

CHAPTER IV

FINDING AND DISCUSSION

This chapter provides an explanation of the interview's findings and does so in a way that satisfies the chapter's stated objectives.

A. Finding

1. The Procedure of Teaching Speaking by Using Short Conversation

a. Preparation

In this teaching preparation, the first teacher prepares learning media such as whiteboards and markers. Then the teacher directs the students to pay attention to her while delivering the lesson. Then the teacher asks the students to interpret the daily vocabulary.

When preparing for learning activities in the classroom, the second teacher uses learning media that are appropriate to the material and provides time to recall the material during the previous meeting. To find out the students' abilities, the teacher asked some questions related to the previous learning material.

b. Teaching Procedure

During the learning process in class, before the learning activity the first teacher provides a dialog according to the material to be taught. The first teacher gives students the opportunity to have a short conversation, before that, the first teacher gives an example of a short conversation and then instructs students to listen and repeat what the teacher says.

After finishing the pre-learning activity, the teacher instructs students

to find a friend (pair) to have a conversation. Then the teacher asks students who are already in pairs to discuss what kind of dialog they will make. When the students were struggling, the teacher gave some simple pictures to the students, and the pictures were used as a medium to make conversations in pairs about the pictures.

At the end of the lesson, the teacher asked them to make a conversation in English about a simple conversation that is easy to understand, then asked them to come forward and start speaking in English according to the conversation they had made. The teacher also corrects the pronunciation of vocabulary that is not correct. The teacher gave feedback to the students who had come forward. After that, the teacher asked the students to collect the conversation that they have brought in front of the class. At the end of the lesson, the teacher closes the lesson by praying together.

After the learning activity is about to begin, it turns out that the teacher does not provide materials that are appropriate to the learning situation in the classroom. Even though the time allocation was maximized, the teacher still gave examples of short conversations and then asked students to pay attention and repeat what she said.

When the lesson started, the teacher asked the students to form discussion groups and discuss the material he had presented. After that, the teacher immediately asks students to speak directly, this is so that students can immediately remember new vocabulary.

At the end of the lesson, the teacher asks students to practice the

conversation they made in front of the class. If there are difficult or incorrect vocabulary, the teacher immediately helps students. After all students came forward to practice their conversation, the teacher summarized the learning material and closed the class by saying hamdalah.

2. The Teacher's Difficulties in Teaching and Learning Speaking with Short Conversation At Boarding School

The strengths of using short conversation method in boarding school is to train their ability in foreign languages, especially English. But the disadvantage is because many have not memorized and know about daily vocabulary so they have difficulty to always communicate in English, so according to the teacher this is less effective, it is a big task for the first teacher to find the right method to help them easily use short conversation in the boarding school environment, this is in accordance with what the first teacher said in the interview session, "students still have not mastered vocabulary so I have to find a method to make it easier for them to remember vocabulary, because they still cannot have conversations in English."

The above problem is also closely related to the lack of student learning hours, in this case learning English. There are too few hours of English lessons in class, as expressed by the teacher, "the obstacle for students in learning is the lack of learning hours for students." Coupled with the subject matter that is difficult to understand, this is also due to the lack of vocabulary of students. Before they enter this junior high school level, they should have been introduced to daily vocabulary in elementary school, such

as daily activities that are commonly done. So when they have entered a higher school level they already have a little provision in English, this difficulty was also conveyed by the teacher during the interview, "teaching materials that are difficult to understand because students have not mastered vocabulary."

As explained in the previous paragraph, the difficulty of learning materials, so students also feel the same way, if the teacher has difficulty teaching the material because he has to make his students understand and easy to understand, then students also feel that the material taught is difficult to understand. It is the teacher's job to provide teaching materials that are even simpler, and to find methods that are in accordance with the abilities and needs of students. This was also done by this teacher, as she said, "because teachers must be able to understand their students, and must be able to provide the right solution so that the students they teach can understand what they are learning."

When students were asked to try to speak in English, they could not produce any sentences in English. This is natural due to their lack of ability and their lack of mastery of English vocabulary. In addition, they do not understand the material presented by the teacher, this is based on a statement from the teacher, "yes often (there is nothing to say) students often do not understand what is conveyed by the teacher."

If there are students who are active in participating in class, they usually ask the meaning of the conversation, this is in accordance with what

the teacher said, "what active students do, they ask the meaning of the conversation." It's no wonder that those who like to ask questions seem to dominate in a group. They understand the material more quickly.

In every class, there must be students who rarely participate in class learning activities, this is also a problem that is often faced by teachers. To deal with this problem, teachers must find the right solution to attract the attention of students who are less active in class. As for one of the ways used by this teacher is to make speaking class fun so that students are interested, as he revealed during the interview, "I make speaking class more fun so that students become interested."

Another problem faced by teachers and students during the process of learning and teaching English is the inherent influence of the mother tongue, based on the results of the interview he said, "very influential in addition to causing English to feel foreign, English is also considered a difficult language." The impact of their thinking that English is difficult causes them to always feel difficulties. For example, difficulties in mentioning vocabulary and understanding English learning. This was also expressed by this teacher, "80% of students find it difficult to mention vocabulary and understand English lessons because they are not used to a language that has not been introduced since childhood."

During the teaching and learning process at the boarding school, the second teacher felt that by speaking English, students began to be trained and increase their language knowledge. However, the disadvantage is that students are still very lacking in mastering English vocabulary because in elementary school they were not

taught English, this also causes students' lack of ability to pronounce English vocabulary.

As said during the interview, "there are advantages to train students in speaking English, and the disadvantage is that students still lack vocabulary", then this is what causes student obstacles in learning as said by the teacher, "there is an obstacle that the pronunciation of English is still lacking."

There is no difficult material to teach to students, because all materials are always adjusted to the ability of local students, and taught in stages, as the teacher said, "There is no (difficult material), because the material taught is chosen not to trouble students, and according to the ability of students, taught in steps."

When the teacher was asked about students' inhibitions in learning speaking English, the teacher didn't mention directly what kind of inhibitions, he just said, "iya, menjadi PR guru untuk mencari metode yang sesuai dengan siswa yang memiliki kendala." But, another talking, he said, "sometimes students feel afraid of speaking English because it will make a mistake in speaking, students's voice sound nervous when they were asked to speak English."

The confusion that students feel when asked to speak in English, like they can't think in English, instantly they have no words to express, even though they have enough vocabulary to use in simple conversations. As the teacher said, "most of them complain to me like that (nothing to say), so I have to find some method which is suitable for them, it's such a stimulation

for them. For example, i give them a simply flashcard.”

The students who participate in speaking English in class are those who do have more abilities, such as they are active students, so they are asked to help friends who do not understand. Those who are active are those who reach the criteria of being able, as he said, "when delivering the material there are some students who are able to reach the learning criteria." For students who rarely participate in speaking class, the teacher said, "it is their risk, but I also still help them find out what problems they face".

The biggest problem faced by the teacher in teaching speaking English is mother tongue, as the teacher said when he asked the last question during the interview about how much the mother tongue impacts in teaching speaking English, he said, "very much." This is because mother tongue is the language they often use, they are still not used to using foreign languages, and the teacher said, "because it is the first language that students hear."

B. Discussion

1. The Procedure of Teaching Speaking by Using Short Conversation

During the learning process, both teachers use learning methods that are adapted to the students' circumstances. According to Brown (2006, p. 171), the approach describes how English teachers present their information to their students. The approach is a broad, prescribed set of guidelines for achieving language goals in the classroom. Methodology frequently focuses on the roles and actions of the instructor and the pupils, with language and subject-matter objectives, sequencing, and materials coming in second. The

approach taken in the execution of the teaching technique serves as the foundation for the strategy the instructor employs during the learning process. The approach is also used to establish plans for learning objectives and preparing for the subject. According to Nunan (1999, p. 80), "material" refers to a collection of educational tools that teachers and instructors might use to support students' learning and teaching activities.

The two instructors at this institution adhere to Sacks' (1974, p. 42) idea while teaching English through brief conversation, which states The majority of brief exchanges contain a lot of chat in between the "hello" and "goodbye" phases of the interaction. Because of the students' circumstances and the evidence supporting Sacks' argument (1974, p. 42), which is that kids lack language competence, Sacks stated that "Usually a dialogue is around ten lines lengthy, but in this instance the writer simply offers roughly five to eight statements. It is brought on by the kids' limited vocabulary.

She must have everything ready that is necessary for the teaching and learning process before the two teachers start teaching speaking. The selection of the material, the media, and the timing are all parts of preparation. Additionally, this fits with the idea presented in chapter 2. nonetheless, only the second instructor evaluated the pupils' English language proficiency..

The teacher should, of course, be familiar with the content being taught through pre-teaching activities. In the process of teaching and learning, this is crucial. Because of how well-structured and cleanly arranged the

learning process is under the first instructor, chapter 2's description of the teaching and learning process comes very near to being accurate. Unfortunately, the teacher did not assess the pupils' English proficiency in this initial lesson and instead presented fresh material right away, skipping over what had been covered in the prior session. As a result, the teacher is unaware of the pupils' capacity for grasping earlier English education content. Different from the second teacher who provided materials that were not in accordance with the lesson that should be taught, but for the methods that the teacher used were very suitable for the lesson or theme being taught at that time. the teaching and learning process in this teacher is quite different from the first teacher, but this teacher can make the class more fun.

Both teachers have good time management, although they think the learning time is still insufficient. Because of their good organization, the teaching-learning process was also effective. Despite the short time, they were able to ensure that their students chose the right conversation topics and had the opportunity to perform. The teaching and learning process activities in this case are also in accordance with the English speaking learning procedures contained in chapter 2.

After the teacher do the activities above, now the teacher go to the whilst-teaching activities. in theory, in this learning session, teachers divide students into groups. this is also done by these two teachers. after being divided into groups, they are asked to discuss what topics they will talk about in front of the class. If the first teacher strictly followed the learning

procedure, namely by providing stimulation to students who could not or did not find the topic of conversation, then in this second teacher was not given any stimulus. In the first teacher, the teacher provided some pictures that helped students to find ideas for conversation topics. In the teacher the teacher immediately invited students to interact directly, the teacher asked students directly so as to make the students speak in English, although stammering. After being asked directly by the teacher, students will get ideas for topics that they will talk about in short conversations. In accordance with the theory in chapter 2, these two teachers also asked their students to come to the front of the class to do a short conversation with their groupmates.

At the end of the lesson, the two teachers gave their students the opportunity to move forward to practice the short conversations they had made. then when there is an error in pronunciation then the teacher will correct it. if there are difficulties these two teachers immediately help their students. this is also in line with the theory in chapter 2 in the post-teaching activities section.

Don't forget either, these two teachers provide input to their students who are already moving forward. before the lesson ended the two teachers gave conclusions and clarified again about the material they had just delivered.

All procedures for learning English activities are in accordance with Brown's theory (2006, p. 273-274), It discusses the several activities that may be done in English, such as the following:

Firstly, this style of imitation is done to highlight a certain aspect of language form rather than to represent comprehensive interaction.

Second, intense speaking encompasses any speaking performance intended to develop a particular phonological or grammatical component of language, going beyond imitative speech.

Third, a significant portion of what students say in the learning environment is reactive: quick answers to queries or comments raised by the instructor or another student. These responses are often adequate and do not lead to further conversation; such speech might be genuine and full of meaning.

Fourth, discussions that use transactional language to exchange particular information are an extension of responsive language. For instance, responsive speech interactions might include more of a negotiation feel to them.

2. The Teachers' Difficulties in Teaching and Learning Speaking with Short Conversation at Boarding School

Students can face difficulties when they try to speak in class. They are hesitant to be assessed by the listener because they are fearful of making mistakes. The researcher employed Ur's (1999, p. 121) theory in the study to explain the difficulties a teacher encounters when instructing spoken English.

Learners are frequently reluctant to speak in another language in class because they are concerned about making mistakes, anxious about receiving feedback or facing rejection, or just uncomfortable with the amount of

attention that their language skills will draw. The same as faced by students taught by these two teachers. they find their students are afraid of making mistakes in English and feel nervous when they want to say sentences in English. this incident agrees very well with the one described in theory by Ur (1999, p. 121).

Apart from that, these students also complained that they could not think in English, even though they actually had a simple vocabulary that they had memorized, but they couldn't use it when they thought and were about to pronounce it. as stated in Ur's theory (1999), "You frequently hear students claim that they are unable to think of something to say, even though they are not constrained. They have no compelling reason to communicate beyond the shame they feel for not communicating." This is very appropriate with the situation that occurs in the classroom.

This also does not rule out the possibility that there are still many students who have not mastered a lot of vocabulary in English. because one of the problems that must be faced by a teacher in teaching English is students who have a lack of vocabulary. This was also explained by Richard (2003, p. 54) he said that the problems faced by the teacher could also come from the students themselves, for example the lack of students' ability to remember vocabulary.

The lack of student participation in participating in class is also one of the problems faced by these two teachers. similarly as explained by U (1999), he uses the term "Low or Uneven Participation", It implies that only one

speaker may speak at the same time depending on whether or she wants to be heard; in a big gathering, it implies that each speaker will only have a short amount of time to speak. This issue is made worse by some learners' propensity to dominate while others talk hardly anything or not at all.. This theory from Ur (1999) is also supported again by Ricard (2003, p. 54), that the problem that must be faced when teaching language classes is cannot participate actively in conversation.

Lastly, the biggest problem a language teacher has to face is the use of mother tongue which has a huge impact on the success of learning a foreign language. As Ur (1999) argued that “In class where all, or a number the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language.” because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones - to keep to the target language. this also happened in the case of these two teachers, they had to accustom students to using English even in short conversations in their daily activities.

As for one finding that is different from Ur's theory (1999), namely about the problem of learning time faced by teachers. This limitation of lesson hours makes it difficult for teachers to maximize teaching practice in class, especially if what is being taught is speaking.