

CHAPTER IV

FINDING AND DISCUSSION

A. Data Finding

1. Finding of Observation

The observation was held on 13th August 2019 to September 3rd 2019 the observation was conducted for four weeks. The researcher began to collect the data about teachers technique in teaching speaking for tourism students. The observation was held once in a week. The teacher techniques in teaching speaking for vocational school students which were obtained by the researcher in four weeks consisted of four meetings. The researcher came to the school in order to get main data about teacher techniques in teaching speaking for students vocational high school. The researcher conducted the observation every week in one month for observing the techniques which were implemented by the teacher in teaching speaking for students vocational high school.

The observation showed that the teacher techniques in teaching speaking for tourism students are drill techniques, roleplay techniques, dialogue, simulation, discussion, report and brainstorming. These techniques were classified based on crookes and chaudron theory

(1991).¹ In addition, the teacher conducted prepares talk activity when she implemented discussion techniques. It was in line with Harmer's theory (2002) about classroom speaking activity that was cite in the chapter two.²

The following table shows the teacher techniques in teaching speaking for tourism students which were obtained by the researcher in four weeks consisted of four meetings.

Table 4.1
Teachers Technique in Teaching Speaking

| No | Week | Teachers teaching technique |
|----|-------------|--|
| 1 | First week | Drill technique, dialogue and roleplay |
| 2 | Second week | Drill technique, dialogue and simulation |
| 3 | Third week | Drill technique and report |
| 4 | Fourth week | Drill technique brainstorming and discussion |

¹ Brown, Douglas. *Teaching by Principle : an Interactive Approach to Language Pedagogy*. (England, Longman.2001), p.133-137

²Harmer, Jeremy. *The Practice of English Language Teaching*. (England, Longman,2002), p.271-275

Based on data of the teacher teaching techniques in teaching speaking that was obtained in fourth meetings. The following table presents the percentage the use of the techniques.

Table 4.2

The percentage the use of techniques

| No | Techniques | First week | Second week | Third week | Fourth week | Percentage |
|----|-----------------|------------|-------------|------------|-------------|------------|
| 1 | Drill technique | ✓ | ✓ | ✓ | ✓ | 70% |
| 2 | Role play | ✓ | | | | 10% |
| 3 | Dialogue | ✓ | ✓ | | | 20% |
| 4 | Report | | | ✓ | | 10% |
| 5 | Discussion | | | | ✓ | 10% |
| 6 | Brainstorming | | | | ✓ | 10% |
| 7 | Simulation | | ✓ | | ✓ | 10% |

Based on the data above, it showed that drilling technique was the most command implemented by the teacher in teaching speaking, and then followed by report and discussion techniques, 70% of drilling techniques was implemented by the teacher in teaching speaking, and 20% of dialogues techniques, then 10% of report technique was applied by the teacher in teaching speaking, beside that 10% of discussion and

10% of role play technique were conducted by the teacher in the classroom speaking activity.

1. Finding of Interview

a. Teacher Interview

The interview was conducted on 10th August after the observation ended. There were five categories in this interview. The findings of interview with the Tenth grade and English teacher.

1. First category whether any differences in teaching speaking for vocational students based on ESP

Researcher : There were any differences in teaching English for vocational students based on ESP?
What were differences?

Teacher : There were not any differences from the material, curriculum and students characteristic in teaching English for vocational school.

2. The second category was about teacher techniques in teaching speaking

Researcher : What were the techniques in teaching English?

- Teacher : implemented drill techniques and group work.
- Researcher : What were the technique in teaching speaking?
- Teacher : To practice students speech and pronunciation the teacher asked students to practice the dialogue and prepares talk.
- Researcher : What techniques were more interesting for the students in teaching speaking?
- Teacher : Role play
- Researcher : How the techniques in teaching speaking based on ESP?
- Teacher : In teaching speaking for tourism students in SMKN 1 Cinangka had not appropriate with the ESP yet.
- Researcher : What were the most effective technique in teaching speaking?
- Teacher : The most effective techniques was drilling.
- Researcher : Did the teacher implements the other techniques in teaching speaking?
- Teacher : No, iam didn't

3. The third category was about the media that used in implementing the technique

Researcher : What media were used in implemeting the techniques?

Teacher : The media were used are power point book and module.

4. The fourth category related to the obstacles in implemeting the techniques

Researcher : What media were used in implemeting the techniques?

Teacher : Limited of time, the students condition who often felt quickly bored in learning speaking, the lack of the students vocabularies, less of vacilities, and the text book that unappropriate with the syllabus.

5. The last category was about students difficulties and how to overcome it

Researcher : What were students difficulties that the teacher found during implementing the techniques?

Teacher : The students often felt nervous.

Researcher : How to overcome the students difficulties?

Teacher : I tried to help them as much as possible in exploring their second language.

The data presented in the above indicate that there were not differences in teaching English for students in vocational school. In teaching speaking the teacher usually implemented role play techniques and prepares talk activity in the speaking classroom. Based on teacher statement role play techniques was more interesting for students, moreover prepares talks was implemented to guide the students in preparing what they wanted to talk in public. There were some obstacles faced by the teacher in implementing the techniques, they were; limited of time, lack of facilities, and students self condition that usually felt bored and nervous when they ask to remember, to practice the dialogue and to speak in front of the class.

b. Students Interview

The interview was conducted on 3rd September 2019. The interview was done to complete the data about their response. The researcher took three students to be interviewed. The student were chosen because

they could represent the whole students in giving the responses toward teacher techniques in teaching speaking. The following consisted the finding of the interview with the students of Tenth grade of SMKN 1 Cinangka, Anyer Serang.

- 1 Researcher : How were your responses in learning speaking toward the techniques that were implemented by the teacher?

Students answer : One students answer that they enjoyed and interested in learning speaking. One other answered that the process of learning didn't make she nervous. And the last one answered that the process of learning was not boring.
- 2 Researcher : What were the obstacle and difficulties faced in learning speaking?

Students answer : All students answered that they found the difficulties in translating their words in English when they wanted to speak.
- 3 Reseracher : Did the teacher gave the help in

overcoming your obstacles and difficulties? How the teachers way in overcoming?

Students answer : All students answered that the teacher often helped them in overcoming their difficulties by guiding them in translating their words.

4 Researcher :: There were the other techniques implemented by the teacher in teaching speaking?

Students answer : All students answered that the teacher always implemeted drill techniques and discussion

5 Researcher : Which was the the technique that made you enjoyable in learning speaking?

Students answer : Two students answered that they preferred in drilling techniques and disscussion. And one students answered that she was pleased when the teacher implemented only driliing techniques.

The data above shows that most of the students interested in learning speaking, that the techniques were implemented by the teacher. On the other hand, they were difficult in translating their words in English when they were asked to talk in public. Related to students difficulties, she helped them in overcoming their difficulties by guiding them in speaking activities.

A. Discussion

a. Result of Observation

1. Teacher Techniques in Teaching Speaking

The observation was conducted on August 13th 2019 until September 3rd 2019 the researcher came to the school in order to get main data about teacher techniques in teaching speaking for tourism students. The researcher conducted the observation every week in one month for observing the techniques which were implemented by the teacher in teaching speaking for students vocational high school at the Tenth Grade of SMKN 1 Cinangka. .

Based on the result of the observation, the researcher would like to describe the implementation of teacher techniques in the elaboration below.

a. First week

In the first week the researcher conducted pre observation. It was held on Tuesday, 13th August 2019 at 7.30 am until 9:15 am. The researcher came to the school to do the observation. She observed the situation of classroom, teacher and students condition that became the subject of the research. The observation was conducted at Tenth Grade of *Perhotelan (PH 1)*. In the class tenth *Perhotelan* there were 36 students but in the first observation there were three students who didn't come to the class. So the students in the classroom were only 33 students. The classroom management was set neatly. There were six rows of students seat and a teachers seat was placed on the right corner across the students. There was two white board in front of the students.

She observed the process of teaching learning in the classroom. Before starting the main activity the teacher reviewed the last lesson. In the main activity the teacher taught the material is about *adjective* by dialogue. She use her own module and wrote the material on the white board. The students wrote the material which was written by the teacher on their own book. During the teacher explained the material, the students paid attention properly to the teachers explanation although there were two of male students who were still joking in the behind and

the teacher exactly called his name to not making noisy in the classroom. The teachers asked them to do the task about *adjective* and she gave a few minutes for them to do it.

After a few minutes, thirteen of the students were ask to write their work on the white board. The teacher checked students work one by one that written on the white board, discuss it, and then gave the students point for the students who came forward to write their work. Before the teaching process ended the teacher made a conclusion from the lesson.

From the first observation, she found that teacher applied dialogue techniques included content explanation techniques. It caused the material was emphasized on grammatical rules. So dialogue and content explanation technique were on of the effective techniques to explore students speaking skill in grammatical rules. Since the teacher applied the dialogue techniques the students became active, they noisy because they does the dialogue with her friend.

b. Second week

The researcher conducted one observation in the second week. It was conducted on 20th August 2019 at 7:15 am untill 9:15 am. The

researcher came to the class and began to collect the main data about teacher techniques. She observed the teacher techniques that were implemented from pre activity until post activity in teaching speaking. The researcher also participate in teaching learning process, such as helped students who found the difficulties in vocabularies and handled the class when the teacher were going out for a while.

The teacher came to the class and began to process the teaching the class began on 7.30 am. The teacher opened the process of learning by saying "*Assalamualaikum warahmatullahi wabarakatuh*" to the students and then they answered by saying "*waalaikumsalam warahmatullahi wabarakatuh*" before handling the main activity the teacher asked students condition by saying "*how are you today?*" then the student answered by saying "*iam fine*". After giving greeting and asking students condition, the teacher focused on the lesson and told the purpose of the lesson that would be delivered to the students. It was purposed to motivate them in learning speaking.

The teacher delivered the material about expressing plan and itention. She explained the expression of plan and itention that should be used in dialogue by drilling technique. She gave the clear example of dialogue about expressing plan and itention and gave the clear information related

to the material such as the situation in the dialogue, where the dialogue took a place and when the students should use these expressions. During the teacher explained the material, the students listened to her carefully, and then teacher asked two students to practice the dialogue that was exemplified by the teacher to give the illustration to other students. After drilling the material the teacher asked the students to make a dialogue about expressing plan and intention. She gave the clear instruction to the students about the task. They had to work in pairs to make a dialogue with their own words based on the topic. While the students were making the dialogue, the teacher walked around the classroom to check students activity, to help them who found the difficulties in making the dialogue and to maintain the situation of learning. It was done in order to keep the learning situation run properly. The students were helped since they got the example of the expressions used in the dialogue. They asked more about the vocabularies that should be used in their dialogue. They discussed with their friends in making dialogue. Most of them discussed about the things related to the dialogue such as the situation, place and vocabularies.

After making the dialogue, the students were asked to practice it in front of another students and to make a simulation based on their dialogues. They simulated the dialogue about making plan and intention. When the students were performing the dialogue some of them looked so nervous and some others performed it with wrong pronunciation. In performing the dialogue, they found some difficulties such as could not develop their dialogues orally without read from the text. So, most of them were reading a dilaogue rather than performing dialogue orally. After perfomed their dialogue the teacher gave the comment, some corrections and score for their performance. And the teacher gave the students suggestion that in the simulation they should not read the dialogue but they should totaly understand and remember the dialogue when they were asked to simulate it because in simulation they act as in their real life. Before the class ended, the teacher made the conclussion based on the material was taught. The teacher learning process was ended by praying together and then the teacher closed the activity by giving closing greeting the class ended at 9:15am.

From this observation she knew that the teacher implemented organizational techniques in the pre activity. It seemed from the tachers way in giving greating, asking students condition, and telling the

purpose of the lesson. In the main activity she applied drilling technique, cued dialogue and role play. It appeared when the teacher explained the expression of the dialogue and explore students skill in making and practicing the dialogue. Then in the post activity the teacher applied checking to correct students work and to provide feedback.

c. Third week

The researcher conducted one observation in the second week. It was conducted on 27th August 2019 at 7:15 am until 9:15 am. She came to the class and began to collect the main data about teacher techniques. The researcher observed the teacher techniques that were implemented from pre activity until post activity in teaching speaking. The researcher also participate in teaching learning process, such as helped students who found the difficulties in vocabularies and handled the class when the teacher were going out for a while.

The teacher came to the class and began to process the teaching the class began on 7.30 am. The teacher opened the process of learning by saying "*Assalamualaikum warahmatullahi wabarakatuh*" to the students and then they answered by saying "*waalaikumsalam*

warahmatullahi wabarakatuh” before handling the main activity the teacher asked students condition by saying “*how are you today?*” then the student answered by saying “*iam fine*”. After giving greeting and asking students condition, the teacher focused on the lesson and told the purpose of the lesson that would be delivered to the students. It was purposed to motivate them in learning speaking.

The teacher taught the topic about describing people and things. She drilled the the expression based on the topic and explained clearly and use the expression in the dialogue, and she made an example.

In the main activity the teacher asked students to make a description that described about people and thing. Then she gave them fifteen minutes in making their paragraph before asking them to present their works. As in the previous activities, after making the paragraph the students were asked to present their work in front of the other students. At the end of teaching process the teacher implemented checking techniques by giving score to the students work and making summarize.

From this activity, she found that the teacher implemented drilling techniques and report. In this case even thought the teacher had to

explore students speaking skill through some technique such as discussion, roleplaying and so on, she also had to keep explaining the language content to the students by drilling. It was impossible to let the students to improve their speaking skill without teaching grammar to them because they had to understand about the sentence structure that they would say.

d. Fourth week

The researcher conducted one observation in the fourth week. It was conducted on 3rd September 2019 at 7:15 am until 9:15 am. She came to the class and began to collect the main data about teacher techniques.

The researcher observed the teacher techniques that were implemented from pre activity until post activity in teaching speaking. The researcher also participate in teaching learning process, such as helped students who found the difficulties in vocabularies and handled the class when the teacher were going out for a while.

The teacher came to the class and began to process the teaching the class began on 7.30 am. The teacher opened the process of learning by saying “*Assalamualaikum warahmatullahi wabarakatuh*” to the students and then they answered by saying “*waalaikumsalam warahmatullahi wabarakatuh*” before handling the main activity the

teacher asked students condition by saying “*how are you today?*” then the student answered by saying “*iam fine*”. After giving greeting and asking students condition, the teacher focused on the lesson and told the purpose of the lesson that would be delivered to the students. It was purposed to motivate them in learning speaking.

In this meeting of the observation, the teacher drilled the material about describing place. She use the book for the media of teaching. In pre activity she implemented brainstorming techniques by asking the students about places that have been visited.

Teacher: *what place is this?*

Students : *a beach*

Teacher wrote the students answer toward her question on the white board.

Teacher: *a beach. Good. This is a beach. Where is the location? In English. This? Okay anyone knows where the location of the beach?*

A student answered nervously.

Students: *the location in kosambi*

Teacher: *ya... the location in Anyer. Good. What else? Anyone knows? More specific please*

Students: *in front of SMKN 1 Cinangka.*

The teacher did it in several times. The students were silent, they looked too nervous when the teacher asked them several question in English. Teacher allowed them to answer her question in Bahasa then she helped them. The teacher realized with the students condition. She tried to give them a stimulus by making a joke.

Teacher: *come on what else? How the condition of the beach? Are there a baby shark? Haha... hello... come on weak up.*

It made them re-excited in following the lesson. After asking some a question, the teacher showed some pictures of the beach on the book and then students said the condition of the beach.

In the main activity, teacher divided the students into some group consist of four or five person. The students were asked to discuss about places that have been visited. It was done to determine the place that should be described by the students in their own group.

The teacher explained clearly the instruction of the task to the students. And the teacher gave the students twenty minutes for discussing. The teacher allowed them to use the dictionary in order to make them easy in making the paragraph. After discussing the teacher controlled their work and finished it. And the teacher asked one of students from each group to present their work.

As the previous observation, in this observation she also found that the teacher conducted prepares talked in classroom speaking activity by implementing group work discussion. Beside that in one activity the teacher applied brainstorming. Since the teacher conducted brainstorming the students looked more nervous. It caused when the teacher asked them some question they confused how to answer it in English. This may indicates that the teacher should more explore students speaking skill by asking them some simple questions in order to make them familiar to speak spontaneously.

From the result of the observation about teacher techniques in teaching speaking for toursim students, the researcher transcribed the classified and concluded the teacher techniques. In the pre activity of teaching the teacher implemented warm up techniques when she open the process of teaching by saying greeting before going to the main lesson. She also

applied setting techniques and organizational techniques when she gave the students motivation by focusing on the lesson and telling them the purpose of lesson. Besides that she applied brainstorming to know students understanding before heading to the main activity.

In the main activity she knew that the teacher mostly used dialogue technique. In dialogue the teacher applied question answer techniques, information transfer, information exchange and problem solving. It was done because in the activity either teacher or students interacted directly and intensively to share more ideas and to solve the problem together. Besides that the teacher also roleplaying, dialogue, report, and brainstorming. The teacher applied translation techniques when there were some students didn't understand with teacher explanation techniques. At the end of teaching process the teacher conducted checking and warm up techniques.

All of these technique were classified into three main techniques as follow: warm up, setting, organization, content explanation, checking, question answer display, drill, and translation included into controlled techniques. Brainstorming, dialogue, report, information exchange, information transfer into semi controlled techniques. Role play, discussion and problem solving included into free techniques.

From the result of the observation, she also found that the teacher conducted prepares talk activity in the classroom speaking activity by implementing discussion techniques. Prepares talk means in teaching speaking the teacher asked students to make a preparation before they were asked to talk in public. In this activity the teacher asked the students to make a paragraph by discussing in a group, to make a dialogue in pairs and to make their own work then to discuss it with their friends in a group before presenting in front of the class. It was in line Harmer theory that was state in chapter two.³ Before the students preparing talk the teacher often explained the material based on the topic to the students by drilling techniques. It was done in order to make the students understood about the language content that they had to use in the preparation step.

2.Students Responses

To get the data above students responses toward the teacher techniques, the researcher asked students to write a note about their responses, the easiness and the difficulties which were faced by them toward the

³Harmer, Jeremy. *The Practice of English Language Teaching*. (England, Longman,2001), p.271-275

teacher techniques in teaching speaking. The students note were collected in the last observation at the end of teaching process.

In their note of students there were 20 students who wrote that they pleased in practicing the dialogue since the teacher conducted role playing and they were unconfident in sharing their ideas and retelling since the teacher conducted discussion, information exchange and retelling. On the other hand there were 11 students who wrote that they were interested in making the dialogue but they were not pleased when they were asked to perform the dialogue in front of the class by role playing because they were unconfident. But there were students who wrote that they become more active in learning speaking since the teacher asked them to discuss their work, to share the information with friends in the group and to retell it to the other students. It means that since the teacher conducted dialogues , information exchange and retelling techniques there are 80% students appropriated it well and 20% students had not adjust with the techniques applied. And when the teacher taught about describing the object place in a group and practicing their speaking skill by preparing their works before. It means that students are interested in learning speaking by dialogues. It may indicate that dialogues is the most interested techniques for the students

b. The Result of Interview

1. Teacher Interview

The result of interview was conducted on 10th september 2019 after the observation ended. The interview was conducted one time because the researcher wanted to complete the data about the obstacle in implementing the technique. The interview was conducted on 10th September 2019 at 10:15 am. The reason of having this interview was the researcher wanted to get the supporting data of teacher techniques, and to answer the second research question about the obstacle in implementing techniques. It was conducted to the English teacher of Tenth Grade of Hotel Major. The English teacher was named Mrs.S. She has been the become the English teacher in the vocational school for nine years. She has been taught in SMKN 1 Cinangka since three years.

There were five categories in this interview. The first category was about teacher experience in teaching English and wheather any differences in teaching speaking for vocational students based on ESP. It consisted of two question as follows:

1. There were any differences in teaching English for vocational students based on ESP? What were differences?
2. How long had the teacher taught the English subject in vocational school?

Related to the first question the teacher answered the data has been taught the English subject in vocational school since nine years. For the second question the teacher answered there were not many differences in teaching English for students vocational high school because the curriculum was same, the material and students characteristic were almost the same. As the teacher said “because of the curriculum had not change, the material and the characteristic of the students were almost the same i don’t find any differences”.

She also said that it was because too many fields in the vocational school. So that it was quite difficult to develop the material. The english subject in vocational school was not specified for certail field. The English for specific purpose included into learning competitive in some vocational school still in general English not English for the specific purpose yet. This urged that the goverment should make the specific curriculum for vocational school. In this case the teacher also

should give the the English material based on the students need besides follows to the curriculum.

The second category was about teacher techniques in teaching English and especially in taching speaking. There were six questions in the second category as followed:

1. What were the techniques in teaching English?
2. What were the technique in teachning speaking?
3. What techniques were more interasting for the students in teaching speaking?
4. How the techniques in teaching speaking based on ESP?
5. What were the most effective technique in teaching speaking?
6. Did the teacher implements the other techniques in teaching speaking?

Related to the first and second question the teacher answer that the teacher implemented drill teachnique and group work and the teacher asked students to practice the dialogue and preapres talk in pracice students speech and pronunciation. For *the third* question the teacher answered role play is the techniques were more intersating for the students in teaching speaking. And for *the forth* and fifth question the

teacher answered is in teaching speaking for tourism students at SMKN 1 Cinangka had not appropriate with the ESP yet and the most effective techniques in teaching speaking was drilling. So for *the last* question the teacher answered she didn't taught the other technique in teaching speaking.

The third category was about the media that used in implementing the techniques. There were only one question in the third category as followed:

1. What media were used in implementing the techniques?

Related to the question above the teacher answered that the media were used in implementing the techniques were used a power point, book and module.

The fourth category was about the obstacles in implementing the techniques. There were only one question in the fourth category as followed:

1. What were the obstacle in implementing the techniques?

Based on the question the teacher answered that actually there were the text book that used but it was not appropriate with the syllabus so that she didn't use it in teaching fully. She said " i usually create the material of teaching by my own and if i have much time i create the module". Based on the teacher answer the text book also became the obstacle in implementing the techniques. It caused the text book was not appropriate with the syllabus. For overcoming this obstacle the teacher initiated to create the module by her own.

The last category was about the students difficulties and how to overcome it in implementing the teaching techniques. There were two question in the last category as followed:

1. What were students difficulties that the teacher found during implementing the techniques?
2. How to overcome the students difficulties?

Related to the question first question the teacher answered the students often felt nervous. And for the second question the teacher answered she tried to help them as much as possible in exploring their second language.

2. Students Interview

To get more data about students responses the researcher conducted the interview with the students. This interview conducted on 10th september 2019 at 12:00pm. The researcher took three students to be interviewed. The interview was done to complete and to make sure the data from students responses that was conducted in the observation. The students were chosen because they could represent the whole students in giving the responses toward teacher techniques. There were five questions in this interview, as followed:

1. How were your responses in learning speaking toward the techniques that were implemented by the teacher?
2. What were the obstacle and difficulties faced in learning speaking?
3. Did the teacher gave the help in overcoming your obstacles and difficulties? How the teachers way in overcoming?
4. There were the other techniques implemented by the teacher in teaching speaking?
5. Which was the the technique that made you enjoyable in learning speaking?

Related to *the first* question the one students answer that they enjoyed and interested in learning speaking. One other answered that the

process of learning didn't make she nervous. And the last one answered that the process of learning was not boring. For the second question all students answered that they found the difficulties in translating their words in English when they wanted to speak. For the third question all students answered that the teacher often helped them in overcoming their difficulties by guiding them in translating their words. And for the fourth questions all students answered that the teacher always implemented drill techniques and discussion. And for the last question the two students answered that they preferred in drilling techniques and discussion and one students answered that she was pleased when the teacher implemented only drilling techniques.