CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with describing and discussing the research findings from the research questions. This chapter will be divided into several parts, which are how speaking English was taught and Teaching Difficulties in Teaching Speaking English at SDNBI CIKASO KUNINGAN.

4.1 Findings

4.1.1 How speaking English was taught at SDNBI CIKASO KUNINGAN

Based on seven observations, there were kinds of method, technique, media, and assessment employed by the teacher in teaching speaking English. The results of seven observations in teaching speaking English to Young Learners are shown by following table:

Table 4.1.1

Observations of Teaching Speaking English to Young learners

Observations	Method	Technique	Media	Assessment
I	Audio-lingual (ALM)	1. choral response (drilling) 2. Dialogue	1. picture in course book 2. recording	Direct and indirect test

II	**Audio-lingual (ALM)**	**1. choral response (drilling)** **2. Dialogue**	**1.picture in course book** **2. recording**	**Direct test**
III	**Audio-lingual (ALM)**	**1. choral response (drilling)** **2. Choral response (song)**	**Power point with picture and song video**	**Direct test**
IV	**Audio-lingual (ALM)**	**1. choral response (drilling)** **2. Choral response (song)**	**Power point with picture and song video**	**Direct test**
V	**Audio-lingual (ALM)**	**choral response (drilling)**	**1.Coursebook** **2. recording**	**Direct and Indirect test**

VI	Audio-lingual (ALM)	1. choral response (drilling) 2. Dialogue	Power point with picture and chart (family tree)	Direct test
VII	Audio-lingual (ALM)	1. Choral Response (Drilling) 2. Dialogue	Powerpoint with picture	Direct test

4.1.1.1 Methods in Teaching Speaking English to Young learners

Based on seventh classroom observations and interviews, it can be found the method were employed in teaching speaking English to the students at SDNBI CIKASO KUNINGAN. Audio-lingual method (ALM) was the method that the teacher liked to use. Teacher applied this method in drilling with choral response, choral response in song and dialogue with friendly role plays and other activities like introducing speaking to children. This method had been a friendly method in teaching speaking English in the classroom. Almost every time the teacher employed Audio-lingual method (ALM) because it was easy enough for students to follow. The data resulted from interview indicated that the practical reason was become one of the bases to use this method, in addition to his belief that through ALM, students are having more practice and developing habits in speaking especially in good pronunciation.

(See the result of interview in appendix)

4.1.1.2 Techniques in Teaching Speaking English to Young learners

Some techniques of teaching speaking English in SDNBI CIKASO Kuningan were gained through observation and interview. They were mentioned as follow:

1. **Choral Response**

There are two kinds of choral response was applied in the classroom. They are drilling and singing a song. Drilling was usually applied in teaching speaking to investigate the children development of what they were learning. It was usually produced with ALM to develop students' habit in speaking. Sometimes drilling was not an activity that planed before. The teacher spontaneously drill the verb that given in the classroom. But most of the way of drilling technique was the teacher brought the students into a routine by doing some repetition. While the teacher and the students were using repetition, they were using simple repetition drills. It means that teacher only presented certain word to speak and students repeated the speaking word after teacher. Singing a song was also applied in the classroom. While the teacher and the students were singing, they were using gestures. The teacher showed his enthusiasm through facial expression and miming. It looked useful and memorable since the children could enjoy speak the word and grab the meaning through them.

(See appendix of classroom observation sheet)

2. **Dialogue**

Dialogue was applied and adjusted with the topics that the teacher intended to teach. Using dialogue, the teacher stated in interview, was interesting technique as it was

enriched by the topic. In addition, dialogue can awaken students' motivation in speaking English. In teaching speaking, the teacher usually applied dialogue to improve students' habit in speaking English. The topic of the subject helped the students to use the material in a real life. Dialogue is useful technique for him, because the students can practice their pronunciation in speaking English. One important thing is the respond from most of the children was very good. They always want to perform in front of the class. Dialogue can also improve students' confident in speaking English. The teacher involved the students to perform the dialogue in front of the class. The teacher usually applied dialogue in the middle until the end of the class. All the students must to perform in front of the class. It took a lot of time but it was effective to improve all students' speaking skills. Every student had same chance to perform their works.

2.1.1.3 Media in Teaching Speaking English to Young learners

Some Media of teaching speaking English in SDNBI CIKASO Kuningan were gained through observation and interview. They were course book and computer-based presentation technology:

1.   Course book

Course book is book that used in that school as a handbook for the children. The course book contained with pictures, songs, and exercise that made students pay attention with the topic. It usually becomes standard media in teaching speaking. Teacher stated that children were hoped not only to speak English fluently but also to write English words correctly.

2.   Computer-based presentation technology

Nowadays, Computer-based presentation technology becomes a necessary media in teaching language, especially in teaching speaking. Computer-based presentation technology in this research was formed in slide or power point, movies, songs, etc. the use of various computer-based presentation technologies by teachers can be investigated trough the table 4.1.1 above. The table showed that the teacher were captured using this media in their teaching process. The reasons of using Computer-based presentation technology were it could attract the children's attention, and made the children enjoy to learning English.

4.1.1.4 Assessments in Teaching Speaking English to Young learners

Based on seventh classroom observations and interviews, it can be found that two kinds of assessments were employed in teaching speaking English to the students at SDNBI CIKASO KUNINGAN. The assessments were direct and indirect test.

The assessments in teaching Speaking English used by the teacher were direct and indirect test. Based on observations results, direct and indirect assessment were employed by teacher as shown the table 4.1.1 above. From the table above, it was shown that the teacher employed direct test in every observation. Indirect test only applied in two times of observation. The way to apply the direct test were asking some question about the material and invite them to have a conversation with the teacher or their friends in their seat or in front of the class. Whoever, giving some task were example activity in employing indirect test.

4.1.2 Teaching Difficulties in Teaching Speaking English to Young learners

Teaching difficulties were experienced by the teacher. They were gained from many sides: the teacher himself and the students. Based on the research, the difficulties could be mentioned as follow:

1. **Problems derived from the teacher**

The result of observation and interview showed that some difficulties might come from the teacher. They were

- *Problems in delivering the material to the students*

These conditions happened when the teacher intended to tell how to pronounce the new word. The teacher found difficulties to describe the best way. The teacher was usually using native video recording that become a model for the children.

- *problems in delivering the material to the special-need students*

Teacher found difficulties to make the children aware and involved with the established activity. Sometimes the teacher gave less attention to these students, because it was not an easy thing.

2. **Problems derived from the students**

The findings of the study also showed that some difficulties experienced by the teacher were originated from the students, such as;

- *Students' problems in pronunciation*

In some situations, the teacher seemed to have problems in pronouncing the words.

- *Children's characteristic*

The characteristics of children contribute another difficulty in teaching speaking English. The findings from interview and observation figured out that children might get bored easily. If they did not have motivation, it was very easy for them to be distracted by the other things. Patience was needed in this situation. The other one that was also important was to adjust the teacher's ability with the students' level.

- *the existence of special-need students*

The special-need students in public school contributed another problem for the teacher. It was hard to get the children response and involvement with the classroom activities. Sometimes the teacher gave less attention to these students, because it was not an easy thing.

4.2 Discussion

4.2.1 How Speaking English was taught at International Elementary school in Kuningan

Based on the research findings, it was revealed that the way teacher taught speaking English at SDNBI CIKASO KUNINGAN adopted Audio lingual Method (ALM). ALM was applied in many activities because it was considered right to apply as a habit in the classroom. As mentioned by (Celce-Murcia, 2001), in learning language, children can improve the patterns of language as habits. Supported by Harmer, (2001) believed that audiolingualism relied heavily on drills to form the habits so that the students were constantly learning. So the teacher's decision to use ALM abundantly was also appropriate. But, (Nunan, 2003), stated that teachers have become aware of the

connection between real-life situations and classroom instructions and therefore have accepted Communicative Language Teaching (CLT).

Some techniques were used in teaching speaking English to the young learners at SDNBI CIKASO KUNINGAN. Most of them were in suitable level to the students. Teacher applied in such techniques like choral response with drilling, choral response with singing and dialogue. As believed by (Linse , 2005) there are two important features of ALM which can easily be adapted for the young learner classroom: drills with choral response and dialogues.

Choral response was usually done because through this one, the teacher could practice the language as a habit on children's learning activities. It was because, as stated by (Lines, 2005) the first feature typical of ALM is drills aimed at getting learners to practice using the patterns that occur in language.

Sometimes, singing was also applied in the classroom. The teacher could make any traces on children's mind in pronouncing the word. Singing is one technique that can make students easier in learning language. As stated by linse, (2005) Choral response is also used when children repeat the lines of a poem or song. Sentences with substitutions can be slipped right into the young-learner curriculum in the form of songs or finger plays that have repetitive language and language substitutions; they are learning the patterns of the English language.

Technique that also applied in the classroom was dialogue. The teacher conducted dialogue using some context to relate with the material and topic taught. Using context in applying dialogue could make the students to practice like in a real life. The teacher prepared a script for children to read. Like Linse, (2005) stated that the second

feature of ALM which can easily find its way into the young learners' classroom in dialogue. Dialogues provide learners with grammatically controlled scripts that they can use in real life. Dialogues can very easily be scripted and turned into child-friendly role plays. Whenever possible, the role play should be based on the types of real and make-believe conversations that children have when they work and play. Supported by Cameron, (2001) believed that dialogues are exactly what the teacher need to give children practice in discourse-level talk. Some techniques that could be used in the classroom are fishbowl technique, games, talking and writing box, rhymes, finger-plays, and chants. Firstly, fishbowl technique; Linse, (2005) stated that one specific technique which helps children learn how to work with a partner or in a small group is known as the **fishbowl.** The teacher can either invite a volunteer to do the activity with him or can model the activity using two or more puppets. The teacher models the activity that the children are expected to do while everyone in the class watches as if the teacher and the volunteer were in a fishbowl. Children then go back to their seats knowing clearly what they are expected to do.

Secondly, games; Linse, (2005) stated that games are a very proper teaching technique in the young learner classroom. Supported by Cameron, (2001) stated that an area of speaking and listening activities at word, phrase, and sentence level can be generated from the set of pictures will seem like games. When carefully planned, games offer the advantages of both ALM and CLT. You can very easily set up games so that children repeat the same patterns over and over again. Games can also be structured to maximize English language use. When she gives the rules for a game, she always makes using English a game rule. When English –use is a game rule, children tend to monitor

their use of the English language they play the game. For instance, if a child uses her native language while playing the game, she loses a point or a turn. There are a number of vocabulary games which may also help children speaking skills.

Harmer, (2001) also stated that there are many communication games which aim to get students talking as quickly and fluently as possible.

The findings showed that teacher used course book and computer-based presentation technology as media in the classroom. First Media that revealed in the finding was course book. Based on teacher's point of view, teacher believed that students were hoped not only to speak English actively but also to write English words correctly. The findings showed that the course book made students pay attention with the topic. Harmer (2000) stated that the most important factor of course book use is for teachers to try to engage student with the content they are going to be dealing with. It means that increase the students' interest in a topic and making sure that they know exactly what we want them to do before we get the students to open their books and disappear, heads-down in the pages, while we are still trying to talk to them.

Next, media that showed in the findings was Computer-based presentation technology. Using this media could attract the children's attention, and made the children enjoy to learning English. According to Harmer (2000), the software in computer-based presentation technology offers a more interesting option where we can mix text and visuals so that pictures can dissolve the screen and allows teachers to mix different kinds of display much more effectively than before such software come along.

The assessments in teaching Speaking English used by the teacher were direct and indirect test. From the findings, it was shown that the teacher employed direct test in

every observation. He held direct test to ask the students to present the work and asking some question in a conversation. Like Harmer (2000), stated that direct test is a test items which if it asks candidates to perform the communicative skills which is being tested. Supported with Linse, (2005) stated that asking young learners questions and engaging them in conversations can assess students speaking skills.

However, he held indirect test only applied in two times of observation to evaluate what they have got in the learning process. As harmer (2000) stated that indirect test is a test item which tries to measure students' knowledge and ability by getting at what lies beneath their receptive and productive skills.

4.2.2 Teaching Difficulties

From the findings, it was found that the teacher faced several difficulties coming from two sources. They came from

1. The teacher

The teacher experienced difficulties that were derived from him himself. An obligation in using English during teaching gets him some problems in delivering the material to the students. The material that was abstract needed so much attempt to deliver to the students in very clearly way. According to Moon (2005), the condition could be caused by insufficient fluency in the language and incapability to adjust the skill of language with the level of children.

2.   The students

The findings from observation and interview revealed that teaching Speaking English to young learners was a hard job to do. The students' problem in pronunciation contributed the difficulties to the teacher who was teaching. It might because of their characteristics that led to another problem that experienced by the teacher. It was pointed out that children have different characteristics from adults. The gap also happened since SDNBI CIKASO KUNINGAN is an inclusion school that involved special need students in public school; special treatment was also needed to keep them motivated and followed the class like the other did.