

## CHAPTER IV

### REPORT OF RESEARCH RESULT

#### A. General Description of research location

##### 1. Brief History of LBPP-LIA Banjarmasin

At the beginning, LBPP-LIA was Institution of Indonesia and America. Lembaga Indonesia America (LIA) was built in 1956 in Jakarta by Indonesian and American to hold a good friendship between them by culture changing

This Institution is legally considered government from law aspect based on Secretary of State of Indonesia regulation No.1845/01/1980 and its formally name (LIA) that is the Institution of Indonesia and America changed into the association of friendship between Indonesian and American or Perhimpunan Persahabatan Indonesia-Amerika (PPIA). Because it not a corporation and not permitted to have asset, to preserve and to develop its effort and activity, with various opinions, then LIA's foundation was built in 1986, in Banjarmasin.

LIA was built to increase awareness of Banjarmasin society on English part in against globalization era and make a course place available with qualified national scale then Yayasan Bunga Bangsa was formed and lead by Hj.Norlatifah said on august 1988 and work together PPIA/LIA. Finally, on September 5 1989 LBPP-LIA Banjarmasin legitimated by the Governor of South Kalimantan, Ir.HM said and testified by R. Sudaryanto from Jakarta. This institution was named Lembaga Bahasa Inggris Banjarmasin (LBIBm) and used temporary building on Jalan Jendral Sudirman I. It had six classes, 1 teacher's room, and 1 administration's room, and received 450 students only.

On December 1994, LB-LIA Banjarmasin moved to new building owned properly on Jalan Gatot Subroto with 17 classrooms, 1 administration room, 1 director room, 1 supervisor room, 1 foundation room, and the third floor is used for praying room and sport. In 2002, LB-LIA changed to Lembaga Bahasa dan pendidikan professional (LBPP-LIA).

At this moment, LBPP LIA Banjarmasin has 19 instructors and 1,170 students. The students of LBPP LIA consist of elementary school, junior high school and senior high school. The other is college students, employees, housewives, and various professions.

In LBPP LIA Banjarmasin from 1989 until 2011, there have been five head of Branch Manager . The first was Mr. Suriansyah, the second was Ms. Ani Subagyo, the third was Ms. Hj. Artitah Harmadji, the fourth was Mr. Pahriadi, and now the head of Branch Manager is Ms. Jeanne Syariffudin.

## **2. Overview of Teachers, Administration Staff, Students, and the Course Facilities at LBPP-LIA Banjarmasin**

Teachers, administration staffs, and students are the communities at LBPP LIA. They could not be separated each others.

- a. LBPP-LIA Banjarmasin has many teachers. The total numbers of them are 19 teachers. They graduated from different educational backgrounds; and most of them are from English department graduated. The description of teachers of LBPP-LIA Banjarmasin in academic year 2010/2011 can be seen in appendix 3.1. The teacher that teaches in conversation class level III is Emma Ratna

Sulaeka, ST. She graduated from S1 Architect UNLAM and has been taught at LBPP-LIA for three years.

- b. LBPP-LIA Banjarmasin has 13 administration staffs which consist of a head of affiliate, an A.O.O., a head of administration staff, three administrations, two cashiers, two guards, a parking man, and two Security Officers. The data can be seen in appendix 3.2.
- c. The total numbers of students who are administratively registered at LBPP-LIA Banjarmasin in academic year 2011 are 1.170 students. LBPP-LIA has 95 classes, 8 classes of EC (English for Children); 40 classes of ET (English for Teens) level, 11 classes of Elementary 1 – 4 level, 15 classes of Intermediate 1 – 4 level, 8 classes of High Intermediate 1 – 4 level, 8 classes of CV (Conversation in English) level and 5 classes of TP (TOEFL Preparation) classes. The data can be seen in appendix 3.3.
- d. LBPP-LIA has considerably enough facilities for supporting the teaching and learning process and achieving its educational goals that can be seen in appendix 3.4.

## **B. Data Presentation**

Having observed and interviewed the English teachers and students of LBPP LIA Banjarmasin, the data of the techniques for teaching speaking in conversation class level III and student's respond to the technique used by English teacher in teaching speaking in conversation class level III. The data would be presented in the following writing.

### **1. The Application of Teaching Techniques in Teaching Speaking in Conversation Class Level III at LBPP-LIA Banjarmasin**

There are some applications of the teaching techniques in teaching speaking in Conversation class level III at LBPP-LIA Banjarmasin has been done by the teacher when the writer observed the teaching learning process in two months:

1. On Friday, January 21, 2011 at 07.45 p.m. until 08.30 p.m. with the lesson “Small Talk”:

Table 4.1. The techniques used by the English teacher in teaching speaking of small talk activity

No	Teacher /Activity	Students' Response	Reflective Notes
1	Teacher asks the students to break the class into 3 groups	The students make three group, each group has three people	<ul style="list-style-type: none"> <li>• Teacher uses game (run and take) technique.</li> <li>• Class is noisy. All students are enthusiastic and really enjoy the game.</li> <li>• They compete to become a winner because they do not want get punishment</li> </ul>
2	The teacher prepares sets of 7 flashcards (shaped hand) which adhered on the white board, and then the teacher reads the rules.	The students memorize the material and words that written in flashcard.	
3	Asks one student for every group to be representative to start the game, teacher says some sentence that related to the word.	The representative compete to answer the question and look for the answer and take the flashcard	
4	The teacher reads the next question	The next player take turns competing to answer the question and look for the answer in flashcard	
5	The group who got many right answers is the winner and the loser got punishment	The loser group sings in another class in English song	

Based on observation and interview, the technique of teacher in this lesson is game (run and take). When applying this technique the teacher break the class into three groups and prepare 7 flashcards which will be used. Then, the teacher gives the students a few minute to memorize the material and words that written

in flash cards. After that, the teacher says some sentence that related to the word and the representatives competes to answer the question. The looser get punishment to sing in English song class. When applying this technique, the class is noisy, but students are enthusiastic and really enjoy the game because they compete to become the winner.

2. On Tuesday, January 25, 2011 at 08.15 p.m. until 08.25 p.m. with the lesson “excuse and refuse invitation”

Table 4.2. The techniques used by the English teacher in teaching speaking of excuse and refuse invitation activity

No.	Teacher/ Activity	Students’ response	Reflective notes
1.	Break the class into 2 straight lines	Students makes 2 straight in line	<ul style="list-style-type: none"> <li>•Teacher uses classroom chat</li> <li>•Students are enjoying conversation because they have different story</li> </ul>
2.	Ask students to sit face to face	students are sitting face to face to their friend	
3.	They are asked to tell friend their last activity	Students are telling their last activity to their friend	

Based on observation and interview, the technique of teacher in this lesson is classroom chat. When applying this technique, the teacher breaks the class into two straight lines. Students are sitting face to face to their friend and try to tell about their last activity to other friend. It makes students enjoy in practice speaking because they have different story each other.

3. On Friday, January 28, 2011 at 07.45 p.m. until 08.30 p.m. with the lesson “making arrangement”

Table 4.3. The techniques used by the English teacher in teaching speaking of making arrangement activity

No	Teacher /Activity	Students’ Response	Reflective Notes
----	-------------------	--------------------	------------------

1	Break the class into 3 groups (each team has 3 members) and every group has a secretary	The students make three groups, each group has three people	• Teacher uses game (sentence jumble)
---	---	---	---------------------------------------

No	Teacher /Activity	Students' Response	Reflective Notes
2	Teacher tells they are going to play sentence jumble, when answering questions the group should give signing, the groups should sound like an animal	Each group has three animal sounds : chicken, sheep, and dog sounds	• Class is hilarious because of sound animal.  • Students are really excited.
3	Teacher reads the sentence jumble	The secretary of group writes the sentence	
4	Teacher gives time to student to arrange the sentence	Every group competes to arrange the sentence jumble into right sentence	
5	Which group who wants to answer should sound first like their sound group, and if it is right they will get score	The group sounds like animal's sound first then answer it.	
6	After all sentence jumble have been read and answered, student is asked to arrange it into good paragraph		

Based on observation and interview, the technique of teacher in this lesson is game (sentence jumble). When applying this technique, the teacher breaks the class into three groups to play sentence jumble. When answering questions the group should give signing with sound like an animal. After all sentence jumbles have been read and answered, student is asked to arrange it into good paragraph. When applying this technique, the class is hilarious because of sound animal but students are really excited.

4. On Tuesday, February 01, 2011 at 07.45 p.m. until 08.25 p.m. with the lesson “famous people”

Table 4.4. The techniques used by the English teacher in teaching speaking of famous people activity

No	Teacher /Activity	Students' Response	Reflective Notes
1	Break the class into 2 teams (each teams has 4 members), and arrange each team in a straight line	Class becomes 2 teams and 2 straight in line	<ul style="list-style-type: none"> <li>• Teacher uses game (The hot seat)</li> <li>• Students are really enjoying the game and they compete to guess it</li> <li>• Some students cannot answer it because they have limited knowledge</li> </ul>
2	Place 2 hot seat in front of the class and facing away from the board, ask for a first volunteer listener or guesser from each team and other members face to their guesser.	One become the first guesser and one giving some clues and others sit in a straight line face to him	
3	The teacher writes ten words on the paper so the guesser or volunteer listener cannot see it.		
4	Each team member take turns communicating to the guesser word by word related to the word on paper by giving some clues.	The first guesser guess the word from their member, after the question answered the position changed to the next guesses from their group until the end of question	
5	The team with the most points at the end wins		

Based on observation and interview, the technique of teacher in this lesson is game (the hot seat). When applying this technique, the teacher breaks the class into two groups and straight in lines. The teacher also uses two seats in front of the class and facing away from the board. After teacher writes ten words on the paper, each team member take turns communicating to the guesser word by word related to the word on paper by giving some clues. The first guesser guess the

word from their member, after the question answered the position changed to the next guesses from their group until the end of question. When applying this technique, some students cannot answer it because they have limited knowledge when they compete to guess it.

5. On Friday, February 04, 2011 at 07.45 p.m. until 08.30 p.m. with the lesson “making invitation”

Table 4.5. The techniques used by the English teacher in teaching speaking of making invitation activity

No.	Teacher/ Activity	Students response	Reflective notes
1.	Have students get into 2 teams	Students make 2 teams, each teams has 3 members	<ul style="list-style-type: none"> <li>• Teacher uses information gap</li> <li>• Students are really exciting</li> <li>• Class is really crowded because they use gesture in practicing the word or sentence.</li> </ul>
2.	Each team make 10 activities for men and women do in holiday or weekend then write it down to paper.	They make 10 activities for men and 10 activities for women	
3.	Every teams should choose one person as a leader in acting the sentence	The leader stand in front of their member and holding the paper from other teams	
4.	The sentences from every team exchanged to another team but only given to the leader for every teams		
5.	The leader should act like the word or a sentence means in paper without saying the word, spelling, writing, or drawing allowing	The leader use gesture to convey the word to their teams, and their teams try to guess it	
6.	Team members can say “pass” if the word is too difficult		
7.	Each teams has 10 minutes to get as many words as possible		
8.	The team with the most right answer is the winner.		

Based on observation and interview, the technique of teacher in this lesson is information gap. When applying this technique, the teacher breaks the class into two groups. Students are asked to make 10 sentences about activities for men and women do in holiday or weekend, and then the sentences exchanged and given just to the leader in another team. The leader use gesture to convey the word or sentences to their teams, and their teams try to guess it in 10 minutes. Class is really crowded because students try to guess the gesture, but students are really exciting of this activity.

6. On Tuesday, February 22, 2011 at 08.15 p.m. until 08.25 p.m. with the lesson “making appointment”

Table 4.6. The techniques used by the English teacher in teaching speaking of making appointment activity

No.	Teacher/ Activity	Students response	Reflective notes
1.	Put students in pairs	Students choose their pair	• Teacher uses role play
2.	Ask students to make a conversation between call receiver and call maker	Each pair make a conversation about making appointment	• Students are enjoying conversation because they can practice like other character with the expression
3.	Teacher ask the students to practice their conversation in front of the class	Student takes turn to practice conversation about making appointment by being an operator and call maker	

Based on observation and interview, the technique of teacher in this lesson is role play. When applying this technique, the teacher put students in pairs. Each pair makes a conversation about making appointment between call receiver and call maker, and then students play the rule and practice conversation appropriate

with their conversation which has been written. It makes enjoy in conversation because they can practice like other character with the expression.

7. On Friday, February 25, 2011 at 07.30 p.m. until 09.30 p.m. with the lesson “watching movie (letter to Juliet)”

Table 4.7. The techniques used by the English teacher in teaching speaking of watching movie (letter to Juliet) activity

No.	Teacher/ Activity	Students' response	Reflective notes
1.	Students is showed a movie, by the title Letter to Juliet	Every students watch the movie	<ul style="list-style-type: none"> <li>•Teacher uses discussion technique</li> <li>•The class is excited because every group should defend their opinion</li> </ul>
2.	Before the movie ends, the teacher stop the movie		
3.	Put the students into 3 group of three or four people	Students gather to their group	
4.	Teacher give a few minutes to every group to estimate the end of the movie	Every group are competed to give their estimation about the ends	
5.	After the time is up every group should give their opinion about the end of that movie and other group can interrupt the other groups	Every group share their estimation and others interrupt	
6.	After all discussion the movie continued to suit the best estimation	The students are crowded because only one group has similar answer or estimation about the end of the movie	

Based on observation and interview, the technique of teacher in this lesson is discussion. When applying this technique, the teacher showed a movie, by the title Letter to Juliet. The movie is stopped before the movie ends, and then

students break into three groups. Students are asked to give their estimation about the ends of the movie in a few minutes. After that, every group shares their estimation and the other groups interrupt. After all discussion the movie continued to suit the best estimation. The class is excited because every group should defend their opinion.

8. On Tuesday, March 1, 2011 at 07.45 p.m. until 08.45 p.m. with the lesson “free conversation”

Table 4.8. The techniques used by the English teacher in teaching speaking of free conversation activity

No	Teacher/ Activity	Students' response	Reflective notes
1.	Have students into small circle	Students make a small circle.	<ul style="list-style-type: none"> <li>• Teacher uses discussion (instant comment) technique</li> <li>• The class is excited because they should answer their friend's question directly and the question is unpredictable.</li> </ul>
2.	Have the students write questions to their friend, one question for one friend.	Students start making questions	
3.	Teacher gives a few minutes to every students to make questions		
4.	Conversation begins with asking and giving answer.	Students ask their friend, their friend must answer the question honestly	
5.	Teacher gives a case (love problem)	Every student give their own opinion	

Based on observation and interview, the technique of teacher in this lesson is discussion (instant comment technique). When applying this technique, the teacher makes students into a small circle. Teacher asks students to make questions and then the questions are asked to other friend. After this activity, teacher gives a case (love problem) and every student gives their opinion. The

class is excited because students should answer their friend's question directly and the question is unpredictable.

9. On Friday, March 3, 2011 at 07.45 p.m. until 08.25 p.m. with the lesson

“places in the town “

Table 4.9. The techniques used by the English teacher in teaching speaking of places in the town activity

No.	Teacher/ Activity	Students response	Reflective notes
1.	The teacher prepares some paper which has been written with some places (hospital, floweriest, school, library, bank, and etc) in the town and shares it to students	Every student take 3 paper without showed to their friend	<ul style="list-style-type: none"> <li>• Teacher uses survey technique</li> </ul>
2.	Give some minutes to students to write some clues related to the places.	Every student makes some clues to the places that they have.	<ul style="list-style-type: none"> <li>• Students are really enjoying the game and they compete to guess it</li> </ul>
3.	Ask the students to give same questions several times or giving some clues to different people in pairs related to word in the paper, so every student should guess what the answer is.	One becomes the guesser and a questioner (one who giving clues).	<ul style="list-style-type: none"> <li>• Some students cannot answer it because they have limited knowledge</li> </ul>
4.	Students take turns being a guesser and questioner	Every student ask all their friend and being a guesser too	
5.	Teacher and students check together who gets the most right score.	Students recheck their friends' answer	

Based on observation and interview, the technique of teacher in this lesson is survey. When applying this technique, the teacher prepares some paper which has been written with some places such as hospital, floweriest, school, library, bank, and *etc.*, and every student take 3 papers without showed to their friend to make clues of the places. And then, every student is take turns become a guesser and questioner about the places which has been written. Some students sometimes cannot answer that question because they have limited knowledge.

10. On Friday, March 11, 2011 at 08.00 p.m. until 08.45 p.m. with the lesson “ask for and give direction”

Table 4.10. The techniques used by the English teacher in teaching speaking of ask for and give direction activity

No.	Teacher/ Activity	Students response	Reflective notes
1.	Teacher draw a map of town on white board and ask students to adhere some paper which written some places and write the names of street	Every students adhere the places on the map and write the street	<ul style="list-style-type: none"> <li>• Teacher uses information gap technique</li> <li>• Students are enjoying the game and they try to give information from their friend's question</li> </ul>
2.	Every student choose their home (the street's name or address)	Students decide their each home (street's or name or address )	
3.	Have student make question (destination question or the way to go to a place)	Students make some question (destination place)	
4.	Students do question answer	Students take turn to give question and give information	

Based on observation and interview, the technique of teacher in this lesson is information gap. When applying this technique, the teacher draws a map of town on white board and asks students to adhere the places on the map and choose

their home (the street's name or address). And then students make some question about destination place or the way to go to a place. After that, students do the conversation about the destination place with their friend. Students are enjoying of this activity and they try to give information from their friend's question.

11. On Tuesday, March 15, 2011 at 07.45 p.m. until 08.30 p.m. with the lesson "reviewing the whole material"

Table 4.11. The techniques used by the English teacher in teaching speaking of reviewing the whole material activity

No.	Teacher/ Activity	Students' response	Reflective notes
1	The teacher tells they are going to play Bingo games. The teacher makes groups	The students make two group (group star and triangle), each groups has three people	<ul style="list-style-type: none"> <li>• Teacher uses Bingo game technique.</li> <li>• All students are enthusiastic and really enjoy the games.</li> </ul>
2	The teacher makes a table on the white board with 6 rows and 6 columns. The teacher put the number in the box that has been written questions behind the number.	The students read the material at glance.	
3	The teacher reads the rules. The game begins, teacher reads the question, and the right answer of the group is the first chance for that group to start the games.	Group triangle starts the game. All students answer the question. Many questions can be answered right by student, only some questions cannot be answered because they did not listen well the question and they are in hurry to answer.	
4	The winner of this game is the group who managed to make a line diagonally, vertically or horizontally from the box/table that have been crossed.	Group star wins the games. They yell out BINGO!	

Based on observation and interview, the technique of teacher in this lesson is game (Bingo). When applying this technique, the teacher breaks the class into two groups. Teacher makes a table on the white board with 6 rows and 6 columns and put the number in the box that has been written questions behind the number. And then, teacher reads the question, and the right answer of the group is the first chance for that group to start the games. The winner of this game is the group who managed to make a line diagonally, vertically or horizontally from the box/table that have been crossed. Students are enthusiastic and really enjoy for this activity.

## **2. Students' Response to the Technique Used by English Teacher in Teaching Speaking in Conversation Class Level III at LBPP-LIA Banjarmasin**

The writer use questionnaire to know about the students' respond to the technique used by English teacher in teaching speaking in conversation class level III at LBPP-LIA Banjarmasin, the result of questionnaire as shown in the following tables:

Table 4.12. Students' interest in learning speaking

No	Category	Frequency	Percentage
1	Very like	4	50
2	Like	4	50
3	Quite like	-	-
4	Don't like	-	-
Total		8	100 %

From the table above, it is known that 4 students (50%) feel very like in learning speaking, 4 students (50%) feel like in learning speaking, and no one students in conversation class level III at LBPP-LIA feel quite like and don't like in learning speaking.

Table 4.13. Students' opinion of teacher's way in conveying lesson in teaching speaking

No	Category	Frequency	Percentage
1	Very good	2	25
2	Good	6	75
3	Quite good	-	-
4	Bad	-	-
Total		8	100 %

From the table above, it is known that 2 students (25%) feel very good of teacher's way in conveying lesson in teaching speaking, 6 students (75%) feel good of teacher's way in conveying lesson in teaching speaking, and no one students in conversation class level III at LBPP-LIA feel quite good and bad of teacher's way in conveying lesson in teaching speaking

Table 4.14 . Students' opinion of teacher's techniques in teaching speaking

No	Category	Frequency	Percentage
1	Very good	2	25
2	Good	6	75
3	Quite good	-	-
4	Bad	-	-
Total		8	100 %

From the table above, it is known that 2 students (25%) feel very good of teacher's techniques in teaching speaking, 6 students (75%) feel good of teacher's techniques in teaching speaking, and no one students in conversation class level III at LBPP-LIA feel bad of teacher's techniques in teaching speaking.

Table 4.15. Students' attitude during the process of teaching and learning speaking

No	Category	Frequency	Percentage
1	Always pay attention	5	62,5
2	Sometimes pay attention	3	37,5
3	Rarely pay attention	-	-
4	Never pay attention	-	-
Total		8	100 %

From the table above, it is known that 5 students (62,5%) always pay attention to the process of teaching and learning speaking, 3 students (37,5%) sometimes pay attention to the process of teaching and learning speaking, and no one students in conversation class level III at LBPP-LIA rarely and don't pay attention to the process of teaching and learning speaking.

Table 4.16. Students' interest about the material in speaking

No	Category	Frequency	Percentage
1	Making arrangement	1	12,5
2	Making invitation	1	12,5
3	Asking for and giving direction	2	25
4	Making small talk	3	37,5
5	Handling a phone	1	12,5
Total		8	100 %

From the table above, it is known that 1 students (12,5%) like Making arrangement as the material in speaking, 1 students (12,5%) like Making invitation as the material in speaking, 2 students (25%) like asking for and giving direction as the material in speaking, 3 students (37,5%) like making small talk as the material in speaking, and 1 student (12,5%) like handling a phone making as the material in speaking.

Table 4.17. Students' understanding of the material that is given by teacher

No	Category	Frequency	Percentage
1	Understand	6	75
2	Enough understand	2	25
3	Less understand	-	-
4	Don not understand	-	-
Total		8	100 %

From the table above, it is known that 6 students (75%) are understand the material that is given by teacher, 2 students (25%) are enough understand the

material that is given by teacher, and no one students are quite understand and don't understand the material that is given by teacher.

Table 4.18. Students' preference of techniques in learning speaking

No	Category	Frequency	Percentage
1	Classroom chat	1	12,5
2	Information gap	-	-
3	Discussion	1	12,5
4	Survey	-	-
5	Role play	1	12,5
6	Game	5	62,5
Total		8	100 %

From the table above, it is known that 5 students (62,5%) like game as the technique in learning speaking, 1 student (12,5%) like classroom chat as the technique in learning speaking, 1 student (12,5%) like discussion as the technique in learning speaking, and 1 student (12,5%) like role play as the technique in learning speaking, and no one students are like information gap and survey as the technique in learning speaking.

### C. Data Analysis

After the data is presented in data presentation, the writer will analyze those data to find out the answer of the statement of the problem in Chapter I as follow:

#### 1. The kinds of techniques that the English teacher applies in teaching speaking in conversation class level III at LBPP LIA Banjarmasin

There are six kinds of techniques that usually apply by English teacher in teaching speaking in conversation class level III at LBPP-LIA Banjarmasin. Those techniques are:

- 1) Role Play
- 2) Information Gap
- 3) Survey
- 4) Games

The kinds of games are:

- a. Bingo game
  - b. Sentence jumble game
  - c. The hot seat game
  - d. Run and take game
- 5) Discussion
  - 6) Classroom Chat

By applying the six techniques, in the writer's opinion, Ms. Emma Ratna Sulaeka, ST. has developed the students' speaking skill well, although she does not graduated from English Department.

## **2. The student's respond to the technique that used by English Teacher in teaching speaking in conversation class level III at LBPP LIA Banjarmasin**

In the writer's opinion and based on data presentation, the students' respond of all techniques are good and are relatively successful, because the class became alike, delighted and the students are interested in learning English during the class hour. The teacher is also familiar with the students. This atmosphere

doesn't make the students feel bored and make them excited to learn English speaking in conversation class level III at LBPP-LIA Banjarmasin. It is appropriate with the result of questionnaire to the students which are stated that:

- 1) 2 of 8 students (25%) said that the teacher's way in conveying lesson in teaching speaking is very good, and 6 of 8 students (75%) said that the teacher's way in conveying lesson in teaching speaking is good.
- 2) 2 of 8 students (25%) said that the techniques which used by the teacher are good, 6 of 8 students (75%) said that the techniques which used by the teacher are good.
- 3) 5 of 8 students (62,5%) said that they always pay attention to the process of teaching and learning speaking, and 3 students (37,5%) sometimes pay attention to the process of teaching and learning speaking.
- 4) 6 of 8 students (75%) said that they understand the material that is given by teacher, and 2 of 8 students (25%) are enough understand the material that is given by teacher.

From the result above, it concludes that the teacher has a good performance to apply the technique to develop students' speaking skill because the students' respond does not indicate they didn't like the technique that is used in teaching speaking in conversation class level III at LBPP-LIA Banjarmasin.

### **3. The most effective technique to motivate students in speaking English in conversation class level III at LBPP-LIA Banjarmasin**

In the writer's opinion and based on data presentation and the students' respond, the result of questionnaire above also explains that 5 of 8 students like "game" (bingo, sentence jumble, the hot seat, and run and take games) as technique in learning speaking. When the writer interviewed the students about their reason, they said that technique game is more interesting, fun, and make them easy to speak in English than other technique. So it can be said that the effective technique in teaching speaking in conversation class level III at LBPP-LIA Banjarmasin is game (bingo, sentence jumble, the hot seat, and run and take games), because game makes students enthusiastic to speak in English.