in work.

2. How the implementation of technique lecturer use in teaching online speaking at Languages Development Unit of Antasari State University Banjarmasin?

a. Using Role Play as Technique Teaching Online Speaking

As stated in the theory Douglas Brown (2001, p. 135-138)

Role play is a useful activity that can help to develop awareness of the kinds of beliefs and values implicit in teaching and how these are can lead to different kinds of decision and classroom actions. Role play is classified into free techniques in which the students relatively free act out of specified roles and functions. In addition, role-play is the activity that Gives a role to one or more members of group and assigns an objective or purpose that of participants must Accomplish. In addition, role-play is the activity that Gives a role to one or more members of group and assigns an objective or purpose that of participants must Accomplish. In role play , students are given roles and put into situations they might encounter in real-life situations. Sometimes, students are given thoughts and feelings that they don't need to share.

The implementation of online learning at the At Languages Development Unit of Antasari State Islamic University is included in free teaching techniques. Before the performance in

class by the students, the teacher explains and gives instructions to the students. He should have done that clearly. So, all students know what to do. It is Thornburg's line that often language productivity can be increased by ensuring that speaking activities have clear results. These activities in the classroom should maximize speaking opportunities and increase the chances that learners will experience language use independently.

In carrying out the role play in the classroom, the lecturer has managed the situation regarding online journalism. There were five roles that the students might chose a journalist, a reporter, live reporter, source, and cameramen . It agrees with Ur (1981:9), Ur states that role play is given situation and role to act out and explore. It's mean in the role play, the students are asked to take on a particular role in a particular situation. And this acting is done for the sake of the language imaginative activity, not for exhibition.

In addition, when students do role play, they often use several language functions, such as greeting, asking for information, expressing feelings, agreeing, disagreeing, etc. And sometimes, they use their body language to improve their expression. It conditions agrees with Nunan (1999, p. 228). Nunan stated that it is one of the characteristic of communication. That's knowing how to use and respond to

different types of specific acts such as request, agreeing, thanks, invitation, giving information, etc. In addition, that appropriate with the micro skill of oral communication. It is about their body language and they have accomplished appropriately communicative functions according to situations, participants and goals. Then, the implication of some micro skills is the importance of focusing on both form of language and function of language.

In addition, the implications of role play in online classes are teaching speaking activities to train students' cooperation in groups such as when they have to prepare for a performance. They discuss many things in groups even though it is done online using English. However, sometimes they use language Indonesia if they can not find a word or expression to express their ideas. Students are quite dynamic and creative in playing their roles. This condition is in accordance with Harmer's statement. Harmer has three things to say about role play. First, it can be fun and motivating. Second, they allow quitting students to be more honest in their opinions and behavior than when they speak for themselves, because they don't have to take responsibility for what they say. Third, by expanding the classroom world to include the outside world, they allow students to use a much wider range of language that some of the more task-centred activities might do.

This online role play is one of the activities that can make students feel happy. They are very enthusiastic in participating in the teaching and learning process. Student participation is good. Thus, they get enough opportunities to speak in the target language. The lecturer and also the students often laugh because according to students they like doing this activity because they can act and express themselves. They do not realize that they actually learn and practice a lot in their speaking skills even though it is done online, namely Zoom Meetings .

b. Using Debate as Technique Teaching Online Speaking

As stated in the theory Jeffery (1947, p.394) The activity of debate in the class is stimulus for the students in order they can argue or explore their arguments, opinions, and suggestions. This activity forces the students to speak up. Because debate is usually oral although written controversies do take place. Debate is parliamentary procedure designed to give proponents and opponents a measure as nearly evidence and to argue their conclusions before the voters make their decisions.

Before the online debate activity is carried out, the lecturer provides the opportunity or a little time to discuss or prepare the topic with the group. It is appropriate with Jeffry's (1947, p.394) statements that the discussion process is begins with an analysis of problems and works toward and

solutions. So that students from each group are thinking their way to a conclusion, once he has reached a decision they can hold it in an online debate. In addition, in doing debate, the students did academic language function as like informing (reporting information to each other). It is agreeable with Brown (2001, p.272) that language function is the importance in communication .

Furthermore, for the evaluation after doing the debate online, the lecturer gave a detailed explanation and improved it. It agrees with Brown (2001, p. 275-276) about the principle of technique teaching speaking. In several principles for designing speaking technique should have provided appropriate feedback and correction or evaluation. Feedback and correction is significantly needed by the students in developing and improving their linguistic competence. Feedback can motivate the students to do better and correction and makes them understand what is wrong and what is should be.

The lecturer said that the uses of these activities are online to develop their knowledge and improve their speaking skills. This activity is a challenge for students. Because they have to talk and debate their opinion online via zoom meeting . As Thornbury's (2005 , p.90) suggestion, the teaching of speaking task should have a challenge. Because it's stretch for the

learners. So that they are forced to draw on their available communicative resources to achieve the outcome.