

CHAPTER IV

FINDINGS AND DISCUSSION

This section outlines the research findings and their discussion. This study highlights three questions the researcher must answer and explain based on the research findings. This section covers the speaking principles applied, the variety of activities implemented, and the types of materials taught by a lecturer in speaking learning at the English education department of Antasari State Islamic University Banjarmasin. The findings in this study are based on the results of interviews conducted by the researcher with a lecturer who teaches speaking courses. The findings and discussions are presented in a systematic way to ensure their representativeness, as indicated:

A. Findings

To address the issues formulated in this study's scope, the researcher conducted face-to-face interviews with speaking lecturers to obtain the necessary data. This interview was conducted on May 14, 2024, and focused on three main topics. From each topic, several relevant questions were generated that aligned with the scope of the research.

The researcher presented these questions to a participant involved. The questions in the first topic focused on the speaking principles used in teaching. The second focused on the variety of speaking activities utilized by lecturers, and the third focused on the variety of speaking materials taught to

students in speaking classes. The findings from this interview will be elaborated further in the section below.

1. Speaking principles applied by English education department lecturers

The data was gathered through interviews with a lecturer at Antasari State Islamic University Banjarmasin to investigate the speaking principles employed in teaching speaking. The study discovered that the two instructors employ multiple principles. The following paragraphs outline the discoveries about these principles:

- a. Providing students with ample opportunities to practice fluency and accuracy

In this section, there are two main discussion topics. The first is how the lecturer provides sufficient opportunities for students to practice fluency and accuracy in speaking classes. Second, regarding how the lecturer handles students who need more confidence in speaking classes, the statement can be seen below:

I will provide a silent week one week before the middle test for the students to prepare. As for daily practice, I always make announcements early to give them enough time to practice fluency and accuracy. (Ms. HA)

Teaching speaking is a challenge for me, such as dealing with students who need more confidence. To overcome this, I give more attention, show appreciation, and give positive affirmation. For example, if today someone is a moderator in class, I will choose someone who is quieter. (Ms. HA)

Ms. HA explained that she allocates a special period called "silent week" before the midterm exams. During this week, students can prepare independently without any additional assignments from the teacher. This is intended to allow students to focus on exam preparation, honing their fluency and accuracy in the material they have learned. Additionally, Ms. HA always makes announcements at the beginning of daily practice so students have enough time to practice. This approach aims to create a structured learning environment and provide ample space for students to deepen their understanding.

Ms. HA also emphasizes the importance of emotional support in teaching speaking skills, especially for students who lack confidence. To address this challenge, Ms. HA pays extra attention to needy students by offering appreciation and positive affirmation. One example is assigning the moderator role to quieter students, allowing them to speak in front of the class and boost their confidence. This approach demonstrates that giving students responsibilities can be an effective strategy to build their confidence and improve their speaking skills.

From Ms. HA's statement, it can be concluded that effective strategies to give students sufficient opportunities to practice fluency and accuracy include two main aspects: adequate preparation time and emotional support. The provision of "silent

week" and early announcements for daily practice allow students to prepare optimally, while emotional support and appreciation help boost student confidence, particularly in speaking skills. This approach shows that combining planned time structure and individual attention to students' emotional needs can create a supportive learning environment for developing fluency and accuracy.

- b. Providing students with opportunities to speak through group or pair activities, while minimizing teacher intervention in the conversation

In this section, there is one main discussion topic: how the lecture provides opportunities for students to speak through group or pair activities while minimizing intervention in the conversation. The statement can be seen below:

I don't immediately correct my students when they make pronunciation or grammar mistakes while speaking. Instead, I note all their errors and then provide positive feedback to keep their spirits up. (Ms. HA)

Ms. HA explained that she does not immediately correct students' pronunciation or grammar mistakes while they are speaking during group or pair activities. This approach aims to reduce students' pressure if they are constantly corrected while speaking, allowing them to speak more freely and naturally. By not correcting immediately, Ms. HA allows students to build

confidence in speaking and actively participate in group or pair conversations.

Instead, Ms. HA notes all the mistakes made by students during the speaking activities. At the end of the session, she provides positive feedback that includes necessary corrections. This feedback is given in a supportive and positive atmosphere to maintain students' morale. By providing feedback after the activity, students can reflect on their mistakes without feeling pressured or anxious during the speaking activity. This approach also allows the teacher to give more focused and structured corrections.

From Ms. HA's statement, allowing students to speak through group or pair activities with minimal teacher intervention can increase student participation and confidence. Students can speak more freely and develop their speaking skills in a supportive environment by not immediately correcting mistakes during conversations. Providing recorded feedback at the end of the session helps students understand their mistakes without feeling pressured, thereby gradually improving their skills. This approach highlights the importance of balancing speaking freedom with structured guidance in the language learning process.

- c. Planning speaking tasks that involve negotiating meaning

In this section, there are two main discussion topics. The first is how the lecturer plans speaking tasks that facilitate the negotiation of meaning among students. Secondly, how the lecturer selects topics or situations appropriate for speaking tasks involving negotiation of meaning. The statement can be seen below:

I assign group tasks or projects with general topics. This allows them to make it more specific by exchanging ideas and opinions. (Ms. HA)

I try to select topics that are recent and relevant to their lives. For example, I asked them to create a podcast on **“mental health issues faced by Gen Z in first wing their education”** I choose this topic so that they can articulate better and reduce nervousness. (Ms. HA)

Ms. HA explained that she assigns group tasks or projects on general topics. This approach allows students to work together to develop these topics into more specific ones through discussion and exchange of opinions. In this process, students negotiate meaning, where they must communicate effectively to align their understanding, resolve differences, and reach a mutual agreement. Group tasks enhance students' speaking skills and their ability to collaborate and negotiate.

Ms. HA also emphasized the importance of selecting relevant and current topics for speaking tasks. For instance, she asks students to create a podcast on "mental health issues faced by Gen Z in pursuing their education." This topic is relevant to

students' lives and encourages them to speak about issues they understand and experience. Choosing topics aligned with students' life experiences helps them articulate their ideas more fluently and reduces nervousness. Additionally, topics that interest students can boost their motivation to actively participate in discussions, allowing for more natural and effective negotiation of meaning.

From Ms. HA's statement, it can be concluded that planning speaking tasks involving the negotiation of meaning can be achieved through group tasks on general topics that students can narrow down by selecting relevant and current topics. Group tasks enable students to collaborate in developing topics, facilitating the negotiation of meaning through discussion and exchanging opinions. Selecting topics relevant to students' lives enhances speaking fluency and reduces nervousness, as students feel more comfortable and motivated to discuss issues they understand. This approach demonstrates that a combination of group collaboration and relevant topics can create an effective learning environment for developing negotiation of meaning skills in speaking.

- d. Constructing classroom activities involving instruction and practice in both transactional and interpersonal speaking

This section has two main discussion topics: how the lecturer creates opportunities for students to practice transactional and interpersonal speaking. The statement can be seen below:

I will assign tasks oriented towards formal roles, such as news reporters, MCs, or talk show hosts, through role-play. (Ms. HA)

I strive to find social and relevant topics for their lives for each assigned task. (Ms. HA)

Ms. HA explained that she assigns tasks oriented toward formal roles such as news reporter, MC (Master of Ceremony), or talk show host in role plays. This approach aims to allow students to practice speaking in contexts requiring specific and structured communication skills. Through role-play, students can develop their transactional speaking abilities, which involve using appropriate and effective language to convey information, manage events, or conduct interviews. These formal roles help students understand the importance of language accuracy, intonation, and professional demeanor in various communication situations.

For teaching interpersonal speaking, Ms. HA seeks project topics that are social and relevant to students' lives. This approach aims to engage students in more relaxed, personal, meaningful, and relevant discussions. By choosing topics related to students' social issues or everyday experiences, such as mental health or

issues faced by their generation, Ms. HA creates opportunities for students to communicate more naturally and reflectively. This helps students develop interpersonal speaking skills, where they need to listen, share opinions, and understand others' perspectives in a more relaxed and personal context.

From Ms. HA's statement, building classroom activities involving the teaching and practice of both transactional and interpersonal speaking can be achieved through two complementary main approaches. Through role-play tasks oriented towards formal roles like news reporter, MC, or talk show host, students can practice speaking in contexts that require specific and structured communication skills, thus developing their transactional speaking abilities. On the other hand, by choosing socially relevant project topics that align with students' lives, they engage in more relaxed and personal yet meaningful discussions, thus developing their interpersonal speaking skills. This approach demonstrates that a combination of formal role simulations and socially relevant topics can create an effective learning environment that supports the development of students' speaking skills in various contexts.

2. Types of speaking activities applied by English education department lecturers

The data was gathered through interviews with a lecturer at Antasari State Islamic University Banjarmasin to investigate the speaking activities employed in teaching speaking. The study discovered that the lecturer employs multiple activities.

This section has three main discussion topics: the types of activities selected, considerations for choosing these activities, and the effectiveness of these activities in the speaking teaching process. The statement can be seen below:

Yes, among the activities I use in speaking classes are role-play, stimulation, and discussion. (Ms. HA)

I chose these activities because they align with the lesson plans and learning objectives that have been established. These activities are the most suitable way to implement the designated learning materials. (Ms. HA)

Yes, these activities are highly effective because students can experience learning directly and in real-time. I measure their effectiveness based on the outcomes achieved, goal attainment, speaking abilities, and enthusiasm. (Ms. HA)

Ms. HA explained that the types of activities used in the speaking class include role-play, simulation, and discussion. She chose these activities for teaching speaking because they aligned with the lesson plans and learning objectives that had been set. The selected activities are the most appropriate ways to implement the designed learning material. This means each activity is chosen based on its relevance to the ultimate learning goals, ensuring that every activity

supports the achievement of the expected competencies from the students.

She also assessed that these activities are very effective because they allow students to experience learning directly and in real-time. The effectiveness of these activities is measured based on several indicators, such as the students' achievements, attainment of learning objectives, students' speaking abilities, and enthusiasm during the activities. This approach ensures that the chosen activities are enjoyable and beneficial in significantly enhancing students' speaking skills.

From Ms. HA's statement, it can be concluded that the selection of activities such as role play, simulation, and discussion in the speaking class is based on their suitability with the established lesson plans and learning objectives. These activities are chosen because they are the most appropriate for implementing the learning material and achieving the desired learning goals. The effectiveness of these activities is measured by the students' achievements, attainment of learning objectives, speaking abilities, and the enthusiasm shown by the students. Therefore, this approach demonstrates that a combination of relevant and structured activities can create an effective learning environment for teaching speaking skills.

3. Materials taught to students in speaking classes by lecturers

There are three main types of materials for speaking skills: audio, audio-visual, and print materials.

This section contains three main discussion topics: the type of materials selected, considerations for choosing these materials, and attached examples of specific materials chosen. The statement and attached sample materials from the participant can be seen below:

I use audio, audiovisual, and PowerPoint materials in my speaking classes. I chose these materials because they are easily accessible to students and more engaging (Ms. HA)

Sure thing, I'll send it over WhatsApp later. (Ms. HA)

Ms. HA explained that the types of materials used in the speaking class include audio, audio-visual, and PowerPoint materials. The reason she chose these types of materials is that they are easily accessible to students and more engaging. Audio and audio-visual materials provide variety in teaching methods, maintaining student interest and involvement. Additionally, the use of PowerPoint materials helps present information in a structured and visual manner, making it easier for students to understand. These considerations show that ease of access and visual/audio appeal are the main factors in selecting materials to support a more effective learning process.

She also stated that examples of the materials used are attached and will be sent via WhatsApp. This indicates that these materials are available and ready to be used as references in teaching.

From Ms. HA's statement, it can be concluded that the types of speaking materials used in the speaking class include audio, audio-visual, and PowerPoint materials, which are chosen based on their ease

of access and appeal to students. The use of these materials helps maintain students' interest and involvement and facilitates their understanding through the structured and visual presentation of information. An example of the materials used will be attached below:



Figure 4. 1 Speaking Material Examples

This figure is a screenshot of one of the PowerPoint slides (PPT) used in the speaking material related to the topic of personal branding.

Through the topic, the lecturer wanted to highlight the importance of self-understanding, personal values, and effective

communication strategies in building and strengthening personal branding. This illustrates how personal branding can help students to differentiate themselves in a competitive work environment.



Figure 4. 2 Speaking Material Examples

This figure is a screenshot of one of the PowerPoint slides (PPT) used in the speaking material related to the principles of public speaking for educational purposes.

Through the topic, the lecturer wanted to highlight the importance of thorough preparation, clear presentation structure,

effective communication, audience engagement, and performance evaluation in an educational context. It aims to help students become more confident and influential speakers in various communication situations.

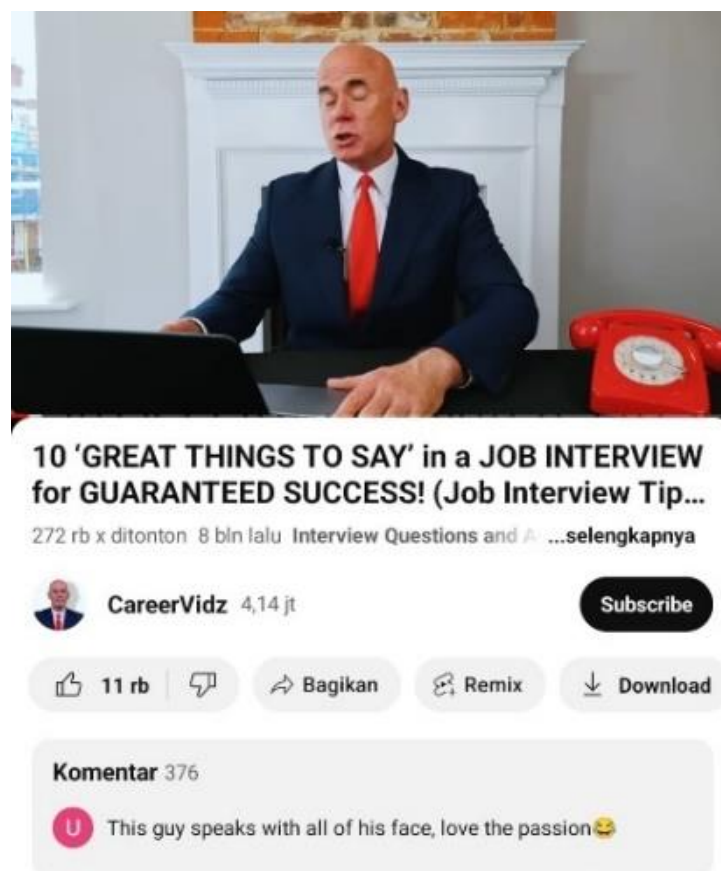


Figure 4. 3 Speaking Material Examples

This figure is a screenshot of one of the audio-visuals used in the speaking material related to great things to say in a job interview.

Through the topic, the lecturer wanted to highlight the importance of careful preparation, the use of positive and convincing language, and the ability to respond wisely to questions posed by the

interviewer. It aims to help students improve their communication skills and become more successful in getting a job.

B. Discussion

Once all data has been gathered and analyzed descriptively, the researcher discusses the findings from the interviews. The main aim of this study is to explore the principles of speaking applied, various types of speaking activities utilized, and the materials taught by a lecturer in the speaking learning process in class. Further explanations will be provided below.

1. Speaking principles applied by English education department lecturer

Nunan (2003) recommends a minimum of four principles that can be implemented in teaching speaking, including providing students with ample opportunities to practice fluency and accuracy, providing students with opportunities to speak through group or pair activities while minimizing teacher intervention in the conversation, planning speaking tasks that involve negotiating meaning, and constructing classroom activities involving instruction and practice in both transactional and interpersonal speaking.

Based on the above findings, the lecturer provides students ample opportunities to practice fluency and accuracy. This aligns with Schmidt's (1992) assumption, as cited in Brown (1995), which states that speaking fluency is automatic and does not require much attention. This is demonstrated by the psycholinguistic processes involved in

planning and producing speech that runs smoothly. This automaticity can only be achieved by the students themselves, while our role is to create opportunities for them to develop their fluency.

Secondly, the lecturer provides students with opportunities to speak through group or pair activities while minimizing teacher intervention in the conversation. This aligns with Alrayah's (2018) assumption that the teacher's role has significantly shifted from being a guide at the front of the class who does most of the work and decision-making to being a learning facilitator who focuses on monitoring student progress, gathering data on their performance, and providing assistance when needed during the learning process.

Thirdly, the lecturer uses the principle of planning speaking tasks that involve negotiating meaning. This aligns with Pica's (1996) opinion that negotiating meaning may not always yield immediate results in second language acquisition. However, it is important because it represents active efforts to communicate effectively. By involving students in such tasks, the instructor encourages them to enhance their communication skills, deepen their understanding, and improve their language abilities overall.

Lastly, the lecturer uses the principle of constructing classroom activities involving instruction and practice in both transactional and interpersonal speaking. This aligns with Fadhilah and Giyoto's (2020)

opinion that transactional and interpersonal communication is important for achieving a classroom with active interaction.

2. Types of speaking activities applied by English education department lecturer

Harmer (2001) presents that there are five types of speaking activities that teachers can use in the classroom, namely scripted acting, communication games, discussions, troubleshooting, and simulation and role play.

Based on the above findings, the lecturer uses role-play activities to teach speaking. In its implementation, lecturers ask students to take on different roles in a given situation. For example, to express complaints and apologies in a foreign language, students might role-play a situation where a customer returns a defective item to a seller. This aligns with Richard (1985), as cited in Neupane (2019), who defines role play as a classroom activity resembling a drama where students take on different roles as participants and act out what usually happens in that situation.

The next activity the lecturer uses is the stimulation activity. In its application, the lecturer asks students to play their roles in a simulated situation, such as being stuck in an elevator or making a phone call to arrange an event. This aligns with Brown (2000), as cited in Utama (2020), who states that simulation involves complex

interactions between groups and individuals based on real-life simulations and experiences.

Lastly, the lecturer uses discussion activities. In its implementation, the lecturer divides students into several groups to discuss predetermined topics, such as the impact of social media and technology on mental health. This aligns with Harmer (2001), as cited in Mohammed and Ahmed (2021), who state that discussion activities are considered the most beneficial and engaging form of oral practice in the classroom. Discussions provide opportunities for students to exchange ideas, share experiences, and express their opinions, enhancing their communicative abilities in using English..

3. Materials taught to students in speaking classes by lecturer

Karyuatry et al. (2020) pointed out that teachers use three sets of authentic materials when teaching speaking classes: audio, audio-visual, and printed materials.

Based on the findings above, the lecturer uses audio-visual materials to teach speaking. Using audio-visual aids can help students understand technical concepts and terminology better because they can see and hear how these terms are used in real-life situations. This aligns with Bavaro (1989), as cited in Mutar (2009), who asserts that audio-visual media play a crucial role in acquiring technical English as a foreign language. They can engage learners and motivate them to learn a new language actively.

The last type of material used by lecturers in teaching speaking is PowerPoint. PowerPoint is a communication tool used to deliver learning content. An additional advantage of using this type of material is its ease of access for students and its higher visual appeal. This is consistent with the findings of research conducted by Baker et al. (2018), which shows that using PowerPoint can enhance student motivation and performance.