

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Techniques used by ELF in speaking class

In order to find the techniques that used by the fellow in teaching speaking class, the writer recorded and observed the teaching and learning activity in the class eight times on September 28th, October 12th, October 26th, November 2nd, November 30th, December 14th, December 21st on Wednesday at 14:00-15:40 p.m and on February 27th 2017 on Monday at 08:30-10:10 a.m. The class consisted of 30 students, 13 males and 17 females. Based on the video recording and observation (*see appendix*), the writer found 20 techniques, and the fellow often used a ball, color cards, card (*kartu remi*), and words cards for supporting the activity. The techniques were brainstorming, find the different one, guessing a card, give a new example, surveys, information gap activity, interview, choose a new topic, critical thinking, group work, telling fact or opinion, competition, repetition, games, pair works, conversation practice, discussion, students' presentations, reading aloud, and authentic materials. The explanation of each technique in:

a. Brainstorming

It showed by the fellow in the beginning activity of the lesson. The fellow wrote “*what's your favorite?*” in the whiteboard and divided the class into two groups (girls

and boys) then asked students to guess the answer as many as possible. The girls group answered *color, actor/actress, artist, band/group music, possession, and animal*. The boys group just answered *film, smell, sport, and book*. The girls got higher score than boys (6 vs 4).

Also the fellow did brainstorming again, but this time the activity was different, the fellow wrote *culture* for opening the first activity and explained a little bit about that, then asked students to guess the answer that related to *culture* as many as possible. The students answered *language, race, traditional houses, traditional music instruments, traditional dance, traditional foods, and traditional songs*. After that, the fellow chose *culture of America* to explain while students chose *culture of Banjarese* to explain, they exchange information and asked questions to each other.

b. Surveys

It showed by the fellow after the beginning activity has done. The fellow gave a worksheet for all of students, described how to do that activity, and gave an example for question number one. The topic of that worksheet was about “*favorite*”, there were 16 questions there. Students just asked to guess their classmates’ names and favorites and if they already completed sentences, they were asked to move around the class, asking questions to see if their guesses were correct or not. For example, *Silvia, what’s your favorite possession? (your answer was: favorite possession is her*

photograph album). If Silvia's answer same with students' answer, gave a checklist for each correct guess, but if it did not, gave cross for each wrong guess.

Also the fellow did surveys again, but this time the activity was different, the fellow gave a paper to every students. It was about *making a survey* with selected topic based on previous activity that has been done by students or students can select topic based on their own. The students asked to find 10 people and asked 2 questions to them. The fellow gave an example first, chose *IAIN Antasari* for the topic, and *students from rural vs urban* for the groups. The questions that relevant to those were *do IAIN Antasari English department students from rural achieve higher in English?* or *do IAIN Antasari English department students from urban achieve higher in English?*, find 5 people from rural and 5 people from urban then talk to them. Another example, the fellow chose *cinema* for the topic, and *girls vs boys* for the groups. The questions that relevant to those were *how often do you go to the cinema?* or *what is the last movie you watched at the cinema?*, find 5 girls and 5 boys then talk those questions to them.

c. Information gap activity

It did by the fellow when both activity above finished. First, the fellow explained about the differences between *holiday*, *vacation*, and *liburan*. The fellow divided students into two large group first, girls group and boys group, and gave a paper to every students there. The fellow ordered students to work in pair. The paper was

about an email from *Sue Smith's holiday experience* to his friend, *Kate Jones*. There were 12 questions, each girl in a group got questions number 2, 4, 6, 8, 10, and 12 while each boy in a group got number 1, 3, 5, 7, 9, and 11. There were some of the words that missing of information, and every students in girls group must work with other students in boys group (or the contrary) to answer the questions. When students finished this activity, the fellow answered the questions together and asked every students with throwing a ball to asked them to speak.

d. Interview

The fellow asked students to work with partner, and gave a piece of paper. The fellow described that there were 12 questions, the students just transfer all of questions in the previous activity (*holiday email*) into the left-hand column then interview students' partner about last holiday three times (talk to 3 people). When finished doing all of 12 questions, interview their partner first. After finished, the students moved one desk to the left to worked with other partner and doing interview again. Then, when second times interview has finished, the students asked to find any new partner and it is free to move wherever students want, and doing the last interview. When students finished this activity, the fellow asked students to answer the questions with throwing a ball to asked them one by one to speak.

e. Find the different one

The fellow wrote (1) *cat dog turtle elephant*, (2) *lion cat tiger bear*, (3) *human dolphin shark whale*, (4) *angry happy violence jealous*, (5) *eagle owl bat penguin* and divided students into three groups, black veils group, blue/other veils group, and boys group. The fellow asked students to find the different one between four words above, group that much gave their answer will be given score. For example, the answer for number 1 can be *turtle*, because it was mammal and lived in both land and water, or the second answer was *elephant*, because looked from size, the elephant was the biggest from cat, dog, and turtle. The fellow throw the ball to the group that ready to gave answer. Boys group won with the highest point (12) while blue/other veils and black group got same point (8).

The fellow did find the different one technique again, but with the different activity from the above. The fellow did not explain this activity, the students answered the wrong one directly and gave their own opinion. The fellow wrote (1) *tree flower house*, (2) *hair mirror window*, (3) *running swimming sleeping*. The answer for number one was *house*, the word *house* was wrong one because *tree* and *flower* are from nature. The answer for number two was *hair*, the word *hair* was wrong one because it was growing meanwhile *mirror* and *window* were the dead things. The last answer was *sleeping*, because position someone when sleep was not moving meanwhile *running* and *swimming* were activity that require body movement.

f. Choose a new topic

The students were asked one by one to choose any topics and any groups then write it down on the whiteboard. The fellow asked students to think critically about something. The fellow gave an example first, for the topics were *hobbies* and for the groups were *boys vs girls*. Then followed by students, one by one came to the front, they wrote *relationship, pets, sports, family, taking selfie, game, the accent of Banjarese, transportation, film* for the topics and *single vs in relationship, male vs female, has siblings vs has not, pop vs jazz, have played game vs not, adult vs teenager* for the groups.

g. Guessing a card

The fellow hold many small cards and told to the students to guess a card after the fellow told some clues. The students who guess a card correctly will get that card. For example, the fellow said the *king of pop, man, singer*, and the answer was *Michael Jackson*. Then, next clue was *where whiteboard, where LCD, where pictures*, and the answer was *over there*. Again, *vehicles, four wheels*, and the answer was *car*, something like that until all of students got the cards. There were students who got 5, 7, 8 and even 11 cards.

h. Critical thinking

The fellow told that we were going to think clearly and critically about two different things, we should have a reason to communicating our arguments and the reason must

be true for everyone. Just an example, *Which is better? Cat or Dog?* Write your argument and tell your friends why and what your reason. The fellow asked two students came to the front as volunteer, students said, *cat is halal, cats exist around us, cat is favorite pet or dog is cute, dog is easy to train* and so on. The fellow said that it was not a good reason, the reason should be true for everyone, but the fellow appreciated that. Then, about *car or motorcycle*, and *friend or family*, one by one students were asked to come to the front to tell their argument with their reason.

i. Group work

After did a challenging activity above, the fellow asked students to did a little bit more in groups (4/5 people), the fellow gave a paper and colored card (red, yellow, purple, blue, brown, green) to every groups. In the paper there were 10 topics, the students just should find the suitable answer that has been written by the fellow in the whiteboard, the group that can answer the questions, just raise their card and tell the answer, the right answer will get points. The fellow wrote (1) reason has no connection to topic, (2) reason is true about both topics, (3) reason only connect to one topic, (4) not true/not clear. The questions number one was the topic about *home or school*. The arguments were *home is better than school because I lived there*, and *school is better than home because teacher there are competent*. The students should find the answer for argument number one, just an example, *home is better than school because I lived there* (3) reason only connect to one topic, and gave a reason why choose the answer number three. The questions number two was the topic about

books or computers. The argument was books and computers are better because you can read on both, the answer was number (2) reason is true about both topics. The fellow used a ball to throw every groups that first time raise their card.

Also the fellow did this technique for the second times, the fellow applied group work again, because all of groups can finish previous activity quickly, the fellow added more activity before going home. The fellow wrote *water, flowers, vacation/holiday, food, money* for the topics, and asked every groups to make statements of fact and opinion for every topics in a piece of paper. For example, fact for water was *More than 70% of the earth is water*, opinion for water was *The Pacific Ocean is the best ocean to visit.*

Again, the fellow applied group work technique with the different activity. Then the fellow asked students to work in groups which consists of 4 people. The fellow has a short story which consists of 6 sentences. The short story was about *Chip and Chelsea's shopping list*. The fellow read the story and asked every groups to remember and make a note what the fellow have said. Then the fellow moved around the class and looked every groups. Every groups have not finished the short story yet. The fellow re-read the short story again and asked students to listen carefully. After the fellow finished read the short story, every groups still have not finished their note, so the fellow would read again the story twice, and the fellow asked every groups to finished their notes and showed 6 sentences which same with the fellow's story. Then, the fellow wrote '*Title : Chip and Chelsea's shopping list*'. The fellow

explained that the story consists of 6 sentences, so every groups should find the sentences that same with what the fellow have said. And then, the fellow read again the story and asked students to complete their notes, then wrote '*Title : Chip and Chelsea's shopping list. 1 Chip. 2 Unfortunately. 3 So. 4 Chip. 5 Chelsea. 6 Eventhough.*' One more time, the fellow read the story and students complete their notes. For the last time, the fellow did group work again, to answered the section 4, the fellow asked students to work in group and made a name for their own group. There were 8 groups (5 guys, 1 jacket, 2 jackets, door ladies, 5 ladies, 3 black veils, pronunciation queens, and ladies in the back). There were 14 words (teacher, language, lounge, chips, bridge, orange, chair, cheese, large, dangerous, chicken, cheap, juice, and dutch). The fellow will pronounce that word, and the group that knew that word with the sound *ch* or with the sound *j/g* could tell the fellow with saying "charlie for the sound *ch*" or "jessica for the sound *j/g*".

j. Telling fact or opinion

The fellow asked students to work in group and let students to make their own group (3/4 people). The fellow gave questions on the whiteboard, *Is it fact or opinion? Why do you think it is a fact or opinion? (1) smoking can be dangerous to health, (2) smoking is addictive, (3) smoking should be banned, (4) smoking is dangerous so it should be banned.* Firstly, the fellow asked students to choose a name for their group, it can be name of animal or fruit or color. Then, a group who can answer and give reason or explanation will be given extra point. There were six groups, orange group,

banana group, gray group, blue group, handsome group, and late group. The fellow used a ball to throw a group that ready to gave an answer.

k. Competition

The fellow gave a worksheet to every students, there were 12 questions in that worksheet and students had 5 minutes to discuss all of those answer with their groups (still same groups in previous activity). It was a simple question, students should read each statement then circle whether it was a fact or opinion. If it was a fact, explain how it can be proven, if it was an opinion, just write simply that it cannot be proven. For example number one, the statement was *my mother makes the best pancakes*. Students should circle opinion, because it was about someone feeling's, the taste of cakes were good according to someone feel's, but according to someone else it cannot be good. The group that ready to gave an answer just raise their hand then the fellow will throw a ball and gave score to them.

l. Repetition (/ɪ/ , /i:/ , /θ/ , /ð/)

The fellow wrote table with 6 columns horizontal (*tree, three, tea, the, thee, seen*) and 9 columns vertical (*thin, thing, think, then, them, tin, teen, team, sin*). Before starting the activity, the fellow made two groups, girls are called *LCD people* and boys were called *broken fan people*. The fellow asked students to repeat every words, and every groups pronounce those words very good. Then, the fellow throw a ball to each student one by one to pronounce two words together, for example *thin-tree*, or *thin-*

three, or *thin-tea*, whatever the words as students want, and gave a point to them. Every girls in *LCD people* will be given mark (*love*) if they pronounced words correctly, so do boys in *broken fan people* will be given mark (*star*) too.

Also the fellow did repetition technique again, but with the different phonetic symbols (/ɪ/ , /i:/ , /θ/ , /ð/ , /d/ , /t/), the second activity that has been done by the fellow. The fellow gave a few more example about some words then write it down on the whiteboard (*pit, living, bid, mid, live, pitch, gin*) (*pete, leaving, bead, mead, leave, peach, jean*) (*than, father, ether, either, teething, there, clothing*) (*dan, fadder, teasing, doze, breeding, dare, closing*). The fellow gave an example how to pronounce those words then asked students to repeat those words together.

m. **Games** (tongue twister)

The fellow wrote six sentences on the whiteboard (1) *Those of the southern and northern areas are still writhing and seething* (2) *Breathe the breeze, loathe the lows, and soothe the sues* (3) *Dan would rather scythe in wetter weather.* (1) *Pip and pete shipped the sheep ships cheaply* (2) *Those bins are for Bill Beal's beans* (3) *Does Jim still steal Jill's jeans?* . Those sentences were the fellow's favorite, and usually said three times fastly to make it difficult to pronounce. After the fellow gave an example how to pronounce all of that sentences, the fellow throw a ball to students one by one to choose one sentence and pronounce it fastly. If students did a mistake when

pronounced that sentence, the fellow will be correcting it and asked to replay it once more.

n. **Give a new example** (/θ/ , /ð/ , /ɪ/ , /iː/)

The fellow wrote table and asked all of students to gave an example for them by wrote it down on the whiteboard. The fellow gave an example first, for (/θ/) was *think*, for (/ð/) was *mother*, for (/ɪ/) was *sin*, and for (/iː/) was *seen*. Then, followed by students, one by one took marker and came to the front to wrote an example. Students wrote *something, teeth, through, thief, thing* for (/θ/), *father, mother, brother, then, that, those*, etc for (/ð/), *pitch, kid, bid, dim, rich*, etc for (/ɪ/), and *knee, weed, beach, keep, meet, greet*, etc for (/iː/). The fellow said all of examples that students wrote were true, they did it without mistakes at all.

Also the fellow did the give a new example again but this time was about proverbs. The fellow asked students to set a chair in circle. The fellow wrote proverbs in English and proverbs in Indonesia, and gave an example *look before you leap* and *ada gula ada semut*. Then, the fellow gave students a marker to gave more example about proverbs. Students wrote *break a leg, do not judge the book by the cover, rain like cat and dog, like father like son, practice makes perfect, the best teacher is experience*, for proverbs in English, and *tong kosong nyaring bunyinya, tak kenal maka tak*

sayang, ada udang dibalik batu, sambil menyelam minum air, kentut semut dibawah rumah, waja sampai kaputing (Banjar) for proverbs in Indonesia. Then, the fellow explained one by one proverbs in English and in Indonesia, what the idea of that proverb is, when we should apply that proverb, and give synonyms proverb in English (for proverbs in Indonesia). For example the proverb *sambil menyelam minum air* have the same proverb in English, *killing two birds with one knife*.

Again, the fellow applied give an example technique but for different phonetic symbols (sh, ch, s, j/g), the fellow explained that we are not study the “new” sound, all of those phonetic symbols sound exist in Indonesia language, just the way we write it down which are different. The fellow wrote : bridge, general, large, and jacket (the fellow explained the sound *j/g*). Also the fellow wrote : questions, future (the fellow explained the sound *ch*).

o. Pair work

After previous activity has done, the fellow asked students to worked with a partner and made a conversation. The rules were the conversation consisted of 8 lines and each line should have one of (/θ/ , /ð/ , /ɪ/ , /iː/) sound. While students did an activity, the fellow gave other example for each /θ/ , /ð/ , /ɪ/ , and /iː/ then moved around the class to saw students one by one.

The fellow did pair work again for the second times, the fellow gave a card to every students, then asked students to joined with their friends which got the same card, for example card 8 with card 8, *King* with *King*, *As* with *As*, and so on. The fellow gave a worksheet for every students. It was about *cultural behavior and daily life*, the fellow explained that the students should choose a foreign country that they knew something about (perhaps from television, or from students' knowledge). There were 20 questions, students should read every questions and decided with a partner, were all of questions expressed that culture the same ways as in own culture, or differently. Students just put a check mark in the appropriate column.

The last time, the fellow did pair work again, the fellow have two kinds of cards, some are yellow (15 cards) and some are green (15 cards). The fellow gave those cards to every students, and asked students to find their card match, then sit together in the middle. The students that got a green card were got proverb in English, and the students that got a yellow card were got the full meaning of proverb. After all of students found their card match, the fellow wrote 4 questions that should each pair answer. The questions were: think about your proverb, (a) what individual words do you need to explain / define? (b) what does the proverb mean? (c) is there an Indonesia / Banjar proverb with the same meaning? (d) when (give an example) would someone say this?. The fellow allowed students to browse an electronic source to found more information about proverb.

p. Conversation practice

After students finished made a conversation, the fellow asked each partner to came to the front of class and practice a conversation loudly and slowly. If students wrong pronounce a word, the fellow will correct it and asked that student to repeat it once again. After partner by partner finished practice a conversation, the paper of every students were collected.

q. Discussion

The fellow chose culture between USA and Indonesia, then discussed together with the students. Unexpected, almost half of students chose the same culture with the fellow and the other chose culture of Banjarese and Javanese. For questions part one, *what questions are considered too personal?* The fellow asked students pair by pair to speak, especially for students who chose USA and Indonesia. The students answered in Indonesia we are free to ask questions about salary, or married, or age, or religion because they are general things (so do in Banjarese and Javanese). In contrast, in USA, we must not asked about those things because they are too personal and impolite. It seems rude if we asked questions related to those, it will be good if we asked about weather, or news, or foods.

r. Students' presentations

The fellow asked each pair (still the same partner in previous activity) to chose one topic in a worksheet (part 2). There were 27 topics, so every partner not allowed to

chose the same topic. The topics were: geography in your country, history of your country, media and broadcasting, language, political situation, religious influence, regional differences, ethnic minorities, gender, education, heroes, work life, communications style, greetings, gestures, level of formality, holiday, gift-giving and so on. The fellow said that students should choose a topic from the list above, made notes with your partner, and explained this topic in front of the class. Just chose about Indonesia, not allowed chose other country. For example, the fellow chose 'daily life: getting around' for the topic, it can be motorcycle, or cars, or bikes or 'angkutan'. Because students looked confuse, the fellow wrote on the whiteboard *good afternoon, we'd like to tell you about ____ in Indonesia. ____ something unique is ____, ____ most people usually ____, ____ one thing that is different / same ____*. After students nodded their heads, the fellow asked students to came to the front by calling the number of card. First partner chose greetings in Indonesia, then the other chose holiday in Banjarmasin, then about gestures, about Indonesia language, taboos in Indonesia, and the last education in Indonesia. The fellow usually asked students or interrupt students.

The fellow did students' presentations again but with the different activity from above. The fellow gave a card to each pair, the fellow said that we were going to start with 8 heart, the students who got that card must come to the front, and told their answer. Pair one got proverb: *do not count your chickens before they hatch*, they define words count, chickens, and hatch. Pair two got proverb: *curiosity killed the*

cat, they define words curiosity, killed, and cat. Pair three got proverb: *beggars cannot be choosers*, they define words beggars and choosers. Pair four got proverb: *do not cry over spilled milk*, they define word spilled milk. Pair five got proverb: *the early bird catches the worm*, they define words bird, catches, and worm. Pair six got proverb: *a penny saved is a penny earned*, they define words penny, saved, and earned. Pair seven got proverb: *actions speak louder than words*, they define words actions and speak. Pair eight got proverb: *there is more than one way to skin a cat*, they define words way, skin, and cat. Pair nine got proverb: *the squeaky wheel gets the grease*, they define words squeaky wheel and grease. Pair ten got proverb: *a bird in the hand is worth two in the bush*, they define words worth and bush. Pair eleven got proverb: *better safe than sorry*, they define words safe and sorry. Pair twelve got proverb: *waste not, want not*, they define words waste and want. Pair thirteen got proverb: *god helps those who help themselves*, they define words god, help, and themselves. Pair fourteen got proverb: *give someone an inch and they will take a mile*, they define words inch, take, and mile. And the last one, Pair fifteen got proverb: *a watched kettle never boils*, they define words watched kettle and boils.

s. **Reading aloud**

The fellow said that “*We have 8 groups, who can tell me the first sentence ?*”. Then one person in every group raise their hand and read loudly their note. Continue to the second, third, fourth, fifth, and sixth sentence. The most difficult that some group did mistake was the fifth sentence. The sentences were: *1 Chip and Chelsea think*

shopping is the best!. 2 Unfortunately, they've saved so little money that they've to stop at the cheap shops. 3 So, last Sunday, they shopped for things on sale at fields. 4 Chip has several hobbies so he spent his savings on fishing books and running shoes. 5 Chelsea ... 6 Eventhough ... Then, the fellow described every single word that students did not know yet, for example the word “sewing” and “fields”.

t. Gave authentic material

After the fellow gave a worksheet for every students, the fellow asked them to did section 1, 2, and 4. The fellow gave example first and gave 10 minutes for students to did that activity. The fellow also let students to looked a dictionary to helped them did the section 1. While the students did the section 1, the fellow gave an example for some words how to pronounce in British and America, for example the word “car” , British will say “...” while America will say “...” , and the word “chair” , British will say “...” while America will say “...” . The fellow and students answered the section 1 together, for number 1 the answer was watch, number 2 the answer was job, number 3 the answer was chips, number 4 the answer was large, number 5 the answer was juice, number 6 the answer was jazz, number 7 the answer was chair, and number 8 the answer was age. Go to the section 2, because there were some students who was not finished yet, so the fellow said “Let's do it together”.

Give authentic material technique applied by the fellow for the second times (still same with the previous group), the fellow needed one person as a volunteer to came

in front of the class and brought his/her dictionary. The fellow asked a volunteer to just practicing those sound on a paper loudly, a volunteer just said 30 words, and every students should write 10 words only on their paper. The fellow gave an example first, for number 1 there were 3 words (lass, latch, lass or /said that/ a b c), the word latch or b was the different one. So, on your paper you should write latch or b. The volunteer should pronounce it quickly, and every students should guess which the different one. The point was students should know which one the sound which different. The answered number 1 was *sane shane*, number 2 was *cash catch*, number 3 was *leasing leaching*, number 4 was *rust rushed*, number 5 was *lass lash*, and so on. The winner was the “ladies in the back” group.

The Result of Interview with English Language Fellow

The writer also did an interview and recorded the voice with the fellow to cross-check what kinds of techniques which were done in the class on Friday, February 24th 2017 on 11.30 p.m at the office of English Department. Based on the interview and sound recorder, the fellow answered the questions randomly, so the writer would explained it descriptively. The fellow's name was Spenser Edward Lemaich, M.A, graduated from Biola University MA TESOL. He has been in Indonesia, exactly in Surabaya since November 2010 and being a tutor in English First (EF) course. He has a perception that English department in UIN Antasari Banjarmasin was well-organized, have a lot of good ideas, have a good plan and curriculum, so do the English department students, have a really good attitude, energy, high enthusiasm, and a lot of motivation. When he was teaching in EF course, before going to teach he prepared a lesson plan (something like a list in a piece of paper about what he is going to do in the class) because he taught 16 classes in a week with different lessons and levels. But for 3 years, he became a supervisor at EF course, so he handled 10 tutors in EF course who consulting their lesson plan. When made a lesson plan, he believed on PPP (Present {rules, for example *present perfect tense* has rules with *verb 3*}, Practice {closed activity, for example *true or false questions*}, Produce {open, for example guessing game}) and TTT (Test, Teach, Test), so both theories are like a “guideline” for him when make a lesson plan.

Then, when the writer asked a question about any kinds of methods or techniques, he said that in his background of education, actually did not emphasize methods or techniques, in his master degree, it would said “the post-method”. He said the only real method was CLT (Communicative Language Teaching), the other one (GTM, ALM, TPR or etc) just a history, but now American teachers did not do that techniques anymore because the definition of CLT was students have to follow rules like step 1 or 2 or 3. His teachers all told that “... *do not follow methods, but use good principle*”, he re-stated that he did not follow a method, he was more emphasized on principles. A few principle that he loved were like competition, group work, critical and creative thinking. He mix the activity when he was teaching in EF course and his own principles to make his teaching style.

Afterwards, the next question was about the problems when he was teaching in the class, he said that the problem was a “normal” problem, which was not a problem in speaking, but like students feel bored, students did not do the work, and students were in different levels. The solutions for those problems were he tried to make activities more interactive in order to make students were not feel bored anymore, he explained about grade systems in order to make students did the task, and he put students randomly in groups (for example by playing cards). After that, when the writer asked the textbooks that he chose, he did not use textbook, because he just brought the copy material himself so the students should not bring their own material. He also took some the materials which were existed in speaking syllabus,

not all materials in speaking syllabus did because he thought the students could not do it well. For example, such as seminars, panel discussions, poster presentation, and talk show because in America he did not do those activities, and he did not really know about it.

Comes to the last question about what were his expectation for students, and he said that he really hopes the students can understand about “the process of learning”, because in generally most of students did not know the times take to master a language, to be fluent, they were thinking that after graduated from SMA or SMK or whatever their school before and then they will be good in English, so he told about his experience in EF course Surabaya about CEFR (skills for talking about students ability that Cambridge or Oxford used it) like A1 for beginners, A2 for elementary, B1 for intermediate, B2 for upper-intermediate, C1 for ready for university, and C2 for native. Need a year for A1 to go up to A2, and need 1,5 year for A2 to go up to B1, then need 3 years for B1 to go up to B2, also need 5 years for B2 to go up to C1, after that need 6-7 years for C1 to go up to C2. It showed that the process to got good English skill was need a long time actually, and the writer -as a student too- felt 10 years to study English in elementary, junior, vocational, even college did not enough, the writer should practice more and study very hard if really want to be a professional English teacher. In conclusion, after the writer read the fellow’s teaching philosophy, there were some sentences that touch the writer’s mind which the fellow said:

... I value creativity in class and give my learners every opportunity in class to use language creatively. I also prioritize communicative tasks, which transmit real information from one person to another. I develop rapport by using humor and making myself relatable through humility and the sharing of my own life experiences with my students. I ask my students why they are studying, and what they hope to be able to do in English in the future. I lead learners to make progress in *creating a new identity* which includes a certain level of English language competence (Spenser Lemaich. (2016). *Abbreviated Teaching Philosophy*. Biola University MA TESOL). The points were appreciate students' creativity, communicative task, humorous, humble, sharing, and knowing the learners' goal in learning English as the "requirement" for every teacher in helping learners increase their process of *creating a new identity*.

2. Students' response toward the ELF's techniques

Besides the fellow's techniques, the writer also investigated the response of students toward the fellow's techniques. To find the answer, the writer used interview. There were numbers of questions (*see appendix*) that were asked. Those questions focus on gaining the information about their response toward the fellow's techniques. Based on the interview on January 11th 2017 on Wednesday at 14:00-15:00 p.m to 30 students, the response of students were:

- a. The students felt so glad when they knew the teacher of Speaking subject was from America. They have never been taught by native speaker before, they felt lucky for having native speaker teacher, they said it was the first time learn from native speaker teacher directly in a long time (one semester), they thought native speaker teacher more competent (have good English), they can communicate and hear the English sound directly from their teacher, they can imitate how to pronounce something and can learn the intonation correctly, they have their own special experience when they have been taught by native speaker teacher, they felt their ability in speaking will increase, they thought it was a great chance to learn directly from native speaker teacher.
- b. The students understood every meeting of the lesson. They understood the lesson because the fellow used vocabulary that easy to understand, they feel excited when the fellow explain the lesson with the enjoyable, slowly, and clearly ways. But, there was one student who still nervous when the fellow

asked her to speak directly, also there was one student who felt tired because of a lot of activity that require body movement.

- c. The students said the fellow always use interesting techniques. They said the fellow often combine games with activities, they said the techniques were varied (so do the media like ball or card), up to date, and always force them to speak up, they said the fellow always tell a jokes and often laughing (almost never angry in the class), they said the fellow always give example first to make sure the students understand the lesson.
- d. The students always follow the activities in the class. They said the activity were easy, relaxing, and enjoyable so they felt useless if did not follow the activities, they have a responsibility as a students to follow their teacher, they want to be a good student, they did not have a reason to refuse the activity.
- e. The students gave a good response toward the fellow's techniques. They were happy with all of different activities in the class, they can laugh together with their classmates, they felt the task easier when did with a partner, their spirit always increase when learning although the class begin at 2 o'clock p.m (were not feel sleepy or bored), they felt free to express themselves in the class.
- f. The students were exciting with the circumstance the class. They said the situations of the class were never flat, they excited because of behavior of the fellow (funny, friendly, care, humor), they can associate with all of friends because every week the fellow asked different people in pair or group, they said the class are always full of surprise.

- g. The students were motivated. The presence of the fellow gave own motivation to the students to study hard, they said that the fellow sometimes gave a sentence or just a short story to make them more confident and brave to speak English. But, there were some students who said that the fellow gave motivation implicitly and they sometimes did not understand what the fellow means.
- h. The students sometimes got feedback (comment and suggestion) in every meeting, also in the end of midtest and final test. They said the fellow gave comment and suggestion if there were students who do a same mistake, for example most of students said *I mean like this / I mean like that* , the fellow asked students to do not said that anymore because it was so confusing. The fellow gave correction for students' final test one by one, and also the fellow ordered students to do not worried / think too much about grammar, learn more and harder outside campus with their friends or from internet sources.
- i. The students felt more confident speak English in the end of every meeting. They said 'Wednesday is the best day', because every Wednesdays they always feel more confident to speak English, they very love this subject, their anxiety decreased, they did not fear to express their ideas with speak it up, they knew many things that related to pronounce words, they knew new vocabulary, they were trained and trained by the fellow, so most of students felt more confident to speak English.

j. The students felt there was an increase in vocabulary, grammar, and pronunciation. Some students felt their pronunciation was better than yesterday, they knew how to pronounce words correctly (for example *think and thing*). Some students felt their understanding about grammar was increased, they knew deeply about present tense (for example simple present tense use in daily communication and the general truth or fact), they were not doubt thinking much about good grammar. Also some students felt their vocabulary was richer, they knew many new words that used by the fellow (for example some words in proverbs which common in America).

B. Discussion

1. Techniques in Teaching Speaking

Related to the techniques in speaking class, the writer found 20 techniques that used by the fellow. The techniques were brainstorming, find the different one, guessing a card, give a new example, surveys, information gap activity, interview, choose a new topic, critical thinking, group work, telling fact or opinion, competition, repetition, games, pair works, conversation practice, discussion, students' presentations, reading aloud, and authentic material. These techniques can prove some theories which the writer presented in chapter II.

The fellow began the activity with the technique which was called *brainstorming*. The theories of speech production can explain the first technique as well. Carter and Nunan (2001, p.16) clearly stated that speaking involves four major processes: conceptualization, formulation, articulation, and self-monitoring. In conceptualization, students should build the background knowledge about the topic or about the speech situation, also in this process includes 'conceptualizer' or 'monitor' that occurs the interaction of communication goes to plan. When the fellow wrote *what's your favorite?*, the fellow actually did a test what do students know about the topic, and asked students to answer by thinking and guessing together with their friends. When the topic was about *favorite*, students would silent for a moment and relate the answer with the things that they like so much. In formulation, students should find the words or phrases or sentences to express the meanings. When the

fellow chose *favorite* as the topic, students would find the words such as –perhaps– color, actor / actress, music, book, sport, film, animal, smell, food, or drink or etc then sequencing them and putting in appropriate grammatical markers. In articulation, the motor control of students’ articulatory organs (lips, tongue, teeth, alveolar palate, velum, glottis, mouth cavity, and breath). Students would speak them out by using their articulatory organs to produce the words (for example: color, actor / actress, music, book, sport, film, animal, smell, food, drink). Then in self-monitoring, students were being able to identify and self-correct mistakes.

That findings also can prove the Brown’s theory (2007, p.233) that brainstorming was a technique whose purpose to initiate some sort of thinking process. It got students ‘creative’ flowing without necessarily focusing on specific problems or decisions or values. *Brainstorming* is often put to excellent use in preparing students to read a text, to discuss a complex issue, or to write on a topic. *Brainstorming* involves students in a rapid-fire, free-association listing of concepts or ideas or facts or feelings relevant to some topic or context.

The second technique that applied by the fellow was *surveys*. According to Harmer (2007, p.130), he stated that surveys can be used to get students interviewing each other. Students then went round the class asking each other their questions. Harmer also said:

... a popular activity called *Find someone who...* in this activity, students list activities (e.g. climb a mountain, do a bungee jump, swim in the Pacific, act in a play, etc) and they then go round the class asking 'Have you ever climbed a mountain?', 'Have you ever done a bungee jump?' ...

It means that do a *survey* in the class was good for getting students to speak, talking, and interacting with others in a way that was different from many other activities. The findings (the techniques that applied by the fellow) can prove this theory. When the fellow asked students to do a survey, the fellow gave worksheet with 16 questions there. Students guess their classmates' names and favorites, and they move round the class, asking questions to see if their guesses were correct or not (for example, *Silvia, what's your favorite possession*). The result of activities above showed that all of students can speak, talk, and interact with others in the class.

Then, the fellow asked students to do a *survey* again, the students asked to *find 10 people who...* and asked 2 questions to them. For example, chose *IAIN Antasari* for the topic, and *students from rural vs urban* for the groups. The questions that relevant to those are *do IAIN Antasari English department students from rural achieve higher in English?* or *do IAIN Antasari English department students from urban achieve higher in English?*, find 5 people from rural and 5 people from urban then talk to them. The result of activities above also showed that all of students can speak, talk, and interact with others in the class.

Then, when the fellow applied *information gap* for the third activity, the fellow gave a worksheet for students. The worksheet was about an email from *Sue Smith's holiday experience* to his friend, *Kate Jones*. There were 12 questions, each girl got questions number 2, 4, 6, 8, 10, and 12 while each boy got number 1, 3, 5, 7, 9, and 11. There were some of the words that missing of information, and every students girls must work with other students boys (or the contrary) to answer the questions. This findings can prove the Nunan's theory (2003, p.56) that stated information gap was a useful activity in which one person has information that the other lacks. Nunan also said:

... must use the target language to share the information. For instance, one students has the directions to a party and must give them to a classmate.

Moreover, Harmer (2007, p.129) stated that *information-gap activities* were helpful in getting students to practice speaking. An information-gap was where two speakers have different bits of information, and they can only complete the whole picture by sharing that information – because they have different information, there was a gap between them. For information-gap activities, it was important that students understand the details of the task (for example, they should not show each other their pictures). It is often a good idea for teachers to demonstrate how an activity works by getting a student up to the front of the class and doing the activity with that student, so that everyone can see exactly how it is meant to go. In addition, Brown (2007, p.233) stated that information-gap activities include a variety of

techniques in which the objective is to convey or to request information. For example, each member of a small group could be given the objective of finding out from the others their birthday, address, favorite food, etc, and filling in a little chart with the information.

The next technique which was applied by the fellow was *interview*. Brown (2007, p.232) stated that interview was useful at all levels of proficiency. Interview can be structured, and the goal was to use requesting functions, learning vocabulary for expressing personal data, producing questions, and learn to give appropriate responses, also at the higher levels interview can probe more complex facts, opinions, ideas, and feelings. This technique showed when the fellow gave a worksheet and asked students to work with a partner. There were 12 questions in that worksheet, then the students do interview with other partner about last holiday three times (talk to 3 people).

Then, the fellow applied *find the different one* technique. The fellow asked students to find the different one between four words (*cat, dog, turtle, and elephant*), group that much give their answer will be scored. For example, the answer can be *turtle*, because it was mammal and lived in both land and water, or the second answer was *elephant*, because looked from size, the elephant was the biggest from *cat, dog, and turtle*. Actually, the fellow train the students to think critically to finish this activity.

For the next technique which was applied by the fellow was *choose a new topic*. The fellow asked students one by one to choose any topics and then write it down on the whiteboard. It can prove the theory from Larsen (2000, p.84), which the technique was called *choose a new identity*, the students choose a target language name and they have an opportunity to develop by talking or writing about, for example their hometown or childhood or family or etc.

Then, the fellow did *guessing a card*. The fellow asked students to guess a card after the fellow told some clues of words. The students who guess a card correctly will get that card. For example, the fellow said the *king of pop, man, singer*, and the answer was *Michael Jackson*. Then, next clue was *where whiteboard, where LCD, where pictures*, and the answer was *over there*.

Critical thinking was the next technique that applied by the fellow. The fellow asked students to think clearly and critically about two different things, the students should have a reason to communicating their arguments and their reason must be true for everyone. For example, *Which is better? Cat or Dog? Write your argument and tell your friends why and what your reason*. This activity was one of important activity that the fellow often did in America. The fellow said that *critical thinking* activity is a must to do by a teacher, and America's students is used to did this in the class. Therefore, the fellow want to used to Indonesia's students to did this activity in the class too.

The fellow applied **group work** technique in the next activity. The fellow asked students to do the next activity in 6 groups (1 group consists of 4/5 people). According to Larsen (2000, p.104) small group was a good activity because students can learn from each other and get more practice with the target language by working in small group. Also, small group allow students get to know each other better. This can lead to the development of a community among class members. Moreover, Brown (2007, p.224) stated that group work was a technique in which two or more students are assigned a task that involves collaboration and self-initiated language. Group work usually implies students of perhaps six or fewer, and the major purpose for doing group work was giving students more opportunities to speak. Many advantages when the teacher applied this technique, such as group work generates interactive language, because small group provide opportunities for student initiation, for face-to-face give and take, for practice in negotiation of meaning, and for extended conversational exchanges.

The fellow applied **telling fact or opinion** technique. The fellow asked students to work in group and answer four statements: *Is it fact or opinion? Why do you think it is a fact or opinion? (1) smoking can be dangerous to health, (2) smoking is addictive, (3) smoking should be banned, (4) smoking is dangerous so it should be banned.* Actually, the fellow want to students think critically when answer the questions, and train students to speak bravely to make a decisions whether it was a fact or opinion.

The next technique which was applied by the fellow is *competition*. The fellow divided students into 5 groups and gave a worksheet to them, there were 12 questions in that worksheet and students have to discuss all of those answer with their groups. It was a simple question, students should read each statement then circle whether it was a fact or opinion. If it was a fact, explain how it can be proven, if it was an opinion, just write simply that it cannot be proven. This technique can prove the theory from Harmer (2007, p.124) who said that:

... in example 1: photographic competition, in the following activity, students have to discuss before reaching a final decision. They also have to be able to give reasons for their decision. The activity begins with working in groups.

It means the speaking activity worked because students are active and they know to talk about something other than learning English. They have a purpose for their speaking (making a choice, designing an answer). This activity also allowed the teacher to get a lot of examples of student language, look at some of the mistakes that students made, and help them to say things better or more appropriately.

In *repetition*, the fellow asked students to repeat some words which contain phonetic symbols (/ɪ/ , /i:/ , /θ/ , /ð/ , /d/ , and /t/). Larsen (2000, p.48) stated that in repetition drill, students were asked to repeat the teacher's model as accurately and as quickly as possible. It means this technique was the simplest and easiest way that many teachers did in the class since the fellow had good pronunciation, the students

also very glad because can hear and imitate directly what the fellow said. Brown (2007, p.327) also proved the theory of imitative which is the learners practice an intonation contour or try to pinpoint a certain vowel sound like word/phrase repetition. Imitation of this kind is carried out for focusing on some particular element of language form.

The next technique was called *games* (in this finding the games was *tongue twister*). Some experts, like Larsen (2000, p.49) stated that games (in that book called *grammar game*) were designed to get students to practice within a context. Students were able to express themselves. Larsen (2000, p.133) also stated that games (in that book called *language games*) were used frequently in CLT method. Students feel enjoyable and give valuable communicative practice. Meanwhile Harmer (2001, p.272) stated that games (in that book called *communication games*) were designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner (for example in order to solve a puzzle, or describe and draw a picture, or put things in the right order, or find similarities and differences between pictures). They all mean games is varied, it depends on the teacher who applied different tricks or devices are used to make fluent speaking activity.

The fellow applied *give a new example*, the fellow wrote table for (/θ/ , /ð/ , /ɪ/ , /i:/) and asked all of students to give an example for each phonetic symbols by write it down on the whiteboard. Actually, the fellow want to make students think critically

and creatively about the activity. Also it was the practicing activity to know students one by one how far they understood about the rules of the lesson.

The next technique that the fellow applied was *pair work*, the fellow asked students to work with a partner and make a conversation. It can prove the theory from Harmer (2007, p.43) who stated that pair work foster cooperative activity in that the students involved work together to complete task. In pairs, students tend to participate more actively, and they also have more chance to experiment with the language than is possible in a whole-class arrangement. Pair work give the students chances for greater independence, because the students are working together without the teacher controlling every move, they take some of their own learning decisions, they decide what language to use to complete a certain task and they can work without the pressure of the whole class listening to what they were doing.

Conversation practice was the next technique that the fellow applied, the fellow asked each partner to come to the front of class and practice a conversation. Celce-Muria (2001, p.108) stated that conversation activity is the most fundamental form of oral communication. Almost all students can get benefit from practicing informal conversation. A conversation assignment can be helpful for students who lack of confidence in this regard. In any case also, the resulting interaction will provide a sample of spontaneous production for the learner. Students should not be warned to correct grammar or pronunciation mistakes, and to include all the hesitation markers, false starts, and pauses.

In *discussion*, the fellow discuss together with the students about *culture between USA and Indonesia*. According to Harmer (2001, p.272), one of the reasons when students do discussions is that students are reluctant to give an opinion in front of the whole class, particularly if cannot think of anything to say, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situation. Some discussions happen in the middle of lessons, the teacher can provide some of the most enjoyable and productive speaking in language class. Students' success will depend upon our ability to prompt and encourage from one minute to the next. Harmer (2007, p.128) also stated that discussions or spontaneous conversation has the great advantage of provoking fluent language use. Most teachers would like to organize discussion on a more formal basis. When students were speaking, the teacher can help and encourage them by suggesting things they can say in order to push the discussion along.

Students' presentation was the next activity that the fellow did. The fellow asked students to chose one topic in a worksheet and explain this topic in front of the class. This finding can prove Harmer's theory (2007, p.130) who stated that students give a talk on a given topic or person. In order for this to work for the individual, time must be given for the students to gather information and structure it accordingly. The students listening to presentations must be given some kind of listening tasks too – including giving feedback.

The fellow applied *reading aloud* and *authentic material* for the closing activity. As Larsen (2000, p.30) said, in ***reading aloud*** technique, students can take turns reading sections of a passage, play, or dialogue out loud. At the end of each students' turn, the teacher uses gestures, pictures, realia, examples, or other to make the meaning of the section clear. The fellow asked one of students to read loudly the sentence (the story Chip and Chelsea), then the fellow described every single word (like the word *sewing* or *fields*) with gestures. As Larsen (2000, p.132) also said, in ***authentic material***, students can learn from outside world and expose to natural language in a variety of situations. The important things are the materials are used in a way that is real for learners (for example use a real newspaper article, or requiring listen to a live radio or television broadcast).

To sum up, most of the findings can be explained by the theories from Harmer (2007), Larsen (2001), and Brown (2007). Their theories were same even conveyed in different words and also can complete each other. Generally, all of 20 techniques that the fellow applied in speaking class were to make students more active, more motivated, also to build their critical and creative thinking, since many of students feel bored or lazy to do an activity.

2. Students' response toward ELF' techniques

Based on the interview to 30 students, the writer got the answer of their response toward ELF's techniques. Generally, all of students were motivated with the presence and the way's teaching of ELF as their teacher. They were also motivated with their environments in classroom and with the interesting class. Some of them were motivated by a desire to passing the task in every meeting. As a result, they always feel happy, understand, and enjoy the subject that being taught by ELF in every meeting of the lesson. As Harmer (2001, p.52) said, the motivation that brought students of learning English can be affected and influenced by the attitude of a number of people.

a. The teacher

The teacher is a major factor in the continuance of a student's motivation. Teacher's attitude to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning, would seem to be prerequisites for a positive classroom atmosphere. The role of the teacher also crucial, like teacher as controller, organiser, assessor, prompter, participant, resource, tutor, and observer. That theory can prove the findings that ELF succeed in making students motivated in every meeting of the lesson.

b. The method

The method is also vital that both teacher and students have some confidence in the way teaching and learning take place, when both are comfortable with the method being used, success is much more likely. It proved that how important the method (also the technique) in classroom considering with students' successful.

Dick Allwright (1977) argued that increasing and directing student motivation is one of a teacher's responsibilities. There are three areas where behavior can directly influence students' continuing participation:

a. Goals and goal setting

Motivation is closely bound up with a person's desire to achieve a goal. There are long-term goals and short-term goals. Long-term goals may include the mastery of English, the passing of an exam at the end of the year, the possibility of a better job in the future. Short-term goals, might be the learning of a small amount of new language, the successful writing of an essay, the ability to partake in a discussion or the passing of the progress test at the end of the week. Short-term goals, much closer to the student's day-to-day reality. It is much easier to focus on the end of the week than the end of the year. If the teacher can help students in the achievement of short-term goals, this will have a significant effect on their motivation.

b. Learning environment

Physical appearance and the emotional atmosphere of the lesson can have a powerful effect on the initial and continuing motivation of students. Teacher can decorate with all kinds of visual material to make students more agreeable as learning environments. Teacher also can change the atmosphere through the use of music; even the immovability of the furniture can be ameliorated by having students get up and walk around the room when this is appropriate. Then the emotional atmosphere that teachers are able to create and sustain. That is why the teacher have to be careful about how their respond to students, especially in the giving feedback and correction. Above all, the teacher's rapport with the students is critical to creating the right conditions for motivated learning.

c. Interesting classes

Students clearly need to be interested both in the subject they are studying and in the activities also topics they are presented with. Teacher need to provide them with a variety of subjects and exercises to keep them engaged. The choice of material to take into class will be crucial too, but even more important than this will be the ways in which it is used in the lesson. Those theories can explain the students' response toward ELF's techniques which all of students have different sources of motivation and they were motivated either by extrinsic or intrinsic factors. In other words, that theory was fit with the findings.