

CHAPTER IV

FINDINGS AND DISCUSSIONS

Based on information obtained from teacher and student interviews, this chapter presents research findings and discussions aimed at addressing the research question.

A. Findings

To find out the responses of the teacher about the use of EGRA method in teaching speaking skills and how useful the EGRA method is in teaching speaking skills. The researcher used an observation with the teacher and an interview with the students to gather the data.

1. How is the use of EGRA Method in teaching speaking skills

Through an observation with the teacher at MTsN 2 Banjarmasin due on 11th October 2023, the researcher obtained data and learned about the ways in which the teacher implemented EGRA Method into his teaching methodology.

a. Exposure

The researcher found that there was brainstorming at this stage, which could be proven by the activities provided by the teacher. In order to encourage students to guess the learning topic for the day, the teacher presents an image linked to the subject that will be covered at the beginning of the session. Then, the teacher presents sample sentences based on multiple photos, and asks the class to repeat the sentences multiple times. For example, the teacher shows a picture of breakfast activities which are activities carried out every day, which are related to

the material that day, namely "simple present tense". Based on the findings of these observations, the teacher gave students brainstorming exercises by employing visual aids to get them to think.

The use of media, such as images, in speech learning can help students develop their speech skills in an interesting and enjoyable way. These media not only attract the attention of students but also provide a richer and more realistic context for speech practice. Images can be used to trigger discussions, describe situations, or create stories, all of which help improve student vocabulary and speaking skills in a creative and collaborative atmosphere.

b. Generalization

At this stage the researcher found that there were exploratory activities as evidenced by the formation of groups consisting of two to three students. After the teacher feels that the students understand enough about the material being taught through brainstorming, after that the teacher divides the students into several small groups consisting of two to three people to create their own example sentences from the material being taught.

At this stage the teacher allows students to explore deeper information about the material being taught because at this stage the teacher's role is only as a facilitator. As an example :

"do you have lunch?",

"does she eat?",

"do they sing?"

In this example sentence, without realizing it, students are learning about intonation when using interrogative sentences.

However, when students showed the results of discussions with their friends, it was also found that several students were still mistaken in the use of intonation, for example:

"does SHE watch tv?"

In this sentence, an error was found in the intonation of "she" where the stressed tone should have been in the word "DOES" so the teacher asked the students again whether the pronunciation was correct. So, students can analyze for themselves if there are errors they encounter when pronouncing the sentences they make.

By conducting exploratory activities with their group, students not only develop their speaking skills, but also learn to collaborate, solve problems, and support each other in the learning process. In addition, working in groups fosters a sense of solidarity and mutual support, as students are invited to help each other in understanding and overcoming the challenges faced to find solutions and solve tasks. Through group activities, students not only improve their linguistic skills, but also develop social and cognitive skills that are essential for their growth and overall success, both in academic and real-life contexts.

c. Reinforcement

At this stage the researcher found material deepening activities. This stage was the stage where students practice their work by trying to dialogue with each other and their group friends. Then, the teacher's role is to provide reinforcement by going around to help provide revisions to students' work if there are errors. Some mistakes that teachers encounter are in the use of subjects and verbs. for example :

"Does she take a bath?"

"Do they play football?"

"Do you cook?"

"Does he study?"

At this stage, students are given a deeper understanding of the sentences they make, specifically the use of the correct word class, so that students can understand more about the material provided.

Teachers actively model desired speaking behavior, whether in terms of clear pronunciation, appropriate sentence structure, or correct intonation. By listening and imitating the teacher, students can gain a better understanding of how to speak well. Providing feedback to students about their speaking abilities can include praise for progress made, as well as suggestions for specific improvements in pronunciation, grammar, or intonation.

By providing the support, reinforcement, and guidance they need, teachers play an important role in helping students develop their speaking skills. Teachers not only help students learn, but they also act as active trainers by giving criticism and encouraging them to continue to improve themselves. Teachers have the ability to create a dynamic and interactive learning environment in which all students feel motivated to engage.

The teacher also offers individual or small group assistance to solve problems that students may encounter and offers effective communication techniques. The teacher help boost students' confidence in speaking by praising and showing anything that needs to be fixed.

The active role of teacher in providing academic and emotional support is crucial to creating a classroom atmosphere that supports and supports the development of student speaking skills.

d. Application

The researcher found implementation at this stage, which can be proven by the teacher asks again to make the correct sentences as corrected in the previous stage, and after that the teacher asks the students to present the results of their work in groups in front of the class taking turns.



Picture 4.1 (students apply the material)

By asking students to recreate the corrected sentences and then presenting them, the teacher emphasizes the importance of learning from mistakes and ensuring that students remember and understand the corrections that have been made. Through this process, students can also reflect on their own performance, identify their strengths and weaknesses, and make plans for improvement. This helps students understand language rules better so they can avoid making the same mistakes in the future.

Students are given the opportunity to apply the grammar concepts, vocabulary, and communication strategies they have learned in a conversational context. By applying the lessons they have learned to speaking in front of the class, students can not only deepen their understanding and speaking skills, but also gain experience communicating effectively in more formal social situations. This helps them to overcome public speaking anxiety and become more confident and skilled speakers.

2. How useful is the EGRA Method in teaching speaking skills

This research was conducted on 18th and 24th October, 2023. During the research, there was usefulness in using the EGRA method which could improve 5 aspects of speaking skills

a. Pronunciation

All students stated that this method was useful for improving their pronunciation skill which can be seen from several student statements below:

Student 1 said that : “This method was useful, because there is direct feedback from teacher and friends, which helps me to realize and improve weaknesses in pronunciation”

Student 10 said that “This method was very useful, this method provides clear instructions on how to pronounce words that are often mistaken, correct errors in pronunciation.

Student 15 said that “This method was quite useful but usually doesn't produce anything significant”

In the pronunciation component, the EGRA Method was considered capable of improving students' pronunciation abilities seen from their statements. However, there was one student who stated that this method was useful for improving his pronunciation skills even though it did not produce anything significant. However, other students stated that this method could make them realize and correct mistakes, one of which was through feedback from teacher and friends.

Pronunciation is an important component in the ability to speak a language. Good pronunciation is the key to ensuring that the message conveyed can be understood clearly by the listener. By paying attention to proper intonation, clear vocalizations, and accurate use of consonant sounds, one can improve clarity in verbal communication. Apart from that, aspects such as accent and intonation also play an important role in expressing meaning and emotions in conversation. With awareness of the importance of correct pronunciation and a commitment to continually improving deficiencies, a person can become a more confident and effective speaker in interacting with others in the language being studied.

b. Vocabulary

All students stated that this method was useful for improving their pronunciation skills which can be seen from several student statements below:

Student 4 said that: "This method was useful, because the teacher gives examples of familiar daily activities so it automatically increases vocabulary"

Student 10 said that: "This method was useful because it helps increase vocabulary, to convey what I want to talk about"

Student 15 said that: "This method was useful, this method can help me learn new vocabulary, from before I didn't know to I knew"

There is also the 3rd student who stated that "This method is useful because it can help increase vocabulary which supports understanding of context which makes speaking more confident".

In the vocabulary component, students consider that this method is useful for improving their vocabulary. It can be seen from the statement which states that this method can help increase vocabulary to convey what they want to talk about, and it can also be seen that adding vocabulary can make students more confident in speaking.

The use of appropriate and varied vocabulary allows speakers to express thoughts, ideas, and emotions more accurately and precisely. By expanding their vocabulary, speakers can express themselves more creatively and clearly. In addition, the use of vocabulary appropriate to the situation and context of communication allows speakers to build stronger relationships with their listeners and makes their messages more relevant and interesting. Therefore, continuous and extensive learning and understanding of vocabulary is an important part of developing effective speaking skills in the language being studied.

c. Grammar

All students stated that the EGRA Method was useful for improving speaking skills in the Grammar aspect. As stated by several students below.

Student 1 said that : “This method was useful because it can improve my grammar, for example the use of verbs and subjects”

Student 4 said that : “This method was useful because this method improves my grammar skills in communication. For example, the use of tenses”

Student 6 said that : “This method was useful, because it corrects grammar errors better through the various exercises provided”

In the grammar component, students found this method useful for improving their grammar skills. Grammar is integrated into activities designed to improve students' speaking skills. For example, in role-plays or simulations of real situations, students are given the opportunity to use grammar in contexts relevant to the role they are playing, allowing them to practice grammatical structures in meaningful conversations.

Additionally, through group discussions or presentations, students can get direct feedback on their grammar usage, helping them to improve weaknesses and strengthen skills in grammar. By understanding the role of grammar in conveying messages appropriately and effectively, students can better develop their speaking skills, thereby improving their ability to communicate in the language they are learning.

d. Fluency

All students stated that the EGRA Method was useful for improving speaking skills in the fluency aspect. As stated by several students below:

Student 9 said that: “This method was useful because it provides feedback and correction if errors are found in speaking fluency”

Student 12 said that: “This method was useful because students can show the results of their work in front of the class.”

Student 14 said that: “This method was useful because students are free to express their thoughts to each other among group members, they can practice fluency before practicing in front of the class”

In the fluency component, students found this method useful in influencing their fluency. It can be seen from the exploration activities of the material studied, students practice their fluency with their group friends and then show the results of their work to the class after carrying out discussions and deepening in the previous stage, here the teacher can see how fluently they are in conveying the results of their work, in this case they read what they wrote. There is also direct feedback that directs them if there are errors in what they convey.

e. Comprehension

All students stated that the EGRA Method was useful for improving speaking skills in the comprehension aspect. As stated by several students below :

Student 3 said that : “This method was useful because there are activities that show pictures of the material to be studied, which are also demonstrated repeatedly so that it is easier to understand the material being taught”

Student 6 said that : “This method was useful because it involves mutual exploration and practice between groups so that it is easier to understand the material in the context being discussed”

Student 15 said that : “This method was useful because there are tasks that are practiced which further increase understanding”

In the comprehension component, students felt this method was useful for improving their comprehension skills. This can be seen from their statement that this method is useful through several activities, namely showing photos as clues to

the lesson material, holding discussion activities between groups and presenting what they have learned.

A good speaker is not only able to convey a message clearly, but also has the ability to understand the message received from the listener and respond appropriately. Good understanding of the interlocutor's questions, statements, or requests allows the speaker to respond relevantly and effectively. By paying attention to good understanding, a speaker can build stronger relationships with interlocutors and increase the effectiveness of their communication in various contexts.

B. Discussions

1. How is The Use of EGRA Method in Teaching Speaking Skills

Based on Findings, the researcher found the English teacher used this method for English learning especially in speaking skills which is same with Rizkia and Surachni's (2014) theory that is states "The EGRA Method can be applied to speaking skills"

The English teacher at MTsN 2 Mulawarman Banjarmasin used the EGRA Method as a learning method through four learning stages, namely Exposure, Generalization, Reinforcement, Application. Starting by providing clues about what will be learned through pictures. With this picture media, students are expected to have an idea of the material that will be presented,

The next stage is where the teacher provides space for students to explore, deepen, develop and discuss what they have learned, students are asked to make

their own examples to hone their thinking skills, then in the next stage they are given reinforcement about what they have learned in the two previous stages.

The teacher provides a deeper explanation to provide feedback, and is given understanding and told what is correct if the teacher finds an error. Then, to make sure they understand what they are learning, the teacher asked them to apply what they learned in that day's lesson which is in accordance with Rizkia and Surachni's (2014) theory, which explains four stages of using this method in learning speaking skills.

It can be seen during the research that this method was a method that can increase student interest and participation so that students are more active in class. This is in accordance with the theory of Muhlisyah & Hasmawati (2017) which states "that the EGRA Method is a learning model that aims to optimize student participation in their learning"

2. How Useful is The Use of EGRA Method in Teaching Speaking Skills

To find out how useful the EGRA method in teaching speaking skills, researcher conducted interviews with students and found five components of speaking skills that were in accordance with Arodijah's (2020) theory, are: Pronunciation, Vocabulary, Grammar, Fluency and Comprehension.

a. Pronunciation

In this aspects, researcher found that all students stated that this method was useful for improving their pronunciation skills. Overall they stated that this method "helps them to improve the clarity of pronunciation, avoid pronunciation

errors, and strengthen abilities in pronunciation" this statement is in accordance with Arodijah's (2020) theory which states that "pronunciation helps students to speak more clearly and allows them to speak effectively". Moreover, pronunciation in this case includes intonation, clarity of speech, tones in sentence patterns that students apply in learning their speaking skills.

b. Vocabulary

In this aspect, researcher found that all students stated that this method was useful for increasing their speaking vocabulary. According to them, this method makes it easier for them to add new vocabulary through learning activities, from what they don't know to what they know. Also in learning activities, the teacher provides examples of daily activities that can make them remember what familiar words they have remembered before, or they have just learned the meaning.

Student 10 stated that this method was useful because it helps him increase his vocabulary to convey what he wants to talk about and student 3 stated that this method helps him increase his vocabulary through activities that support vocabulary development and understanding of context which can make him more confident when speaking.

It can be concluded that having sufficient vocabulary can make it easier to convey expressions, ideas and thoughts and can even make you more confident, and the vocabulary that students have is familiar vocabulary. This fits with Arodijah's (2020) theory which stated that "having sufficient vocabulary can help

convey what you want to say, and also having vocabulary is usually familiar words."

c. Grammar

In grammar, researcher found all of the students thought that EGRA Method was useful for improving their grammar especially in speaking skills.

From the students' statements, it can be concluded that this method improves grammar, namely the use of verbs, subjects, tenses, sentence structures through learning activities that involve applying tenses to everyday situations and real communication such as talking between group members, they present work results, and correcting if there are grammatical errors in the example sentences they make to hone their grammar skills.

The results of the activities provided by the teacher are the same as Arodijah's (2020) theory "Arranging the correct meaning of sentences based on context, and used to avoid misunderstandings for each communicator"

d. Fluency

Students are free to explore, express their thoughts, and discuss with each other smoothly, without any distraction from the teacher. This statement is in accordance with Murti, Jabu & Samtidar's (2022) theory which states that "fluency is spoken language that is free without interruption, and teacher give students the freedom to make predictions without interruption"

Sari's (2022) theory said that a speaker who can understand the meaning, context and also has the ability to understand when speaking, reading,

writing or expressing something and responding clearly this can be defined as fluency. Likewise, students' statements state that this method was useful because in the learning process students were given reinforcement to be able to understand, respond to and also practically apply what they have understood.

e. Comprehension

Based on students' statements, they stated that this method was useful because it could make them understand through instructions (showing pictures) in the first stage and analysis, allowing them to imitate, respond and speak according to the context and instructions. The statements fits with Sari's (2022) Theory which stated that "Being able to understand the context, provide the right response, and also understand the context as a whole.

The teacher asks several questions and the students apply them, which is a way that can make students understand better and improve their understanding, and the teacher can also assess the extent of their understanding. Because, when they speak, both when asking questions and answers with the teacher, or when applying it in front of the class, they better understand what is being said. This is in accordance with Arodijah's (2020) theory which says that "understanding what the speaker is saying to avoid misinformation is the meaning of understanding"