

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter presents data presentation and research finding of this research based on the data gathered during investigation. It covers of teaching speaking by some strategies such as conversation and discussion group and students' response to the strategies.

#### **A. Data Presentation**

In this data presentation, the researcher presented the data based on the result of observation and interview.

##### **1. Teaching Strategy used by the Teacher**

To answer the question of the research number one, the researcher conducted the research in March 4<sup>th</sup> and 12<sup>th</sup> 2020. The following table is the research finding of this research when the researcher observe the class.

##### **a. The Data Presentation on Teaching Speaking by Conversation**

On 4<sup>th</sup> March 2020, the researcher conducted field observation in the classroom. It was related with teaching activity done by the teacher in English Lesson.

The first step done by the researcher was observation in the classroom. The researcher came to the class directly and sat in the back seat. By doing observation, the researcher knew the real condition in the classroom and about the teaching activity by using conversation strategy. The researcher observed the teaching strategy done by the teacher in the classroom.

For the first the teacher gives explanation the topic. The topic was about conversation, the teacher gives little explanation about the material.

After the explanation was over, continue to the core learning. The teacher asked the students to make some questions that would be asked to his/her partner for about 7-10 minutes. After finished, teacher called two students as partner to practice the conversation in front of the class, because it is free conversation, the students might ask everything that he/she wants. Each partner practices the conversation in front of the class for about 5-7 minutes.

The roles of the activity are the partner may not translate the questions each other, the audience also could not translate it at all. The duty of audience is focus to listen and attend the conversation. The other role is the partner should practice the conversation by the real activity like the first partner done. After the couple has done to practice the conversation, they should choose his/her friend to practice in front of the class.

It was supported by interviewing the teacher and the students about how the teaching activity was going on. There are some data related with interviewing the teacher and the students

Based on the interview with the teacher (Miss D) ,

*“kali ini saya menggunakan metode free conversation saya meminta anak-anak untuk berpasangan di depan kelas praktek percakapan dengan tema bebas,”*. (in this time I use the method of free conversation, I asked students to make a couple to practice conversation in front of the class by free theme),

Then support by the interview with students,

the first with student (A)

*“ Guru meminta kita membuat pertanyaan untuk ditanyakan kepada teman didepan kelas”* (The teacher asks us to make questions to ask friends in front of the class).

The second with student (F),

*“Guru memintakita membuat pertanyaan-pertanyaan kemudian kita diminta untuk praktek di depan kelas menanyakan pertanyaan tersebut kepada partner kita di depan”* (Teacher asked the students to make some questions than teacher asked the students to practice in front of the class)

Teacher implemented this method to improve the student's speaking ability. Because the topic in conversation is free so the students can practice anything that they want, it made the students think creatively. It is support by the teacher's interview.

*“Saya memilih metode ini agar anak bisa berikir kreatif dan bisa speak up dengan memberi pertanyaan-pertanyaan yang dibuat, mereka lebih PD karena ada aktifitas maju di hadapan teman temannya dikelas, anak-anak umumnya memiliki kemampuan yang relatif rendah, meskipun ada beberapa yang menonjol. Dengan metode tersebut saya harap anak-anak bisa terlatih speak up di depan teman-temannya, mereka lebih percaya diri”* ( I choose this method beacuse the students can think creatively and can speak up by giving questions that are made, they are more confident because there are advanced activities in front of their classmates, students generally

have relatively low abilities, although some stand out. With this method, I hope that children can be trained to speak up in front of their friends, they are more confident).

The research finding in this method is the teacher implemented this strategy to improve the student's speaking skill. Teacher up the deep student's potential in creative thinking in the free conversation like that.

**b. Strategy in Teaching Speaking by Discussion**

The researcher conduct the observation on March 12<sup>th</sup>2020. The teacher used discussion strategy, it lasts for 15 minuts. This learning activity is carried out 15 minutes before the lesson begins, the name of the activity is English Morning. Before the discussion started the teacher make some groups it contain maximum 8 students in each group. The total of the groups are 4 groups. Teacher asked each groupsto discuss different topic, the group one discuss about extracurricular in MTs N 4 Nganjuk, the second group discuss about hobby, the third group discuss about sport, the fourth group discuss about their school that is MTs N 4 Nganjuk. Each groups make a paragraph about the topic than one of the group members presented the result of the discussion. After they presented, the other group make a question that related with the topic that has presented and the group who presented the topic answered the question from other group. It is done alternately. Beacuse the time is very limit, so the discussion is not long, each group need 3 minutes to present and answer the question.

It was supported by interviewing the teacher and the students about how the teaching activity was going on. There are some data related with interviewing the teacher and the students.

Based on the interview with the teacher (Miss D) ,

*“Selain conversation, sayajugamenggunakanmetodediskusi,inijugasangatmembatusiswauntukbe kerjasamadansalingmembatuantartemankelompok, merekajugabisa speak up di depantemantemannyasaatmempresentasikanhasilkerjakelompoknya.”* (in addition, I used discussion method, this is also very helpful for students to the duty and can help each other in a group they can also speak up in front of their friends when they present the result of discussion)

Is it also support by the interview with the students, the first with students (A)

*“Guru meminta kita untuk bediskusi dan membuat pertanyaan, kemudian ditanyakan kepada teman yang lain di depan kelas”* (sometimes the teacher asks us to discuss and make questions, then ask other friends in front of the class).

The second with student (F),

*“ Guru meminta mendiskusikan sebuah topik di kelompok”* (The teacher asks us to discuss a topic in the group). Teacher chosen discussion because it can improve the student's speaking, students also can memorise new vocabulary when they give apinion in discussion. Students more confidence to speaking in front of their friends, it is support by the teacher's said in the interview.

*“Dengan metode tersebut anak-anak bisa terlatih speak up di depan teman-temannya, mereka lebih percaya diri dan bertambah juga vocabulary yang di hafalkannya, mereka juga lebih percaya diri dalam berbicara bahasa inggris di hadapan orang lain”*(by this method, students can be trained to speak up in front of their friends, they are more confident and also have the vocabulary memorized, they more confidence to speak English in front of their friends”

So the research finding from this data presentation is the teacher using discussion strategy to improve their speaking skill. The teacher develop students speaking start from group to let students express their opinion and consideration. The step of this strategy is give explanation about topic after that the teacher ask students to discuss. In this case the teacher give them some topic to divide in each group to discuss.

## **2. Data Presentation Student’s Responses Toward the Teacher’s Strategies**

To answer research question number two, it would be explained in this following explanation about the student’s response in teaching speaking strategies that teacher gave to students include discussion and debate strategy. These data got from observation and interview.

### **a. Student’s Responses Toward Conversation**

In this part the researcher will describe how the students response when the teacher apply conversation strategy in the class. Based on the result of observation. In the opening step is the teacher said “Assalamualaikum wr. wb.” and continue in greeting. Before the teacher started the lesson, teacher reviewed the last material that have been studied. The student’s atmosphere was calm down.

In the opening 100% students listened carefully everything that teacher's said. Then teacher continue explained the material that want to learn. That is about speaking, teacher asked students to make some questions about everything that they want. That questions would practice in front of the class with the partner by consecutively. When a couple practice in front of the class the class conducive by there are some students talk with their friends. There are 45% students do not listened the couple who practice in front of the class. They do not listen the couple in front of class because of some reason, 15% students they do not care with the material and 30% students prepare to practice in front of the class. 55% students who focus the couple in front of the class because they have prepared the material in their house so they ready to practice in front of the class After the class end, the researcher continued to interview to students and teacher to talk about the student's responses of the strategy.

Based on the result of interview with the teacher (Miss D)

*“kelas kondusif, siswa dan siswi memperhatikan dengan baik, ada juga beberapa siswa yang bicara dengan teman sebangkunya tapi mayoritas memperhatikan dengan baik, ini menunjukkan bahwa anak-anak merespon baik metode ini, dengan metode ini siswa dilatih speak up di depan kelas mereka bisa melatih percaya diri”* ( the class is conducive, students pay attention well. There are also students who talks to their peers but the majority pay attention well, it shows that this method got good responses to the students, by this method students can train their confidence ).

Based on the interview with students, the first is students (A)

*“ Saya mengikuti kelas dengan baik dan mengerjakan apa yang diperintahkan oleh guru, metode inimenarik karena bisa melatih speaking , yang menarik adalah pada bagian praktek maju di depan kelas ini membuat saya semakin semangat belajar”* (I attend classes well and do what the teacher asked, this method interesting because it can practice speaking, what's interesting is the advanced practice in front of the class it make me more eager to learn).

Then goes to the second interviewee, the initial name is (F.)

*“saya mengikuti kelas dengan baik dan mengerjakan apa yang ditugaskan oleh guru, metode ini sangat bagus di terapkan karena membuat saya lebih percaya diri untuk berbicara bahasa inggris”* (I attend class well and do what is assigned by the teacher, this method is very good to implemented in the class, it make me more confidence to practice speaking English.)

Beside that, there is students who does not like this strategy, interview with students (B)

*“ Saya tidak suka metode ini, jadi saya tidak bisa mengikuti kelas dengan baik, saat pelajaran dimulai saya bermain dengan teman sebangku”* ( I dislike with the strategy so I can not follow the class well, when the learning started I play with my friend)

So the research finding based on the observation and interview above is the students interest with the strategy. The priority of students attend the class well. They can improve the speaking and also think creatively, although there are some student do not like the strategy they still support when the teacher taught



## **b. Student's Responses Toward Discussion**

In this part the researcher will describe how the students response when the teacher apply discussion strategy in the class. Before the teacher started the lesson, in the first time teacher greet, because the time just 15 minutes so the opening is short. After the teacher greet the students, the teacher explain what is the material that they will study. In this step almost all of students followed the class well in percentage 95% they listened the teacher's explanation and 5% they just play with their seatmate. The students listen seriously and quietly. When the teacher ask them to make a group. The teacher ask students to make five groups. The students form the groups based on sitposition. After the teacher explain to discuss the topic that they already get, the students discuss although there was some students that play with other. When the discussion started there are some students jus play with their friends in percentage 60% followed the discussion and 40% just played with their friends. After 10 minutes the students finished their discussion. The teacher ask them to come forward and present what their result of discussion. The other group give a question to group that present. When they started present the material in front of the class not all student attend them, there are 55% who students talk with their friends and 65% followed the discussion wel

After the class end researcher continued interview to the teacher and students, to talk about the student's responses of the strategy.

Based on the result of interview with the teacher (Miss D),  
“ *siswa dikelas kondusif dan mendengarkan saat saya menjelaskan, mereka antusias dengan apa yang saya sampaikan. Mereka mengikuti*

*dengan baik diskusinya. Ada juga siswa yang hanya diam saja tanpa mengikuti diskusi dan hanya melihat temannya presentasi dan diskusi, meskipun demikian mereka masih mendengarkan diskusi tersebut*”.( the class is conducive and the students listened well. They followed the discussion. There are some students who silent when their friends discuss the topic, but they still listen the discussion well)

Based on the interview with students, the first is students (A)

*“ini menarik karena bisa melatih speaking , yang menarik adalah pada bagian praktek presentasi di depan teman-teman”* (it is interesting because it can practice speaking, what's interesting is the advanced present in front of the friends). *“membuat saya semakin semangat belajar”* (make me more eager to learn).

Then goes to the second interviewee, the initial name is (F).

*“menarik sekali, saya suka saat berdiskusi, kita bisa bertukar pikiran satu samalain, jadi banyak ide baru yang muncul tentunya pengetahuan bertambah banyak. saya bersemangat belajar karena bisa bekerjasama dengan baik”* (it is very interesting, we can exchange idea each other, so there are many new ideas and also there are new knowledge. I'm passionate about learning because we could be good teamwork).

Based on the finding above it shows that students have good responses in this strategy, although there are students who do not followed the class well they still listened the discussion. So almost of all students support this method