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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter contains the research findings from the gathered data and was analyzed using a qualitative method. It describes the lecturers' strategies in teaching, the reason why they use them, and the challenges that possibly found by them when teaching. Moreover, this chapter presents the findings to answer the research questions as mentioned earlier in chapter 1, those questions are::

1. What are lectures' strategies in teaching spoken communication skills?
2. Why do the lectures use the strategies in teaching spoken communication skills?
3. What are the challenges faced by the lectures' in teaching spoken communication skills?

In answering the research questions, the data was collected by observe the lecturers' class, interview, and record or take the video of the lecturers' activities in class directly as a documentation. All of the data were analyzed to know the teaching speaking strategies that implemented in the learning process can be seen in table 4.1 below:

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Table 4.1
Data Collection Method and Source of Data to Answer Research Questions

No.	Research question	Data collection Method	Source of Data
1.	Lecturers' Strategies in Teaching Spoken Communication Skill	a. Observe the Lecturers' class in teaching Speaking b. Interview the Lecturers	4 Lecturers
1.	The lectures' reason use the strategies	Interview the Lecturers	4 Lecturers
2.	The Lecturers' Challenges in teaching spoken communication skill	Interview the Lecturers	4 Lecturers

Based on the table above, it could be seen that the 1st research question, it was about lecturers' strategies were collected by observation and interview. The 2nd research question, lecturers' reason to use the strategies was known from interview. The last, the lecturers' challenges was found from interview also.

1. Research Finding

Finding is one of the most important part in qualitative research. This part provides the description from the collected data. Furthermore, the main data are observation and interview. The observations have done to 4 English lecturers in their

class. The result of observation would be described in narrative form, and used 'table', it would be compared to Kayi (2006) theories about teaching speaking strategies, so the researcher would put tick (√) in each strategies that the lecturers used in their class. Finally, the researcher took conclusion.

Next, the second instrument, the interviews has been done to the 4 lecturers to explore their strategies in teaching spoken communication skill, why they used them, and the challenges that they faced when teaching speaking. They were recorded by video, and transcribed into words and then analyzed using thematic analysis. At last, the findings were compared to the theories already explained in chapter II. The theories are used to support the data analysis.

4.1.1 Lecturers' strategies in Teaching Spoken communication Skill

Based on the data collection method, there are two way to get the data about the lecturers' strategies in teaching spoken communication skill. They are:

Observation

In the observation days, the researcher took his seat next to the door of the class in order that the presence of the researcher did not disturb the teaching and learning process of speaking. The researcher recorded them, took videos and photos. The first campus class in IAIN began at 12:45 until 14:25. The second campus that located in Baharuddin began at 07.30 until 09.10

Before the teaching and learning process began, the lecturers led her students to pray and all of the students prayed tidily. After praying the lecturers stood up and said "Hi... How are you today?" and the students responded the lecturers.

The lecturers checked the attendance list and no student was absent that day. To begin the learning process, all lecturers used variety way, there were showing picture, asking questions or brainstorming, asking previous material, mime something, etc. After that, the lecturer started to ask some questions to the students in order to lead them to the topic that they were going to learn. The materials depended on students' textbook.

The teaching speaking strategies that implemented by the lecturers can be seen in table 4.2 below:

Table 4.2
Lecturers' strategies in Teaching Speaking Skill in English by observation

No.	Name	Observation 1	Observation 2	Observation 3
1.	AY	Discussion,	Answer & Question,	Pair
	AS	Role-Play, Answer & Question, Picture Describe	Discussion, Answer & Question, Picture Describe, Pair	Role-Play, Pair, Communicative Approach
	DF	Role-Play	Interview	Answer & Question
	JH	Discussion, Storytelling	Discussion, Pair	Role-Play

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Based on the table above, the researcher made the simpler table as follow:

Table 4.3
Conclusion Lecturers' strategies in Teaching Speaking Skill in English by observation

No.	Speaking Strategies	Total
1.	Discussion	4 times
2.	Answer & Question	4 times
3.	Role-Play	4 times
4.	Pair	4 times
5.	Picture Describe	Twice
6.	Communicative Approach, Interview, Storytelling	Once

The first lecturer in the 1st meeting asked the students about what kind of games that they play. Then, the lecturers talked about “Luck of the draw”, that was the topic in students’ textbook that day. The lecturers explained about some games that they would discuss. After that the students discussed about the best game. The lecturers practiced the activity one by one in groups. The students spoke much more and gave their argument. They were confident and brave and they did not think too much if made mistakes although they still spoke about the material.

Furthermore, the 1st lecturers in the 1st meeting used Discussion strategy. Then, in the 2nd meeting she used “Answer and Question” to talk grammar material about “Similarities and Differences”. In the last meeting, she used pair or Think-Pair-Share strategy with the topic about “Injuries”.

In continuation, the second lecturer in the 1st meeting asked the students to describe picture. Then the lecturers talked about “Dream Homes”. When the students were discussing about the place, the lecturer monitored pair by pair. They spoke fluently and they were not afraid of errors when they shared their arguments. And then, she used pair strategy to teach about similarities and differences in the 2nd meeting. Finally, at the 3rd meeting, she used discussion strategy with the topic about “Injuries”.

Next, the third lecturer in the first meeting used Role-play to talk about “Reservation in the Restaurant”. Then, she used interview strategy about daily activities in the past for her students. At the end, in the 3rd meeting, she used “Answer & Question” strategy with the topic “Dinner date”, that was about how to request something.

The forth lecturer, she taught about “Obligation”, she used discussion strategy. They practiced how to use “make, let & allow” in the 1st meeting. In the 2nd meeting, she used “Story Telling” strategy about “Holiday”. She invited students to talk about travelling that they have ever done. Finally, she used “Discussion and Pair Strategies” about “Journey or Trip”.

Based on the observation of four lecturers above, the researcher could conclude that all lecturers applied various strategies in each meeting. They were really creative to adapt the strategies with the topic of student’s textbook. There were some strategies that they used, they were: Discussion, Answer & Question, Pair, Role-Play or Simulation, Picture Describe, Communicative Approach, Interview, Story -Telling and so on. Three lecturers often use Discussion and

Answer & Question strategies as one of the most favorite strategies during the observations. While, three of them sometimes used Role play and Pair strategies as the second of the favorite strategies.

Interview.

According to the interview with all lecturers, the researcher would present the research findings which the researcher found in the field. So, the researcher came to the Language Development Center (P2B) building to interview the 1st lecturer to get much and supporting information about strategies in teaching speaking on Thursday, 29th of April 2021 at 03.30-03.45 PM. The researcher asked the questions about the strategies in teaching speaking and took the video recording. Then, for the 2nd, 3rd, and 4th lecturers, the researcher came to interview them to the Teacher Faculty (TIK) building to get much and supporting information about strategies in teaching speaking on Friday, 30th of April 2021 at 04.55-05.05, 05.05 – 05.10, and 05.10-05.15 pm. The researcher interviewed them one by one in turn at the same day because they had free time while they only supervised the exam. It related to the lecturers' strategies in teaching speaking in IAIN Padangsidempuan. After the researcher investigated the lecturer strategies in teaching speaking, finally the researcher got some data. The results of the research findings were presented in the table below.

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Table 4.4
Lecturers' strategies in Teaching Spoken communication Skill by Interview

No	Lecturers	Speaking Strategies
1.	AY	Role-play, Picture Describe, Pair,
2.	AS	Discussion, Role-play, Picture Describe, Pair
3.	DF	Role-Play, Picture Describe, and soon
4.	JH	Answer & Question Story-Telling, Role-Play.

Table 4.5
Conclusion Lecturers' strategies in Teaching Speaking Skill in English by Interview

No.	Speaking Strategies	Total
1.	Role-Play	4 times
2.	Picture Describe	3 times
3.	Pair	Twice
4.	Discussion, Answer & Question, Story Telling	Once

Based on the table above, it could be concluded that all lecturers that have been interviewed has applied some strategies in teaching speaking. The most favorite strategy is role-play, picture describe, and pair.

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4.1.2 The reason of Lecturer to use the strategies

Strategies were needed to do things, especially in teaching speaking. Sanjaya (2017) stated that strategies are used to achieve specific purpose. It has correlation with the result of lecturers' interview.

...”because the strategy is effective and can be modified, can be applied in various topics.”

(Interview with AS, 30th of April 2021)

Next, the other lecturer also said that;

...”it is based on the topic, for example the topic is about conversation in ‘market’, so it is suitable to use role play. There will be a merchant and a customer.”

(Interview with AY, 29th of April 2021)

Similarly, DF added;

...”picture describe is used to describe appearance of someone or things.” . .

From the interview above, it could be seen that the lecturers taught speaking their students with some strategies. They used the strategies according to the topic. They used the strategies because the strategies were suitable to the topic that they taught. The strategies supported the students to use an easy language.

In continuation, JH also added that;

...“I teach speaking to the students depends on their ability, if she or he was weak, I would join with him/her”.

(interview with JH, 29th April 2021)

Then, she asked the students to practice speaking as easy as they think. In that process, whenever students found the difficult words, phrases, and sentences, the lecturers were able to help them.

Next, she also said that the students' skill in speaking has a good progress and satisfied but it depends on the student's personal skill. She added that the condition of her class is good because they practice it in pair, and she always monitor students' speaking activity after she gave instructions for her students in class. Simultaneously, when monitoring, she can join, help, and correct the students' speaking, or even she was in the activity with her students together. She often used some strategies such as, role-play, describe picture, and telling opinion because the strategies support them to practice speaking. She said that she needs better media, such as in-focus, a good loudspeaker and the students have a good environment because they live in the campus so they must speak Arabic and English in daily activities.

While, AS said that the students' score is very good. If it is made into numbers 1-20, most students got 18 for their speaking score. Also, they were very active in class". In addition, she said that she always prepares good strategies for the students in each meeting, if not they would feel bored. She used some strategies such as, Discussion, Role-play, Picture Describe, Pair strategies because those strategies are adaptable to the students and the topic, they do not waste time also. As the first lecturer, she has some problem in learning process, like unfamiliar topic, background knowledge and so on.

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In conclusion, according to interview of all lecturers, there are some strategies that they often used in speaking class. They are role-play, Picture Describe, Pair, Discussion, Answer & Question, Storytelling, etc. They used the strategies because they are suitable to the students' background knowledge, and the topic material. The strategies make their students more active, able to speak better and create an effective time. Finally, Role-Play is the most favorite strategy in teaching speaking in Center Language Development (P2B) in IAIN Padangsidempuan.

4.1.3 The lecturers' challenges to teach speaking communication skill

As a foreign language, teaching English has some difficulties to be learned or even taught, such as stated by Ur (1996), he described them specifically, they were individual learners personalities and attitude, inhibition; means afraid of making mistakes, losing face, criticism, shyness. Then, learners have problems with finding motives to speak, formulating opinions or relevant comments, low or uneven participation, and the last is using mother tongue.

After researcher interviewed the lecturers, it is found some similarities things with the Ur's writing above, JH said;

“There are some strategies that I often use such as, answer & question, storytelling, find someone who, and the last role-play is the most favorite”. “I used the strategies because I teach them to answer the question, I just give them direction to speak better. Then, she also said, “The student is not

confident, especially if his or her friend is better than him or her and I always give the topic according to the students background”.

(interview with JH, 30th of April 2021)

It could be seen that JH felt that the differences of students’ ability, and students’ confidence being her challenges in teaching speaking. It is supported by Juhana (2018), she said that students would forget what they want to say because of shyness, students are afraid of making mistakes, and also they are worried about being laughed by their friends. She also added that lack of confidence occurs when students feel that their English is not good.

In contrast, AY said;

...” as we know, the 1st and the 2nd semester students aren’t allowed to have mobile phone. So, if the topic is up to date, usually, students don’t know them. Then, the media is in class, such as in-focus. We can’t find it in class.

(interview with AY, 29th April 2021)

AY thought that the teaching media was the crucial problems for her. It is supported by the research from Sarhandi, et.al (2017) which proposed the research about smartphone to engage EFL students’ activity. The results established that students using their smartphones to complete activities instead of using pen and paper. It showed significantly higher levels of task engagement. Then, Rhanda (2020) also stated in his research that Smartphone is one of the useful media for learning in this era. It can make the students interested in the learning process and help them find sources for the task.

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Furthermore AY had a same opinion with DF.

“The first problem is the media. Ya, that’s right, that should be better if the media is provided. What is is called?.. projector, and a good speaker. So, the problem is media.”

(interview with DF, 30th April 2021)

As stated by Harmer (2001, p.136), the “projector is extremely useful pieces of equipment since it allows us to prepare visual or demonstration material.” So, projector is one of media which can support. Learning a foreign language is very useful if the lesson material relate to our daily activity or using real media to increase their curiosity in motivating the students (Ningsih&Fata, 2015). While Hammalainen (1995) said that the way to increase students’ motivation of learners studying is using movies, body movement, globe, picture and tape recorder.

Next, the other lecturer found the other challenges, they were students’ background knowledge and unfamiliar topic, and also students’ preference as found below;

“The challenges things were if they aren’t familiar with the topic or something new or even they don’t like the topic. They like Korea drama, it can be one of supporting factor,...aaa when the topic is about ‘plane’, they don’t like it, because they never feel it.”

(interview with AS, 29th April 2021)

It was supported by Greene, and Preety (1967) also stated that another problem which is encountered by a teacher came from the availability of the text books for the students.

In conclusion, lecturers' challenges in teaching spoken communication skill were students' ability, students' confidence, lack of teaching media, students' background knowledge and unfamiliar topic.

4.2. Discussion

In this part, the researcher presents the discussion of the research finding. There are three research questions in the chapter I. The first discussion is about the strategies that are applied by the lecturers in teaching speaking. Meanwhile, the second discussion focuses on the lecturers' reasons why they used the strategies in teaching speaking. Next, the last discussion is about the challenges that faced by the lecturers' in teaching spoken communication skills?

In attempt to make the teaching and learning process successful, especially teaching speaking, the teacher should consider to the strategies. According to Brown (2007) strategies are defined as the specific methods of approaching a problem or task, the modes of operation for achieving a particular end and the planned designs for controlling and manipulating certain information. Similarly, J.R. David (1976) in Sanjaya (2011: 126) states that strategy is a plan, method, or series of activities designed to achieve a particular educational goal. The lecturers consider the strategies they used to teach speaking in Center Language Development (P2B) in



AIN Padangdimpuan. They also taught speaking with some strategies as suggested Kayi (3-4) there are some techniques that teacher can use in teaching English speaking; 1) Discussion Group discussion; 2) Role play; 3) Simulations; 4) Information Gap; 5) Brainstorming; 6) Storytelling; 7) Interviews; 8) Story completion; 9) Reporting Before coming to class, 10) Answer and question; 11) Picture Describing. However the strategies can be seen by the table below according to the Observation and Interview.

Table.4.6
Lecturers' Strategies by Observation and interview

No.	OBSERVATION	Total	INTERVIEW	Total
1.	Discussion	4 times	Role-Play	4 times
2.	Answer&Question	4 times	PictureDescribe	3 times
3.	Role-play	4 times	Pair	Twice
4.	Pair	4 times	Discussion	Once
5.	PictureDescribe,	Twice	Answer&Question	Once
6.	CommunicativeApproach	Once	Storytelling	Once
7.	Storytelling	Once		
8.	Interview	Once		

According to observation, the most favorite strategies are Discussion and Answer & Question. Group discussion is effective for speaking ability in large classrooms. Sometimes, the students are divided by the teacher into group work. According to Ur (1991), this increases the sheer number of learners talk going on in

limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of classroom. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

According to Kenneth (2010) Question and answer teaching gives the student opportunity to reflect his inquiries and needs for further information. At the same time, by soliciting answers to key questions the teacher gains some insights into the class' progress. Question and answer technique is an activity in which asking and answering take place between the students and students and students with their teacher. By asking questions a mutual communication can occur. This is so due to the fact that every question demands a response (except in the case of requests and suggestions), so that questions inevitably generate communication.

Furthermore, according to interview, the most favorite strategy is role-play and also the second favorite base on observation. According to Harmer (2001), the simulation and role-play increase the students' self-confidence because the students are asked to speak with others. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are

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entertaining, they can motivate students. Second, they can increase self-confidence of timid students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Based on interview, the second favorite strategy is Picture Describe. A picture is worth a thousand words, and this is particularly true for teaching English as a second language. There are four reasons why pictures are good to be used in teaching. First, pictures provide shared experience for students in a classroom. Second, they provide common grammatical aspects students can use and practice in the classroom. Third, pictures may result in the task variations in speaking. Fourth, they are also interesting for learners (Raimes, 1983). Moreover, by using pictures, students can focus on the picture to get the idea (Arsyad, 2005, p. 128) and it also gives motivation to students to use their ability (Wright, 1989, p. 17). Furthermore, Harmer (2007, p. 42) also states that when students tell or describe the picture, they can easily construct the story. In short, it can be concluded that using describing picture strategies can help students in developing their speaking skill. It also motivates students in learning process.

From the discussion above, we can see that the lecturers' strategies in teaching speaking are very important for the students. The lecturers used more than one teaching strategies such as: Discussion and Answer & Question, Pair, Role play practicing dialogue and storytelling, for communication in daily life. These strategies help the students' speaking a lot and make them participated easier, faster, and more enjoyable ways to speak fluently so they really support the students'

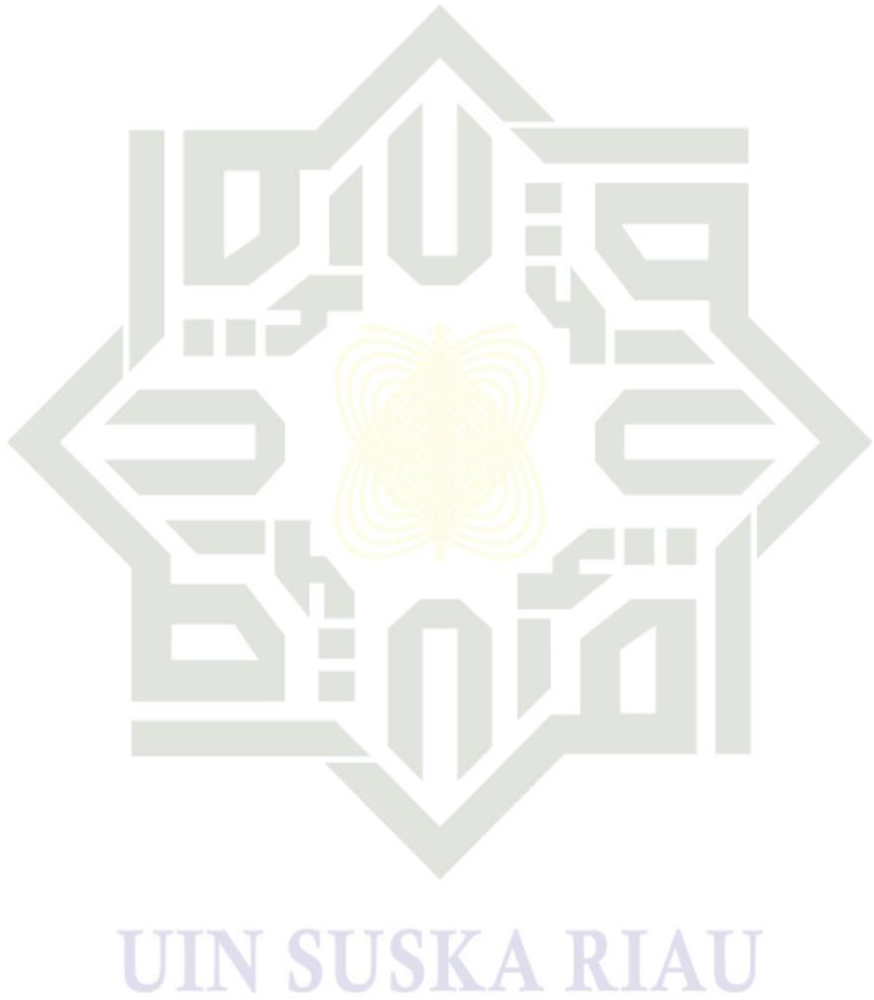
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speaking improvement by their responses or even just minimal responses. Finally, the researcher suggested for other researcher to use the same or more creative strategies to compare the result of the success strategies in teaching speaking.



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