

CHAPTER IV

REPORT OF RESEARCH RESULT

A. The English Village-Marabahan

The English Village-Marabahan is one of informal courses made by Batola Government in order to increase the human resources especially in Karang Indah Village, MandastanaSubdistrict, Marabahan-Batola Regency.

1. Vision and Mission of The English Village-Marabahan

The vision of this English Village is *to create Karang Indah human resources which are good behavior, progressive and independent based on the effort of economic development through the establishment of English Village by principles of togetherness and openness.*

Mission of The English Village-Marabahan is:

- a. Making central of English Courses and other business aspect to increase people economics.
- b. Growing up the togetherness value in creating English Village community in Karang Indah Village.
- c. Reinforcement of society institutional capacity organization especially BumdesAmanah as the umbrella of English Village Transmigration.

2. The English Village Course Programs

The English Village Transmigration or The English Village Marabahan is a new course program established about 2,5 years ago by Ministry of Manpower and Transmigration.

There are three programs provided in English Village Course, they are Regular Program, Special Program, and Holiday Program. Today, the regular program is done on Saturday and Sunday and it is called as Weekly Program, because the children have go to school on the morning, so the classes are started from 15.00-17.00 and 16.00 until 18.00.

For the regular program, students learn every Saturday and Sunday after Ashar pray. They learn English which covered by more fun activities such as songs and games. The course activities always be evaluated every month, if there any problem, the manager of English Village will be held a meeting to fix the problem. Evaluation is for measure the weekly development toward students in learning, actively, tutor problems and evaluation toward infrastructures. Every three month there is a general exam comprehensively to know the progression of students in learning English.

In regular class, there are six houses provided for learning English, they are:

Table 3: The classification of students based on the houses

No	Class	Boy Students	Girl Students	Number of Students
1	America	4	13	17
2	Belgium	2	8	10
3	California	5	9	14

4	Denmark			
	a.	7	0	7
	b.	5	5	10
5	Jlnsawo			
	a.	1	4	5
	b.	5	4	9
6	JlnTanjung			
	a.	8	3	11
	b.	5	4	9
Total		42	50	92

Besides the regular program, The English Village-Marabahan also provides the Holiday Program, where the people or students from other place can take a course for one-two weeks in English Village while spend their holiday time, and they have to stay in the camps that have been provided by the managers of English Village. The students stay in five houses that are called as the camps. They are Alaska Camp, Florida Camp, Texas Camp, Las Vegas Camp, and Arizona Camp. The process of learning English take place in the terrace of the camps (morning class, evening class, and pronunciation class), for the speaking class and study club they use difference place, such as gazebo, field, and yard. The students use bicycle as their transportation tool to go any place in this village.

The place of learning English in The English Village-Marabahan is not like the formal school or other courses institution. Teaching and learning in English Village uses place in the open space, such as terrace, under the trees, gazebo, even in the rice field, so that the circumstance will be more relax and students are not feel bored in following teaching and learning process.

However, the manager of English Village needs to select the house that fulfill the criteria which is suitable for the comfort of learning place, such as a large terrace, sleeping room, praying room, and toilet. There are six houses that provided in English Village as the facilities for students in learning English.

B. Findings

In The English Village-Marabahan, regular program is a program provided for students at elementary and junior high school. The regular program focuses on speaking skill. There, students are invited to do many activities to encourage their speaking skill. There are six houses that have been selected to become the courses place. In this research, the researcher has chosen three houses to be observed, they are America Class, Belgium Class, and Denmark Class that consisted of 40 students of elementary school.

Holiday program is the program of The English Village Marabahan held on the holiday time. The students from other places come to The English Village Marabahan to take the course and spend their holiday by learning English with their friends. Usually, the students who take the course come in a group, for instance the second semester students from STIKES Muhammadiyah Banjarmasin that take this program during five days and learn English especially for speaking and pronunciation.

For the speaking class in holiday program, the students are divided into four classes that adjusted based on the level of the students. The tutors and the management team first give the test to the students to answer the question in order to make them easier in grouping process. After that students have their own speaking class; A class (International Class), B class, C class and D class.

Below are the techniques and the application of the techniques of the teachers in Improving Students Speaking Skill in Speaking Class of Regular and International class at holiday program in English Village Marabahan-Batola Regency:

1. Teachers' Techniques in Improving Students' Speaking Skill in Regular and Holiday Program at English Village Marabahan-Batola Regency

a. Regular Program

Regular Program is divided into six classes, and the researcher has chosen three classes to be researched.

For the first class, it is America class, that is taught by Miss N and Miss A which attended by 15 students. Based on the observation, the writer found that the teachers use six techniques for delivering material to the students, they are:

- 1) Brainstorming
- 2) Getting students to self-correct
- 3) Memorization
- 4) Repetition drill
- 5) Using song

6) Games.

For the second class, it is Belgium class, that is taught by Mr. DK, Mr. Y, and Mr. A is attended by 15 students, too. Based on the observation, the writer found that the teachers use four techniques for delivering material to the students, they are:

- 1) Brainstorming
- 2) Repetition Drill
- 3) Using song
- 4) Games.

The last class is Denmark Class that is taught by Miss Y. It is attended by 10 students. Based on the observation, the writer found that the teacher uses some techniques for delivering material to the students, they are:

- 1) Memorizing
- 2) Repetition Drill
- 3) Question and Answer

b. Holiday Program

Holiday program that is taught by Mr. K is attended by 13 Students. The writer also found that the teacher uses some techniques for delivering the material to the students. The techniques that applied by teacher in holiday program are:

- 1) Presentation

- 2) Chain drill
- 3) Question and answer exercise
- 4) Discussion
- 5) Recording to students monologue.

2. Teacher's Application of Techniques in Improving Students Speaking Skill at English Village Marabahan-Batola Regency

a. Regular Program

Regular program has more than one teacher in a classroom. The purpose is to make the classroom management easier, because the children are very active, so the teachers must give extra effort to handle the class.

1) America Class

The America class is taught by Miss N and Miss A. Miss N has been taught in English Village about 2,5 years. She's from Karangindah Village and graduated from STKIP PGRI Banjarmasin. While Miss N has been taught in English Village for 2 years. She's from Karang Indah Village too and now still studies at Universitas Terbuka. Below are the application of techniques that used by them in speaking class.

a) Brainstorming

In this regular class, teachers begin the lesson by inviting students to speak using brainstorming. When the first time students come to the class, teacher asks them questions about the last topic. Student's enthusiasm is very high in answering the question. For instance, in the

researcher's first day of research, the teachers ask students to mention name of the days which has been taught last week. The students automatically raise their hands and mention name of the days together. As Cullen said, a warm up activity can remind students existing knowledge. It also directs students' minds toward ideas that they will meet in the main activity, provides a link between new and existing knowledge (1998). After that, the teachers direct students to the main activity by asking the color of the object around them. The students then easily follow the lesson.

b) Getting Students to self-correct

Another way to teach speaking is by getting students to self-correct. A teacher might simply repeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it (Diane & Freeman, 2003). In this class, teachers use this technique to direct students in pronouncing vocabularies. For instance, in the lesson name of the days, there is a student that always incorrect when pronounce "Thursday", then the teacher repeats what she had been said using question signal some times until the students understand that what she had been said was wrong.

c) Repetition Drill

In speaking, repetition is one of activity that can gives stimulus for students. In this activity, students are asked to repeat the teacher's model as accurately and as quickly as possible(Diane and Freeman, 2000, page 48). The teachers in this class use this technique to teach speaking. They

ask students to repeat what teacher said. For example, one of the teachers wrote a sentence in the blackboard about animal, then she read that sentence once, after that the students are asked to repeat what the teacher read as quick as possible. The teachers do this way repeatedly until the students are able to say the sentence by themselves correctly.

d) Memorization

Memorization can help students to speak foreign language easily. Students memorize the dialog through mimicry. (Diane & Freeman, 2011). The students are asked to memorize vocabularies as the important component of speaking. In this classroom, they have a topic about color and animal, therefore the teachers ask students to memorize the name of the color and the name of animal. Firstly, the teachers will say the name of animal and the students follow what the teachers said without write any name of animal on their book, they just imitate the teacher. After they have memorized the word, then they can write it.

e) Using Song

Using song in the classroom can help students in the process of English teaching, develop their English in terms of grammar, vocabulary and pronunciation (Chandler & Stone, 1999, page 20). In this classroom that all the students are the elementary school students, the teachers often use this technique to persuade students to speak. By singing, the students will speak with fun and enjoy, such as when the teachers teach about color and use a song, the students then sing together, and the class become merry. The good effect of song is the

students can memorize the word faster than just pronounce it word per word.

f) Games

Using a language game in the classroom is one of an alternative way in improving students speaking skill. Through the game, students will be more active and enjoy the class activities. Games are used frequently in teaching speaking. The students find them enjoyable, if games are properly designed, they give students valuable communicative practice. (Diane and Larsmen, 2000, page 133). In the regular program, the learning period is divided into two sections. For the first period is from 16.00-17.00 focus on materials, then in the last one hour, the class will be more relax, usually the teachers use this period for playing games. In this class, the teachers ask students to explore their speaking skill by playing guessing objects, so the students mention the name of animal that is described by the teachers.

2) Belgium Class

The Belgium Class is taught by Mr. DK, Mr. A, and Mr. Y. All of them are boys. They have responsibility to handle Belgium class because the students in this class are more active compared with another class. Mr. DK has been taught in The English Village Marabahan for 2,5 years, Mr. A joined this English Village since 2 years ago, beside as a teacher, he also has duty as coordinator of English Village. The last is Mr. Y that has been teaching in English Village about 2 years. They all come from the same village, Karang Indah Village. This class uses more games instead of other

techniques, it for adapts the students learning style, because the students in this class will be easy to understand the lesson if the teachers/tutors use many games in teaching process.

Below are the techniques that they used in teaching speaking in the classroom:

a) Brainstorming

As the researcher said in the previous camp of regular program, America Camp, in this camp the teachers also use brainstorming to persuade students to speak in the classroom. When the class began, the teachers ask students to mention what are the lessons that they have been learnt last week. In this class, they have learnt about mathematics, so the students mention the lesson enthusiastic, about addition, reduction, and so on. When students are ready to follow the lesson, the teachers then come to the next lesson.

b) Repetition Drill

Repetition drill means that students repeat what the teachers said as quickly as possible. In this class, the teachers teach the students how to say something in English repeatedly, until the students can mention the word correctly, such as how to say “not yet”, the teachers will ask students to repeat what they said until the students can say it by themselves.

c) Games

Almost all students love games, so in this class the teachers use games in order to make students speak. For instance, in the last period, Mr. DK asked students to come to the yard and take a seat on a mat. Then he divided students into two groups, boys and girls. After that, he called a student to model an animal and the other students try to guess what animal is that. Students' response is very good in this way, so they can speak as much as possible.

d) Using Songs

This class also uses various songs to make students enjoy in speaking. As stated by Jon Chandler and Mark Stone that using song in the classroom can help students in the process of English teaching, develop their English in terms of grammar, vocabulary and pronunciation (1999, page 20). The teachers provide the students with variations in using target language in more relaxed atmosphere, such as when the writer observed the class, to open the teaching and learning time, Mr. DK asks the students to gather in the yard and a song, it is a folk song of Banjarmasin, *Ampar-amparPisang* that modified into English song with different lyric. Firstly, teacher writes the song on the whiteboard, after that he reads the songs slowly and follows by students. Next, the teacher divides students into two groups, boys and girls, then they sing based on their group, the group which the highest pitch will be the winner. Students really enjoy this activity, after that the teachers begins the more serious lesson.

3) Denmark Class

The Denmark class is taught by Miss Y and Miss D. Miss Y is a new tutor in English Village, she just joined English Village Course in January 2015. After she graduated from senior high school, she followed the course in pare during 6 month, and then teach in English Village as the tutor. While Miss D actually more focus on administration of The English Village Marabahan domain, but recently she was asked to teach the students from the very beginning levels, she has joined this program since 2,5 years ago, and will be learn in pare after Ramadhan month.

This class is divided into two classes, A and B class. A class is for the students from very beginning level, between kindergarten or the first and second grade of Elementary School. While B class is for students from the third until the sixth grade of Elementary School. In this research, the researcher took B class for being researched, and it is taught by Miss. Y.

Below are the techniques that they used in teaching speaking in the classroom:

a) Memorizing

As the writer said in technique that used by the teacher in America Class, Memorization can help students to speak foreign language easily. Students memorize the dialog through mimicry. (Diane & Freeman, 2011). The teachers in this class also use memorizing technique in order to make the students speak. Firstly, the teacher asks students to focus, she avoid students to write any words, students just repeat what she just said. So, the students imitate the teacher until they memorize what the teacher said.

b) Repetition Drill

Besides memorizing, the teachers use repetition drill to make students familiar in speaking. As stated by Diane and Freeman (2000, Page 28), Repetition is one of activities that can give stimulus for students. In this activity, students are asked to repeat the teacher's model as accurately and as quickly as possible. The teacher asks students to repeat what just her said and give commands to students by saying, "repeat after me..." then she mentions the expressions and students follow her.

c) Question and Answer

The teachers use question and answer to train students' sensitivity in speaking. This drill gives students practice with answering questions. The students should answer the teachers' questions very quickly, for instance when the teachers ask students what is in English if the students want to say the name of the days and months, days in a week, or months in a year, the students must answer the questions as quickly as possible.

b. Holiday Program

The speaking class is taught by Mr. DK who has been teaching in English Village Marabahan since year 2012. He is 25 years old, he comes from Karang Indah Village, and graduated from Antasari State Institute for Islamic Studies Banjarmasin. He took 6 month course in Pare and learned how to be an English tutor. Those are the techniques that he used when teaching speaking to the students.

1) Presentation

Presentation is one of the techniques that can improve students' speaking skill. It's a process where the students must stand in front of many people and performing a presentation directly. In the first meeting on speaking class, the teacher tells the students that they will have a special performance on the last meeting. Firstly, the teacher explains to the students what presentation is. Then, gives brief information about some ways in developing presentation, and teach students how to find idea or topic, by using mapping and cluster way.

This is just a five days course, so the teacher tries to make it as simple as he can, and students enthusiastically follow the teacher instruction. For this class, the teacher takes place in a gazebo in the center of a rice field. Therefore the students can feel more relax in preparing their own presentation. Then the teacher recommends some topics that can be used by the students in their presentation. Because the students are from a health college, so the teacher suggests the students to choose the topic around the health domain, such as drugs, abortion, doctor, hospital, etc. Every student asked to make a presentation around ten minutes and the topics depend on the students. After that, in the last day of speaking class, the students deliver their speech in the village hall, for more information, village hall is a hall has function as the center of the whole activities in Karang Indah Village in general and English Village program in specific. Though must face their anxiety, the students still try their best in front of

all audience include students from regular class and all the tutors of English Village.

2) Chain Drill

Chain drill is one of fun and interesting techniques used by the teacher in improving students' speaking skill. In this way, students can express their own idea and speak in front of their friends individually. The teacher just adds or gives suggestion in helping students to speak. The teacher starts this technique as the opening of the lesson in order to draw students' attention. The teacher prepares a lot of questions with various topics, then the teacher addresses the question to the students nearest to him. In this class, the teacher provides some interesting topics, for the first student, the question is "what is your plan on the next holiday?" After that, the first student responds to the teacher's question. After the first student answers the question, she greets the students besides her and asks another question. The chain continues to the next students until the last students.

3) Question and Answer Exercise

For the speaking class in this international class, the teacher uses question and answer exercise combined with a game. When the first time the students introduce themselves, the teacher uses a whiteboard and writes eight unique question about students self. Before playing the game, the teacher asks the students to introduce their selves to a friend next to them by using a megaphone and write it in a capital letter on a piece of paper. After that, the next students repeat their friends name until the last students still use a megaphone. After all the students mention their name,

teacher starts the game. Firstly, the teacher reads the questions and asks students to repeat the question by themselves until they understand. The teacher begins with a general question, and then chooses the student to answer it, then, the teacher moves to the other question randomly. If the students cannot answer the question, they will get a punishment. The punishment is students must sing an old song, “water melon..water melon.. papaya..” with a really weird style. Students really enjoy this section. Unconsciously, they have spoken so many times about themselves.

4) Discussion

In order to increase student’s skill in speaking, another way that teacher use is discussion. Using discussion, the students may aim to arrive at a conclusion, share ideas about an event, or find solution in their discussion groups (Kayi, 2006). Teacher chooses one topic to discuss together with the students. In this class, teacher uses topic around health area, such as smoking. When teacher started to talk about smoking, there are many reactions from the students. They began to convey their idea about smoking. It’s an effective way to make students speak, even the students who uncommunicative also give his argument about the topic which chosen by the teacher.

5) Recording to students monologue

This is a technique used to record students- generated language as well as to give opportunity to students improve their speaking ability. By giving

students the choice about what to say, students are in good position to take responsibility for their own learning (Diane & Freeman, page 103). In this case, teacher asks students to make a monologue tell about themselves, then record in using a megaphone. There, students can express their feeling without feel afraid to make mistakes, because the teacher always motivates them to speak whatever they want to speak.

3. Students' Response towards Teachers' Techniques in Improving Speaking Skill

This research also aimed to find the students' response towards teachers' techniques. There are two class programs, they are regular and holiday program those are attended by different students from different levels, they are 40 students of elementary school for regular program that divided into three classes, and 13 students of STIKES Muhammadiyah International Class Banjarmasin for holiday program. The researcher has given questionnaire to the students to know how their response about the techniques of the teachers in speaking class.

a. Regular Program

The writer interested to know the response of students in regular program that attended by 40 students from three classes; America Class, Belgium Class, and Denmark class. To know the students' response toward teachers' technique in speaking class at regular program, the writer made an observation directly to the classroom in some weeks. The writer found that the teachers use some interesting techniques to students. The students enjoy the class, it seems from the students spirit when follow the class activities. Here are the responses of students about teacher's techniques in improving student skill.

1) America Class

When the teachers present the lesson in front of classroom, the students really active to respond what the teacher said. It is proved by student responses in whether the students feel happy with technique that the teachers use or no in teaching speaking, 100% students said that they feel happy with technique that the teachers use in the classroom, there is no students said not really or not happy.

Students response toward the teachers technique whether the teachers use interesting technique in teaching speaking or no, 40% students said yes, 60% students said not really, and 0% students said that the teachers use uninteresting technique when teaching speaking.

Response about whether the teachers use different techniques in every meeting or no, 67% students said yes, 33% students said not really, and there is no students said the teachers use same techniques in every meeting.

Students' response about whether the teachers always motivate them in speaking English, almost all students said the teachers always motivate them, it's proved by the students answer, 93% students said yes, 7% students said not really motivate, and there is no students said the teachers never motivate them in speaking English.

Students' response whether the students like speaking class or no, 87% students said they like speaking class, and the other said 13% not really like speaking class, for the rest there no students said they don't like speaking class.

Students' response about their understanding, whether the students understand the lesson quickly and easily or not, 47% students said yes, 53% said not really, and 0% student said do not understand the lesson.

Students' response about whether the teachers make speaking class become an enjoyable class or no, all the students said 100% yes, the teachers are able to handle the speaking class become an enjoyable class.

The last, students' response in confidence in speaking English, 73% students said yes, they are confidence in speaking English, 27% students said not really confidence, and 0% students said they do not confidence in speaking.

Table 4: Students' Response towards Teachers' Techniques in Improving Speaking Skill.

No	Questions	Answer	Total	Percentage
1	I Feel happy with the techniques that used by teachers.	Yes	15	100%
		Not really	0	0%
		No	0	0%
2	Teachers use interesting technique in teaching speaking.	Yes	6	40%
		Not really	9	60%
		No	0	0%
3	Teachers always	Yes	10	67%

	use different techniques in teaching speaking.	Not really	5	33%
		No	0	0%
4	Teachers always motivate to speak English	Yes	14	93%
		Not really	1	7%
		No	0	0%
5	I like speaking class	Yes	13	87%
		Not really	2	13%
		No	0	0%
6	I understand the lesson quickly and easily.	Yes	7	47%
		Not really	8	53%
		No	0	0%
7	Teachers make speaking class become fun	Yes	15	100%
		Not really	0	0%
		No	0	0%
8	I feel confident to speak English	Yes	11	73%
		Not really	4	27%
		No	0	0%

2) Belgium Class

Students' response in whether the students feel happy with technique that teachers use or no in teaching speaking, 100% students said that they feel happy with technique that teachers use in the classroom, there is no students said not really or not happy.

Students' response towards the teachers technique whether the teachers use interesting technique in teaching speaking or no, 47% students said yes, 53% students said not really, and 0% students said that teachers use uninteresting technique when teaching speaking.

Response about whether the teacher use different techniques in every meeting or no, 20% students said yes, 73% students said not really, and 7% students said the teachers use same techniques in every meeting.

Students' response about whether the teacher always motivate them in speaking English, 53% students said yes, 33% students said not really motivate, and there 14% students said the teachers never motivate them in speaking English.

Students' response whether the students like speaking class or no, 100% students said they like speaking class, and there is no students said not really or don't like speaking class.

Students' response about their understanding, whether the students understand the lesson quickly and easily or not, 40% students said yes, 60% said not really, and 0% student said do not understand the lesson.

Students' response about whether the teachers make speaking class become an enjoyable class or no, 93% students said yes, 7% students said not really, and there is no student said the teachers do not make speaking class become an enjoyable class.

The last, students' response in confidence in speaking English, 60% students said yes, they are confidence in speaking English, 40% students said not really confidence, and 0% students said they do not confidence in speaking.

Table 5: Students' Response towards Teachers' Techniques in Improving Speaking Skill.

No	Questions	Answer	Total	Percentage
1	I Feel happy with the techniques that used by teachers.	Yes	15	100%
		Not really	0	0%
		No	0	0%
2	Teachers use interesting technique in teaching speaking.	Yes	7	47%
		Not really	8	53%
		No	0	0%
3	Teachers always use	Yes	3	20%

	different techniques in teaching speaking.	Not really	11	73%
		No	1	7%
4	Teachers always motivate to speak English	Yes	8	53%
		Not really	5	33%
		No	2	14%
5	I like speaking class	Yes	15	100%
		Not really	0	0%
		No	0	0%
6	I understand the lesson quickly and easily.	Yes	6	40%
		Not really	9	60%
		No	0	0%
7	Teachers make speaking class become fun	Yes	14	93%
		Not really	1	7%
		No	0	0%
8	I feel confident to speak English	Yes	9	60%
		Not really	6	40%
		No	0	0%

3) Denmark Class

Students' response in whether the students feel happy with technique that the teachers use or no in teaching speaking, 100% students said that they feel happy with technique that the teachers use in the classroom, there is no students said not really or not happy.

Students' response towards the teachers technique whether the teachers use interesting technique in teaching speaking or no, 50% students said yes, 30% students said not really, and 20% students said that the teachers use uninteresting technique when teaching speaking.

Response about whether the teachers use different techniques in every meeting or no, 50% students said yes, 50% students said not really, and 0% students said the teachers use same techniques in every meeting.

Students' response about whether the teacher always motivate them in speaking English, 60% students said yes, 30% students said not really motivate, and there 10% students said the teachers never motivate them in speaking English.

Students' response whether the students like speaking class or no, 90% students said they like speaking class, 10% students said not really, and 0% students said don't like speaking class.

Students' response about their understanding, whether the students understand the lesson quickly and easily or not, 50% students said yes, 40% said not really, and 10% student said do not understand the lesson.

Students' response about whether the teachers make speaking class become an enjoyable class or no, 90% students said yes, 10% students said not really, and there is no student said the teachers do not make speaking class become an enjoyable class.

The last, students' response in confidence in speaking English, 40% students said yes, they are confidence in speaking English, 40% students said not really confidence, and 20% students said they do not confidence in speaking.

Table 6: Students' Response towards Teachers' Techniques in Improving Speaking Skill.

No	Questions	Answer	Total	Percentage
1	I Feel happy with the techniques that used by teachers.	Yes	10	100%
		Not really	0	0%
		No	0	0%
2	Teachers use interesting technique in teaching speaking.	Yes	5	50%
		Not really	3	30%
		No	2	20%
3	Teachers always use different	Yes	5	50%
		Not really	5	50%

	techniques in teaching speaking.	No	0	0%
4	Teachers always motivate to speak English	Yes	6	60%
		Not really	3	30%
		No	10	10%
5	I like speaking class	Yes	9	90%
		Not really	1	10%
		No	0	0%
6	I understand the lesson quickly and easily.	Yes	5	50%
		Not really	4	40%
		No	1	10%
7	Teachers make speaking class become fun	Yes	9	90%
		Not really	1	10%
		No	0	0%
8	I feel confident to speak English	Yes	4	40%
		Not really	4	40%
		No	2	20%

b. Holiday Program

This class is attended by 13 students of STIKES Muhammadiyah International Class Banjarmasin who take a short course in this English Village.

To know the students' response toward teachers' technique in speaking class at holiday program, the writer also made an observation directly to the classroom. The writer found that the teacher comes on time. The teacher uses some interesting technique to students, although they do not use English in a whole time. Students enjoy the class, it seems from the students spirit when follow the class activities.

The response about whether the teacher uses different way of teaching in every meeting or not, 46% students said yes, 46% students said not really, and 8% students said no.

The response about whether students feel suitable with the techniques that the teacher used for teaching speaking or no, 38% students said yes, 54% students said not really, and 8% students don't feel suitable for the techniques that the teacher used in the speaking class.

The students' response about whether the teacher can make speaking class to be an interesting class or no, 85% students said yes, 15% students said not really, and 0% students said no or there's no students think that teacher cannot make speaking class to be an interesting class.

Next, the students' response about whether they understand the lesson quickly and easily or no, 23% students said they understand the lesson quickly

and easily, 77% students said not really, and 0% students said cannot understand the lesson quickly and easily.

The students' response about whether students feel confident to be master in speaking or no, 38% students said they feel confident to be master in English, 62% students said not really, and 0% students said no.

Response of students about whether the teacher motivates students very well to speak English or no, 69% students said that teacher motivates them very well to speak English, 31% students said not really, and 0% students said no.

The students' response about whether students speak English a whole time in speaking class or no, 15% students said yes, they speak English a whole time in speaking class, 77% students said not really, and 8% students said they don't speak English a whole time in speaking class.

Students' response whether the students feel confident to speak English or no, 54% students said they feel confident to speak English, 46% students said they're not really feel confident to speak English, and 0% students said they don't feel confident to speak English.

To make it easily understand about the student's response toward teacher's techniques in speaking class at holiday program, below is the table.

Table 7: Students' Response towards Teachers' Techniques in Improving Speaking Skill.

No	Questions	Answer	Total	Percentage
1	Teacher uses different	Yes	6	46%

	way of teaching in every meeting	Not really	6	46%
		No	1	8%
2	I feel suitable with the technique that teacher uses for teaching speaking	Yes	5	38%
		Not really	7	54%
		No	1	8%
3	The teacher can make speaking class to be an interesting class	Yes	11	85%
		Not really	2	15%
		No	0	0%
4	I understand the lesson quickly and easily	Yes	3	23%
		Not really	10	77%
		No	0	0%
5	I feel confident to be master in speaking	Yes	5	38%
		Not really	8	62%
		No	0	0%
6	Teacher motivates me very well to speak English	Yes	9	69%
		Not really	4	31%
		No	0	0%
7	I speak English in a	Yes	2	15%

	whole time in speaking class	Not really	10	77%
		No	1	8%
8	I feel confident to speak English	Yes	7	54%
		Not really	6	46%
		No	0	0%

C. Discussion

In the finding of the research, the writer found that the teachers have some techniques in improving students' speaking skill. Besides that, this research also found some information through interview the teachers and the coordinator of English Transmigration Village, Marabahan-Batola Regency. The results show that most teachers in English Village course are still very young. Some of them are still under 22 years old. That is because many of them take Course for 6 months in Pare after graduated from Senior High School. In this English Village, after followed the course in Pare they are directly able to teach in English Village.

Teaching experience is a factor that will influence the techniques of teachers in the classroom. Lack of experience will cause the problems in a process of teaching and learning, such as lack of understanding the materials, lack of managing class, lack of techniques usage in the classroom, and others. In the book *Teknik Belajar Mengajar dalam CBSA* (Sriyono, 1992, page 61) stated that a teacher is demanded to be able in managing the class, such as how to manage the room, how to supervises the students, motivates students in learning, how to create a good

atmosphere so that students feel convenient in study, and so on. Therefore, becoming a teacher is not easy, because the role of teacher is not only for transferring the knowledge to the students, but how to be an inspiration and motivation for them in learning.

Based on the interview with the teachers, the researcher also found that the teachers still need more training in teaching English, because many of them are not from English Education, so when the the researcher ask them about what techniques that used in the classroom, they don't really know about techniques that used in teaching English, especially in speaking. However, although the teachers don't know the name of techniques that they use in teaching speaking, they actually use some techniques in order to improve students speaking skill. In this research, the researcher also found that different level of students use different technique of teaching speaking. Below the identification of the two programs that have been researched:

1. Regular Program

Regular Program that is consisted of students from Elementary School more emphasize to how the students learning English in more fun activities, such as sing a song or playing games, because the teachers conscious that students have different ways of learning, comprehending and knowing which is called as different learning style, especially for children. Myra and David (2005, page 38) in the book *Teachers, Schools, and Society* stated that there are three learning styles frequently mentioned in the literature, they are; visual learners, who learn best by seeing information, kinesthetic learners which also called *haptic* (Greek for moving and doing), students who learn best by doing, and auditory learners, the students who learn best by hearing. Since all of these students are typically in

class at the same time, teacher will be called on to use a variety of techniques to reach all of them. Here, the role of teachers as the managers of the classrooms are really important, how to control the students, improve their ability or correct their mistakes without offend them need an enough teaching experience. As the writer said, the lack of teaching experience will cause the problems while process of teaching and learning.

a. America Class

The teachers in this class use some interesting techniques to improve students speaking skill. Teachers start the classroom with an apperception to draw students' attention. As stated by Chatib in his book *GurunyaManusia*, there are two kinds of teachers; the first, teacher who directly gives the lesson to the students, come to the class, greet the students, and start the lessons. The second, teachers who start the lessons by giving an interesting experience to the students, this kind of teacher will be accepted by the students (2011, page 79). Teachers in this classroom try to make the classroom become more interesting, it is proven by response that show the good result from students that 100% students feel teachers can make speaking class become fun. However, in other side, the teachers still have weaknesses in mastering material, because one of the teachers is just graduated from Senior High School, like as it showed by the students response that 53% students said not really understand the lesson quickly and easily. So, it is important to make the classroom enjoyable, but mastering material with the right technique is also important in teaching languages.

b. Belgium Class

This class is taught by three teachers that all of them are boys. Compared with the other classes, this class more often uses games as the techniques of teaching speaking, because every student is different in learning something. In this class, the students just focus on the beginning time of lesson, about 15 minutes, after that they will be busy with their own business, such as talking to friends, making handicraft from paper, even there is a students that playing games on hand phone. To handle these problems, the teachers decide to cover the lesson by using games, as stated by Holt in the book *BagaimanaSiswaBelajar*(2012, page 38), Each child likes games and it can make them forget everything. So the teachers try this technique in order to draw students' attention in speaking class. The response from the students shows the good result that 100% students feel happy with technique that is used by the teacher. It means the students also enjoy the speaking class. This factor also influenced by teaching experience of the teachers. Teachers use a lot of games to improve students speaking skill, especially children.

c. Denmark Class

As same as Belgium Class, this class also uses some techniques in order to improve students speaking skill. But, when the students are asked whether the teachers use different techniques in every meeting, a half of students said that the teachers do not use different techniques in every meeting, or in other words there is a less of variation in the usage of techniques in teaching speaking. This factor also influenced by teachers' experience in teaching and the knowledge of

techniques in teaching speaking. According to Noor AzlinaYunus in the book *Preparing and Using Aids for ELT*, five things that must be learned by teacher: method, technique, approach, suitable media for teaching purpose, and evaluation. By learning these, it will be easier for teacher to be acquainted with the students, distinguish them, and so teacher able to diagnose what the weakness and strength of the students are.

2. Holiday Program

This class is taught by the senior tutor of English Village. Because he has been teaching so many times, it will be easy for him to handle this class. In every meeting he always uses different places to practice students' speaking skill. In book *Quantum Teaching* (2000, page 13), it is stated that everything in the classroom is "talk", every detail of the environment will determine the desire of students to learn. So, the teacher utilizes the rural environment to make students relax when learning speaking. It is showed by students' response that 85% students feel that teacher can make speaking class become an interesting class, and 54% feel confident to speak English although do not in a whole time.

