CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presents the finding of the research about the implementation of techniques in teaching speaking in Widya Dharma University to the fourth semester of English department students.

A. Research Finding

Based on the six observations in Widya Dharma University,the research findings are as follows:

1. The Objective of Teaching Speaking in Widya Dharma University.

The fourth semester students of English department of Widya Dharma University are expected to have great competence in spoken language. The subject of this major is speaking IV that was the last grade of speaking in English Department. The English students are facilitated to be aware with environment and capable of facing the challenging language in the real word. The goal of this grade is to make students speak up directly and freely in all of situations.

The lecturer helps them to make a group of speaking and divides the class into two groups and each group has different schedule of speaking IV. The group A has class on Tuesday and the group B has class on Thursday.

2. The Material of Teaching Speaking in Widya Dharma University

Material is the facilities of teaching-learning process that such kind of media to achieve purposes. Material should refer to the framework that is syllabus. In teaching speaking, the goal is to make students aware and practice English directly every time and every where. The material should facilitate students to understand the goal of teaching speaking and to express ideas, feeling, and opinion using English.

In Widya Dharma University, especially at the fourth semester of English Department, the material is taken from internet about such kind of global topic, some movies and interview script. Speaking IV is the last grade of speaking subject in English Department; its goal is to make students speak up with global situation in the world. Based on the syllabus, the material is taken from real things or news that recently happened and the students comment such kind of case or motion directly. The lecturer gave the material to the students every meeting. So, it makes the students think directly and stimulates them to think fast in explaining their ideas.

The material of teaching speaking using global topic for last grade of English department consists of 6 topics. They are as follows:
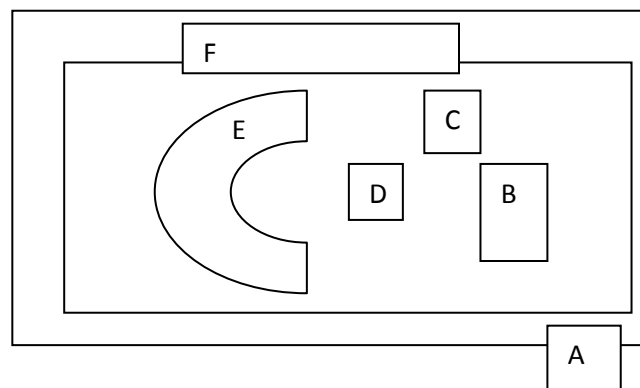
Meeting	Topic	Content
1.	Learning Contract	1. Method in Learning 2. Motivation 3. Jokes 4. Reflection 5. Reinforcement 6. Closing
2.	Unofficial Married	1. Analyzing and Exposing an Argument of unofficial Married 2. Student Discussion 3. Presentation 4. Reflection
3.	Using IT in Education and Learning	1. Opening 2. Brief Explanation 3. Student Discussion 4. Presentation 5. Closing (Evaluation)
4.	Personal Planning	1. Opening 2. Brief Explanation 3. Student Discussion 4. Presentation 5. Closing (Evaluation)
5.	Student cheating on the increase	1. Opinion 2. Brief Explanation 3. Student Discussion 4. Presentation 5. Closing (Evaluation)
6.	Misunderstanding between Generations	1. Opening 2. Brief Explanation 3. Student Discussion 4. Presentation 5. Closing (Evaluation)

3. **The Technique of Teaching Speaking, Media of Teaching Speaking, Teacher Roles and Student Roles) Applied in Widya Dharma University.**

   1. **Technique of teaching Speaking**

   English Department in Widya Dharma University adopted communicative approach. And it chooses a certain technique in designing the lesson plan in one semester. The technique chosen is discussion. In this sub chapter, the writer explains the implementation of discussion used in speaking IV class of English department in Widya Dharma University.

   In Speaking IV, the technique used mostly is discussion. Discussion is a technique in which students are given such kind of topic and they are divided in a group to discuss together. And the group presents the discussion in front of the class. Before conducting the class, the instructor divided the whole students into two groups—group A and group B. Each group has different schedule in Speaking IV and the position of the seat can be seen below:

   Explanation:
   A: door
   B: white board
   C: lecturer's seat
   D: Students presentation seat
   E: student's seat
   F: windows

The procedures in classroom using discussion are opening, brief explanation, discussion, presentation, reflection and the last is closing. In the opening the lecturer opens the class by greeting the students, after that the lecturer launches the theme and explains briefly to the student what they should do.And next to the main agenda that is discussion. The students freely meet and make their partner to do discussion. The lecturer gives certain time to discuss with their friends and to express their opinion about the theme given. This phase called discussion. The students allowed using dictionary to make sentences.

The next step is presentation. Firstly the lecturer offers who presents first. And after that the lecturer points a student to come to the chair in front of the class to present his/her arguments and some students ask question or give feedback. After all the students have explained their arguments, the lecturer makes reflection about the misunderstanding and also summarizes all of the opinion about the theme given. The last step is closing. The lecturer closes the meeting directly.

2. **The Media for Teaching Speaking in Widya Dharma University**

Media are used to help the teaching learning process in order to deliver material easily and interestingly. In this class the use of media is the use of power point presentation in delivering material. Based on the observation the media that are often used are laptop; it is used to make a clear explanation in launching the theme. The presentation contains picture and guided question that makes the students easy

to catch the theme. Other medium is white board. This medium is used to note the new vocabulary that asked by students. The arrangement of class is one of medium to facilitate the students to have comfort discussion. Some articles also use in the class. Those articles usually use when the lecture gave a material or problem related to the case. The writer can draw conclusion that the media are laptop, white board, article and the arrangement of class. All of media are useful in helping the students to understand the material given.

3. Teacher's Roles in Teaching Speaking at Widya Dharma University

Teacher in classroom has some roles in guiding the classroom. The teacher observes the students' needs to determine and plan the technique used. The needs of the students as a basic of the teacher to make her own lesson plan that related to the syllabus.Based on the observation,there are several roles in teaching speaking such as a motivator, facilitator, counselor, model, organizer and observer. In the interview of the lecturer that the main role of the teacher especially in speaking IV is as facilitator.

a. **Teacher as Motivator**

Speaking cannot be separated from producing language and expressing feeling. As the students, they often felt unconfident in speak up and delivered their idea. In this situation, the teacher's role is as a motivator .The lecturer always gave support and also scaffolding towards the students in order to make them speak up. The lecturer usually motivates the students when in the beginning of the class, in the

middle of presentation and concluding material in the end of the session. The lecturer always gives motivation remarks. He always said that the students allowed using dictionary. And he also says:" be confident", "let's speak up freely", "try to be active", "you can bring your note but don't have a look it every time".

That some example that is often used by the lecturer to motivate the students to speak up. In the first meeting the lecturer motivates the student by giving some suggestion. Such as" be active and be brave to express your feeling". And also the lecturer asks what kind of difficulties that they faced in speaking class.

b. Teacher as Facilitator

The lecturer becomes facilitator in speaking class. Speaking asked the students to be active. The lecturer as facilitator gave some directions and also guided the students about what they were going to do in the class. The lecturer launched the material, gave material and provided feedback. The class was students' center and the students kept the important role in the class.

c. Teacher as Counselor

The counselor has a duty to give an advice for other person. Teacher as a counselor means that he/she must give an advice for the students who faced problem in learning. In this class the lecturer gives feedback to the students' opinion. And the students can make betterment towards their opinion. The students also can ask the

difficult words that they find in the theme. The lecturer writes down the difficult words on the white board in order to all of the students can access it.

d. Teacher as Model

Teacher in the class is a model for his students. Model is something that will be imitated by other people. The teacher as a model means that teacher is a doer that will be imitated by the students. The teacher explains some materials that also give some examples to make the students understand with the material given. The lecturer in this class gives a brief explanation about the theme and some examples of opinion related to the theme.

e. Teacher as Organizer

The important role of the teacher is as organizer is a person that can manage or arrange someone to do something orderly. Teacher as organizer makes the students to do various activities. The teacher or lecturer or facilitator gives the sequence of activity that the students must do in the class. For example the lecturer divides the lecturing into many sessions that are opening, brief explanation, discussion, presentation, reflection and closing.

f. Teacher as Observer

In this case the teacher also is an observer. The observer is observing something detail in order to can draw conclusion. The lecturer observes the understanding of the students by seeing their opinion and also their argument towards the theme given.

4. Student's Roles

In speaking, students have big roles because speaking is an active skill. It requires the activeness of the students to show and sharpen their ability in speaking English. Besides teacher has many roles in the class, the students also have some roles, they are as follows:

a. **Student as Subject**

Student and teacher are partner in teaching -learning process. The teacher can decide the role of the student by choosing the technique in teaching-learning process. Student as subject means the students as the doer of teaching-learning process. They are planning of their learning program and ultimately assume responsibility for what they do in the classroom especially in English class. In speaking IV the lecturer just take about 15 minutes and about 55 minutes the students do discussion and make presentation. They play their roles as a subject that do almost activity in the classroom such kind of discussion, exposing their arguments through presentation, asking some questions.

b. **Student as Negotiator**

The students as a negotiator mean that they discuss what they learn with the other students and the teacher. In discussion they become negotiator. They build their knowledge together with their friends in discussion time. About 15 minutes they do discussion and share what they thought and what they want to present. When they find

difficulties in translate indonesian language to English, the students will share and ask the lecturer.

c. **Student as Monitor and Evaluator of His Own Learning Progress**

Directly or indirectly the students know their progress by seeing their understanding in the evaluation that is presentation. In Speaking students can know their competence by measuring their activeness in discussion. They can know their learning progress by seeing their or their friends activeness in the discussion. They can measure about good or not in producing spoken directly when response their friend's opinion in presentation. In interview with the students some students said that they feel afraid of and less confidence when they want to talk. And they said that buiding sentences in English is difficult because they have little vocabulary.

d. **Student as Tutor of Other Learners**

Student as tutor of other learners is sharing knowledge with others in order to get clear understanding about the material. In this class students always do discussion to gain their opinion in the theme. The writer observed that some students feel afraid of getting lecture. They feel more comfortable by asking with their friends.

e. **Students as Participator**

In this class student is as an active participator. They became the object of the teaching-learning process. The students participate in discussion, presentation and reflection. They give their opinion freely and feedback each other. In this observation the students are center or subject and they play their role in the frame that is made by

the lecturer. The lecturer gives discussion to facilitate the students' participation in delivering their opinion by discussion.

5. The Implementation of Teaching Speaking Using Discussion Technique

Observation is one of the data source in compiling this research finding. The writer describes the whole activity in the class. The observation is done six times.

1. First Observation

Based on the observation done by the writer, the lecturer gives the learning contract to give the real description of the speaking IV subject. There are some steps in the first meeting that are teacher gather talk, brief reflection, learning contract, reflection, reinforcement, and the last closing. At the very first beginning, the lecturer keeps silent and the students were aware about this condition and they keep silent. And then the lecturer asks about their impressions in speaking, what common difficulties faced. The students express their feeling enthusiastically. Although firstly they keep silent and the class is so quiet.

The lecturer launches the techniques that will be applied in the next meeting. The lecturer gives explanation that he will divide the class into 2 groups (group A and group B) that each group contains 12 students. And the schedule is different, group A will present on Thursday and group B will present on Tuesday.

2. Second Observation

In this meeting, the students are divided into 2 groups. In this meeting group B presents first and attended by 13 students. The theme is unofficial married; this theme is a topic that common happened in surround us. This meeting used discussion as the lecturer said before in the first meeting. The class formed a half hemisphere and the students freely discuss with their partner in the class. The classroom procedure is divided into some sessions; Opening, Brief explanation, Discussion, Presentation, and Closing (Evaluation).

At the very first beginning, the lecturer greets the students and asks about their condition. The lecturer asks to the students to make the seat in half hemisphere. The lecturer gives a copy of material to the students about the theme that is unofficial married. The lecturer takes a seat in the middle of the class and then delivers some explanation about what are going to do in this class. The students expected to stand in one side, agree or disagree, about the theme and make arguments to support their opinion. This session spends approximately seven minutes. The lecturer makes sure that all the students know the rule of this class.

The next session is discussion. The students express their feeling freely; they asked to have a discussion with their friend. They allowed using dictionary in order to get good arrangement of their argument. This session spends 15 minutes. They asked with their friends because it was the first time and they seemed confuse . They took a

note and opened dictionary to make sure the vocabulary. Although they seemed so confused, they were so enthusiastic. After the time for discussion finished, this is the turn for presentation. All of the students must expose their argument. The lecturer asks the students to come forward individually or in pairs to present their arguments. When the lecturer offers who will be the pesenter, they seemed busy to prepare their notes. It happened because most of the students were unready to present.

The lecturer tries to ask who want to be first but the students feel shy. Because it takes to long to wait the volunteer, finally the lecturer points one student to deliver the argument.

The first presentation delivered by female student—Septiana. Septiana said that she disagrees with unofficial married because it makes pain for woman and difficult to get admission.

Putri : *"What will you do if you will be a younger wife?"*

Septiana : *"Ehm...I never imagine being a younger wife."(And the lecturer points another student to make a comment of this case)*

Rena : *"I disagree...."*

Andika : *" I think the man will unfair if he has more than one wife (polygamy)."*

Vivi : *"I disagree about their statement. Woman just looks fair and unfair from the economic pint of view. How is about his love, his care and his time?"*

Ayu : *"I disagree.....unregistered....ehmmm.Birth Certificate. It will get benefit only for the man; they will be easy to divorce and married again. Man*

> *can do violation for the woman and woman cannot get protection for the government".*

The lecturer gave a comment about "nikah siri". He said " how if we start to see from the man point of view? KUA allowed man to have wife until four? Think about it! How if you registered in KUA but you to be third or fourth wife?"

Wiwid   : "Ehhmm, I am confused."
Nina   :" I will be no problem, because I have a legal law."

After all of the presentation, the lecturer gave a summary about unofficial married. The lecturer said that this case we must pay attention about reason, benefit, disadvantages and problem appeared. The last session is closing the meeting ,the lecturer gives advice and little comment. The lecturer remind the students to do not take a look very often from note. And ask them to be on time.

3.   Third Observation

The material in this third meeting is discussion of "using information technology (IT) in education and learning. The goal of this meeting is the students can explore their opinion about the using of IT nowadays. It is beneficial or harmful. And the method is the same as before, it is used discussion and made the students freely discuss the topic with their table mates. There are the whole session of this meeting as follows:

The lecturer opens the class about 5 minutes. The lecturer opens the class by saying "Good Morning Every body" and the students respond. The lecturer prepares

his material and connect the laptop into LCD. The class begins at 07.57. As usual the class is formed into a half hemisphere. And then the lecturer gave copied of material that to be discussed in a group. Besides the students received the material, the attendant list turned around. The lecturer prepared the media while give explanation about what they were going to do. The students discuss the problem together with friends. In this meeting the lecturer used media of presentation to expose some guide questions to make the students easily build a sentence. There are some questions showed in the slide:

1. What is the essence of appliying ICT for college students?

2. How do you think that ICT program be useful to them?

3. Tell to everybody here, what are the good impact and bad impact to the students's achievement!

4. What kind of suggestion do you have (as a teacher) if your student spend much time to consume ICT media?

5. How do you make a mutual communication to parents in bridging these cases?

These guided questions aimed to help the students to think critically in this frame. And they do not out of the context and become broader. After that, the students tried to understanding the case and make some opinion towards the problem. They took a note and composed sentence about the topic given. They used dictionary if there were difficult words. Some students seemed full of opinion and the others still seemed

confuse what opinion that they would produce. There are two students who pointed by the lecturer to deliver their opinion. The students must come forward and sit in front of the class. They started their presentation with speechless. After that the lecturer tried to motivate and give scaffolding. "speak up guys, what's your opinion guys?"." Come on!"

Niken :".....Ehmmmmm..."

Ery : "IT is useful for us."

Norvi :"In Internet, how about porn site? Game online?......."

Niken : "Ehm.. I think Internet shop should be protected and ehm... about game online, it makes the children less interaction with other and be addicted."

Ery :"Game online is not bad totally but it can choose. But the bad thing is they will forget traditional games."

Nurul :"How about game online can destroy their activity?"

Ery :"Not destroy the creativity but it will broke thier relation each other. They cannot socialized with their groups."

Niken :"If a children often use electronic media especially game online, it will destroy all aspect."

Putri :"Game online can make the children forget their duty that is study."

Lecturer gives some comment and tries to remind the student that the main point is the negative and positive side of Internet not just talk abiut game online. The lecturer said " try to be broader, we have many argument in exposing the positive and negative side in Internet" ." OK. Go on"

Ery : "In my opinion there is a bad impact for uploading materials, make student lazy to go to library!"

Lecturer comented that B's statements was so contradictive.

Niken : *"I think internet is useful for education because we can free get various knowledge."*

Ery : *"Hehe....i am so sorry...i think so...."*

After the first pairs come forward and discuss together, they go back to their seat. And the lecturer asked another students to sit in fron t of the class and present their opinion.

Sarifah : *" Using IT we can more efficient to communicate...it more fast...it more efficient. IT is useful because it is easy to search something, get information, social networking, meet old friends. But it also has bad impact, that are the user will be individual, there are some crimes in internet and also waste the time.....For parents who has children that really like with internet, i think they must know about IT well. So, they can control and protect their children by knowing what they do in internet."*

Siti : *" I think when we use in internet in proper way it will make a proper result. Actually the doer is the person who can manage their self. Because everything always has bad and good impact and IT do too."*

Ery : *"I think by using internet it makes cheaper....."*

Niken : *"We can download some the newest songs free and we always be update. Actually in my opinion internet just for fun because when we want to get some information we are forget and we choose social networking to make us fun...*

Sarifah : *"So as you say if internet just for fun it will make the user lazy and we must stop before being addicted!"*

Prasti : *"Yeah......we will forget activity, we don't care our friends and ignore them...."*

This discussion finished and the lecturer summed up what is the essence of applying IT in education. The lecturer also gives some suggestion to face the problem in IT with be responsible with ourselves. The lecturer closes the class by giving the comment for the students and motivates them to increase their confidence in speaking. And also make parting by saying "see you next meeting guys".

4. **Fourth Observation**

In this meeting the technique of teaching speaking still used discussion. The topic is personal/future planning. The technique in this meeting still used discussion but the lecturer just gave 5 minutes to discuss, do not take a note and then presents. In this discussion, the lecturer gave the guided questions. The lecturer opens the class by greeting for the students and asks the condition of the students. "hello everybody? How's your life today?. The students answered " fine" "good" ,"Ok". The lecturer gave brief explanation about what they were going to do. The theme launched directly in order to the students can explore their competence directly. In this meeting, the rule is different with in the previous sessions, the students just give 5 minutes to understand the topic and they must present their opinion without taking a note. They are asked to directly speak up. In the slide showed listed of guided question:

    1.   What's your planning on the future?

    2.   What's your preparation?

3. Who will be supporter?

4. What kind of problem that you will face?

The student seemed confused and in a hurry when they know that they cannot read and make their note. But some students still make a note, maybe to make they easy in producing opinion.

In the presentation session, the first students said that their dream is to be civil servant as her parents wish. The problem or disturbance in reaching the dream is far for parents, difficult to make her up, her boyfriend sometimes makes her confuse. Her wish is she can help parents to earn her brother and sister to higher education.

Septiana : *"I will be civil servant because of my parents wish. My preparation is just study and pray. My family will be my supporter. I wish I can help my parents to earn some money to pay my brother and sister school fee to get higher education....ehmm but I also find some problems that are far from my parents, my mood, and my boyfriend often makes me confused."*

Lecturer : *"OK. Good, Allright. How about you?"*

Apri : *"My planning is get working, to be a bussinesman. After that I want to get married, buy a house and car and I want to pilgrim. The thing that I can do just try to do the best. My family always support me. My problem is i am lazy....."*

Lecturer : *"Allright.. anybody want to give a comment?"*

Eva : *"Sarifah, how if you fail following CPNS test? You know that the test is so complicated."*

Sarifah : *"I will try and try every year besides I work in another field."*

Ana   *:"My dream is to have cumlaude predicate and then i want to be a teacher after that i will get married."*

Niken   *:"Actually, cumlaude is not important. The most important that we can get good job."*

Rena   *:"But when we work, we must include our GPA, or transcript score...i think both of score and skill is important."*

Lecturer   *:"Great.. how about the man students, why do you still keep silent?"*

Rokhim   *:"I want to be a teacher very much but I still have difficulties in public speaking."*

In the last presentation , the lecturer asks all the students who keep silent to give comments. While the students express their argument, the lecturer always noted on whiteboard about new word to encourage and enriched their vocabulary. The lecturer always closes the meeting by evaluate the discussion. The evaluation includes drawing conclusion and making summary of the students opinion. And never ever forget to remind them that try to practice speaking every where. The lecturer gives motivation to make the students spirit. He said "good is not enough for you, better is impossible for you."

5. Fifth Observation

The lecturer opened the class by "greeting" the students. As usual the lecturer asked the students to sign in attendant list. The lecturer gives brief explanation and gives powerpoint that contains pictures. The pictures are the student's style of cheating. The lecturer gives 15 minutes for the students to do discussion. They looks so busy and interested in this topic. Concious or unconcious , they ever cheat.

The presentation starts and some students has their own opinion. And some of them just follow their friends. There is the dialogue as follows:

Wisnu   :"Cheating is bad habbit..but if it urges, cheating will be good solution...(he is laughing at.)"

Niken   :"Cheating sometimes good and bad. I ever did that when I was in junior high school because I want to get good mark."

Sarifah   :"Cheating is good when he had tried the best and bad if we just deserve ourselves to get the answer."

Rena   :"I disagree..."

Isti   :"I think so....i never do that. I just try to be confident

Ana   :"Cheating is unimportant."

Septiana   :"If we do cheating, It will make us lazy. We cannot know our ability and we cannot get a good quality."

Guntur   :"Sometimes cheating is needed because it will save our future when we do national examination."

Tika   :"I do and keep continuously doing that and my teacher suggest to do that"

Nurul   :"Cheating is bad habbit and tradition. Cheating is not the last way, we can study hard to reach our dream."

Siti   : "Something dishonest is not good even the purpose is good, so we must be honest and confident."

The last session that is closing. The lecturer just close the meeting by parting.

6. Sixth Observation

In this session team A and team B gathered. They discussed the movie that gave last week and they talked and analyzed the movie together.   As   usual   the

lecturer greets the students by asking their condition and ask about their feeling today.The lecturer gave explanation as usual what they are going to talk about. The lecturer used power point to support the explanation. The lecturer reminded the students to speak English in the classroom. The lecturer gave a copy of material and asked: "how could we do to give the solution of the theme". " I will give you 10 minutes and after that you must explain in front of the class". The students seemed busy and enthusiastic in listing their opinion. The students gave 15 minutes to dicuss and explore their knowledge about the theme that is misunderstanding between generations.

The time for discussing was over. the lecturer gave prologue that what should they overcome gap between parents and children.

Eva :"I think we must give them understanding and make them know and realize that what thing that we do isn't dangerous."

Sarifah :"The parents shouldn't force their argument for the children. Children must think the future to do something."

Apri : "I think so.."

Putri :"If the children got less advice and direction or may be they are broken home. The uncomfortable environment can trigger children to do abuse"

Niken :"Broken home is not the main factor, it depends on themselves. For example i am broken home in my family. But i can do something better and make me spirit."

Nouri :"What about punk that along the streets, that's one of example of gap between parents and children.."

Lecturer : *"Try to think from the teacher perspective to the students who do some abuse"*

Apri : *"As a teacher I will go to the student's house and talk about it with the parents. And also in the class teacher should give axplanation about the important of religion, caring, the parents affection, peace in family. The teacher can ask the student one by one to know the characteristic."*

Niken : *"I think teacher must have permission from the school and then we must be careful when we talk to the student's parents because thay have their own point of view. Secondly, religion actually can be good castle but many children from religuous family do immoral action."*

Nurul : *" The most important in religion is continuously. So it cannot be fail"*

The lecturer close the class with give encouragement about their participation in speaking class. They must be active and they must be confident.

6. **The Strenght and the Weakness of Technique Applied in Teaching Speaking in Widya Dharma University**

Based on the observation, there are the strenghts and weaknesses as follows:

a. **The Strength**

1) Discussion technique can promote students opinion freely.

In speaking IV class students are free negotiating or discussing about the theme given. The students seemed enjoy in using Bahasa or using dictionary to arrange their opinion. The students often asked the other students. The lecturer always motivates the students by saying "speaking is not hearing, but try to speak up". His motivation made the students brave to make opinion. They have big opportunity to expose their

opinion without jugdement. There is no wrong or true opinion, the main point is they speak up. Based on the observation, students who do presentation will say their argument and trigger the other students to give addition opinion, feedback, question and comment.

2) Students can be encouraged by their group towards discussion.

Based on the interview with the lecturer, there are three types of students, they are fast learner, medium learner and inactive learner. Students have different competence in absorbing material. The fast learner students help the students who have not understand enough. This situation is encouraging each other. There is an example when one of student came forward and presented her opinion but she found difficulties in memorize certain vocabulary.

> *A   :"Internet is......... apa.......bermanfaat"?*
> *B   :"Advantages....."*
> *C   :"Useful............"*
> *A   :"Yeah.....useful. thanks....... internet is useful."*

In that condition the students who fast learner encouraged the other students. During the discussion,they ask freely with their friends.

7. The Weakness

1. The active students will be more active and the inactive students become passive.

Although each student has the same opportunity to speak but not all students take that opportunity. The students who ask to present in front of the class will speak

up and usually the students who give respond,comment or question are the fast learner students. It makes the mastering or fluency in speaking english inequal. This condition makes the distribution of goal unsuccesful. The goal in teaching speaking is to make students active. So the students who active will always take the chance and the students who less active will stuck with unconfident. The students feel unconfident when they start their speaking in front of the class. In this situation lecturer just facilitate them to give same opportunity with give some questions.

2. The betterment of error grammar in speaking is slower because they speak freely.

In speaking the main point is the student speaking freely. The lecturer facilitated them to make them active . Speaking freely makes the students have less consideration in structure especially in subject-verb agreement. The betterment is not tottaly ignored. Sometimes the lecturer corrects the use of vocabulary. They often ignored whether "she makes" or "she make". They often use " she make" and they were unaware with their incorrect spoken.

The betterment seemed slowly because the center of this class is the student. The lecturer notes the error and usually explains in the end of the session. But it doesn't work because they cannot memmorize well and always repeat in the next session.

B. Discussion of the Finding

Based on the six observations, the method used in Teaching Speaking is Communicative language teaching. This class adopted this method to make the speaking class effective. The lecturer used up date news or case because one of the characteristics of communacative approach is aunthenticity. The themes are such as unofficial married, Using IT in Education and Learning, personal planning, student cheating on the increase and misunderstanding between generations. The lecturer gives real world simulation by showing the pictures and asks students to be present their arguments, and also gives task to building case about the theme and draw conclusion with their opinion. The classroom procedures are divided into opening, brief explanation, discussion, presentation, and closing (evaluation).

Based on the analysis , the technique used in the Speaking Class is discussion. The classroom procedures are divided into opening, brief explanation, discussion, presentation, and closing (evaluation). Based on the observation, the goal is to make students speak up. Based on the interview; the objective is related to the oral competency that students must master. It includes oral competency, oral proficiency, grammatical rules, choice of word pronunciation that is relevant with the level of speaking.

Discussion is one of techniques used in teaching Speaking in Widya Dharma University. Based on the observation and interview, discussion is mostly used in Speaking class. Discussion makes the student think creative about the

material given. They were so enthusiastic to do discussion with their partner. They can add new vocabulary in every meeting because the direct theme makes the students always find new vocabulary to buiding sentences.