

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter explains more about the findings and discussion of this research based on the researchers' observations; Furthermore, this chapter answers the two research questions raised in chapter I about teacher's teaching practices at MA. Syekh Abdul Qodir Al-Jailani and speaking English skills. Students speaking skills improvement influence by teacher's teaching practices.

#### **A. Results**

This research contains of two research problems those are *What kind of creativity do the teachers employ to support students' participation in developing speaking skills?* and *how can the students participate on developing speaking skills better?* To figure out those research problems of this study, the results of teachers' and students' interviews are displayed in detail as follows;

#### **1. The Results of Teacher's Interviews**

##### **✓ Finding 1 (Lesson Planning)**

Teachers are well known as the holder of the class to achieve the goal of education by making lesson plan as what teacher A & B stated at question number 2 that they prepare the lesson plan at least 2 days up to a week before starting the classroom activity.

##### **✓ Finding 2 (Teaching Techniques)**

Analyzed from the results of "*Teacher A*" and "*Teacher B*" interviews that teaching practice process need well-prepared materials and methods to get students' interests on the lessons. It is stated at question number 2 that teacher A and B really prepared the class at least two days before the teaching and

learning process as what teacher B stated and a week before the class starts stated by teacher A. In addition, method or technique selection is also important to take the students' attention on the lesson related with question number 3, 6, and 7 about what techniques used by teacher A and teacher B in the classroom. Here's the elaboration below;

#### Teacher A

Based on teacher A statement at question number 3, 6, and 7 about techniques selection that she used various techniques to teach the students speaking performance such as group discussion, using some games related to the materials, reading aloud, deciding the topics based on the materials relating with real life, and sometimes giving listening song activity to boost their speaking skill.

#### Teacher B

Based on teacher B at question number 3, 6, and 7 about techniques selection that teacher B used some techniques and mostly using jigsaw, deciding topics every meeting and integrating listening with speaking skill.

Those two teachers' statements are supported by Qoiril's research in 2018 that listening ability is one of speaking drilling techniques commonly used by teacher to improve the students' speaking ability.

#### ✓ **Finding 3 (Teachers' Treatment on students)**

Besides, preparing a lesson plan and implementing some techniques to run the classroom are less efficient without teachers' patience and tricks to make the students keep paying attention on the lesson. Teacher A and B stated about how they treat their students in the class at question number 4 and 5 that;

### Teacher A

According to teacher A on the interview, teacher A sometimes collect all the students' errors during their speaking performance, or directly give them direct correction based on the students' characters. Furthermore, teacher A also often motivates the students by showing some speakers winning speech competitions having very good and fluent speaking also by telling teacher A personal stories learning English in senior high school.

### Teacher B

The same thing like what teacher A did to correct the students' mistakes, teacher B invite the students who make some errors during the class at the end of the class; furthermore, teacher B also give the correct examples of the students errors then sometimes gives some gifts.

Those two teachers' statement are also supported by Qoiril's research theory about some aspects affecting students' speaking performance that motivation to speak, confidence, and anxiety are three of several aspects mentioned in Qoiril's research in 2018.

- a) Motivation to speak: Motivation is one of crucial things in boosting the students' spirits to learn how to speak English well. Good motivation can drive students' clear purpose for what they need to speak. Good motivation can also make students trust themselves that they are capable to overcome all the challenges. On the other heart bad motivation will lose all capability that students have before. For example: they will think for what I need to have good performance. The feeling of uncared will be dominantly stayed in their mind.

- b) Confidence: When the students have big confidence, they will certainly have big spirit to learn speaking skill. Confidence is the biggest thing that influences speaking performance, it will not only affect speaking performance, but speaking will also influence speaking fluently, speaking accuracy, etc. Because of confidence, student can arrange every word by word without any stumble. What they are thinking in their mind, it flew by good description. By good confidence, students can spell each word appropriately that can match good grammar order accurately.
- c) Anxiety: In opposite, when the students have a lot of anxiety, they will totally fail in learning speaking skills. Anxiety is the feeling of worry. It is one of problems that become the backstop of speaking performance. It is same as the feeling unconfident inside of student's mind. Certainly, it will influence many things that can affects speaking such as: student will get stumble, they will lose opinions that they are going to deliver, and they even will not be able to say anything as if all opinion or all statements are frozen inside their brain. It is obviously need some solution. It is related with good motivation, good preparation, and good support.

Good motivation: If student have motivation, they will have big spirit to do best effort.

Good preparation: it will make student become more ready so they will be more confident.

Good support: if good motivation comes from self-awareness (inside of students' heart) good motivation comes from other people such the friend.

✓ **Finding 4 (Time for Practice)**

Factually, teachers need time to prepare the materials before beginning the classroom activity, so do the students; they need time to prepare their presentation in front of the class since mostly students are awkward to start speaking in line with question number 8 and 9. Teacher A and teacher B also implement this theory that they give their students chance to prepare the speaking performance.

Teacher A

It is stated by teacher A that she mostly used student-centered system to teach her class.

Teacher B

Also, teacher B did the same system with teacher A that she used student-centered and she will usually speak up at the end of the class to give feedback to the students.

This finding also includes one of aspects mentioned in Qoiril's theory about time preparation to perform speaking task that teachers should give the students chance to prepare the speaking performance is also a good thing to train their speaking skill. When the teacher gives the students chance to prepare their speaking presentation, they will use their time to practice their material many times to boost their speaking skill; the more ready they are the more confident they will be in the speaking performance.

✓ **Finding 5 (Solutions of speaking problems)**

Teachers often find many problems in English classroom during assessing the students' speaking ability and they certainly figure out these problems with various solution. Teacher A and B stated that common problem that students often

face is anxiety, and they figure it out by giving students motivation and showing good example of speaker by doing some manners below; Acquiring new vocabulary, Practicing or imitate, Utilizing English in the real life at least while performance time (presentation).

## **2. The Results of Students' interviews**

### **✓ Finding 1 (Doing tasks)**

Mostly students are enthusiastic to do the assignment from the teacher. At least, they need 3 days to finish their assignment. In line with MAW as one of the participants in this research "I will finish my homework as soon as possible since I like English and feel very enthusiastic to do every English task"

### **✓ Fiding 2 (Self-Motivated)**

Mostly students motivate themselves to learn English is by remembering that English is an international language that can bring them abroad; this reason urges the students to struggle more because they want to go abroad and talk to foreigners using English.

### **✓ Finding 3 (Environment support)**

All students stated that their environment really supports them to learn and practice English in order to have fluent speaking. It I proven by AF statement that mostly students sometimes practice their speaking skill in the class; while MAW and MY stated that they also sometimes practice their English speaking in their daily life.

### **✓ Finding 4 (Anxiety-solving)**

Exercise is mostly selected manner to lose the students' anxiety since the more the students do an exercise, the more they will feel prepared and a bit eject

their anxiety away. While AG and ABM as this study participants said “I will always remember my first goal to learn English that I want to go abroad and talk to foreigners; that makes me more enthusiastic to exercise and study more English words”. Talking about some English words, HI as one of this study participants stated that adding some vocabularies also one of the ways to lose anxiety in learning English; the more words students master, the little worries they have.

✓ **Finding 5 (Interesting topic/materials)**

Mostly students do not really care what topics or materials explained shown by they mostly mention some lesson materials like formal letters, past tense, cause-effect, etc. This is supported by MAUS statement as one of the participants of this research “I don’t mind to get whatever materials, at least it interests me with various teaching techniques used”.

✓ **Finding 6 (How much listening activity affect speaking skill improvement)**

All students 100% do agree with statement “*Listening activity affects speaking skill improvement*”. It is proven by MAR statement that English learners can know how to pronounce words correctly through listening activity. MAW as one of these study participants also said that, learning English materials through listening activity or watching some English teaching and learning videos can help us to have long term memory about the materials especially for audio and visual learners.

✓ **Finding 7 (How much students like to get teacher’s correction)**

Almost all students like to get correction from the teachers since it can help them to know and implement the correct one, stated by MY and MAUS as the

participants of this study. In contrast, HI also as the participant of this study stated that he does not like to get direct correction from the teacher which means that he prefers to get feedback in the end of the class.

✓ **Finding 8 (Vocabulary upgrading)**

The students of MA Syekh Abdul Qodir Al-Jailani as the participant of this study have various and interesting manners to upgrade their English vocabulary such as reading English books, sticky English words on the wall, naming all things in English words, looking up unknown words on dictionary, and memorizing vocabularies.

✓ **Finding 9 (How often students speak English in daily life)**

Mostly students are supporting one another to speak English in order to make their English fluent by communicating with their friend surrounding. Sometimes, they just speak when they are in the English class. According to MAUS statement as one of participants of this study “I am always trying to speak English even by mixing with Bahasa Indonesia; at least, I practice some vocabularies I have mastered”.

✓ **Finding 10 (How much students like to learn English)**

All students said that they like to learn English very much.

After showing all the interview records of two students of MA Syekh Abdul Qodir ALjailani, It is also a need to show the results of students' speaking testing conducted on 10<sup>th</sup> of February 2021 using descriptive materials that all students have to read aloud the text prepared by the researcher and valued with four aspects of speaking scoring will be valid and reliable only if clearly recognizable and appropriate descriptions of criteria

levels are written and scorers are trained to use them. Description of speaking proficiency usually deals with accent, grammar, vocabulary, fluency and comprehension as in the following examples taken from Hughes (1989). The students' speaking score results are presented in the form pie chart below;

**Table 4.1 Speaking Test Score**

<b>Nama</b>	<b>Total Score</b>
ABM	81
AF	68
AG	87
AAK	81
FT	68
FD	75
HI	75
H	87
JD	75
MNAS	75
MAUS	87
MAW	93
MAZ	81
MWA	81
AIM	87
MY	81
MAR	93
RH	87
TF	68
RA	87

From the table shown above, it can be concluded that mostly students get high score; 2 people with 93 points, 6 people with 87 points, 5 people with 81 points, 4 people with 75 points and 3 people with 68 points.

## B. Discussion

This part, the researcher tends to elaborate more about the findings and relating with the two research problems mentioned in the previous chapter about *What kind of creativity do the teachers employ to support students' participation in developing speaking skills?* and *how can the students participate on developing speaking skills better?*

First research problem *What kind of creativity do the teachers employ to support students' participation in developing speaking skills?* can be solved by several findings above concluded into some points those are; Lesson planning preparation, various teaching techniques implementation, teachers' treatment on students in the classroom, giving students chance to practice or prepare English performance, and finding solution of every problem occurred.

The English teachers of MA Syekh Abdul Qodir Al-Jailani stated on the interview that lesson planning is one of crucial teaching media to run the class well. A lesson plan is undeniably considered as very crucial learning equipment which set how the class goes on with success or failures; another word, people have to prepare an umbrella before the rain falls. It is in line with Milkova (2012) that "lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time".

Students tend to get boredom when the class runs so flat without any colors of methods used by the teacher. Teacher A and B stated that they implement various techniques to teach the students in the classroom such as reading aloud,

jigsaw, listening activity, and so on. According to Fauzan (2012) about the implementation of techniques or methods, a teacher is a facilitator who should understand the intelligence and real performance of the students very well then select the right materials for a certain level of proficiency and the appropriate methods of teaching speaking. In line with Noviyenty (2018) statement that “the technique should appeal to the genuine interests of the students, the technique should be presented in a positive, enthusiastic manner and the students are clearly aware of the purpose of the technique”.

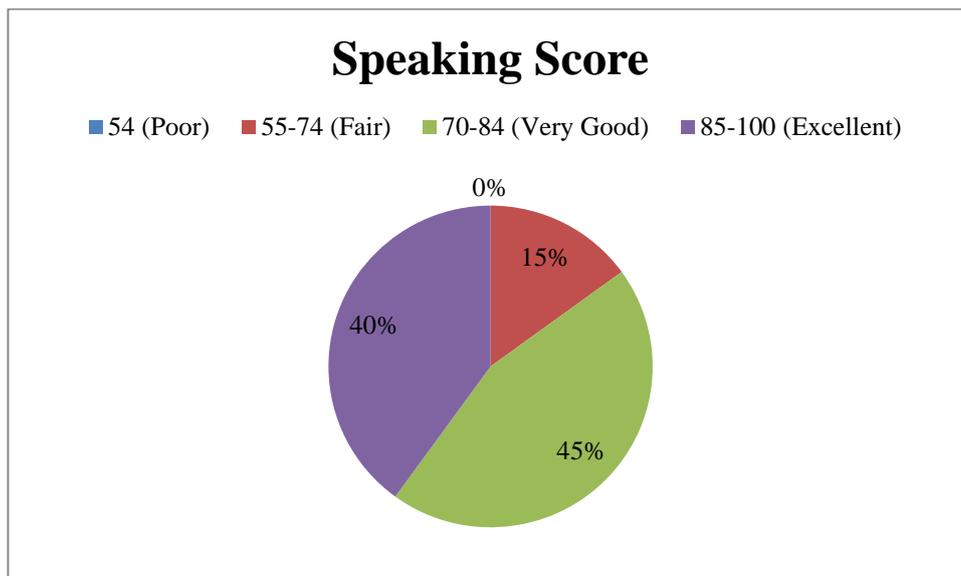
Classroom situation is basically depending on how teachers treat the students in order to feel comfortable during the teaching and learning process. Teacher A and B stated that knowing their students' characteristics is an obligation since they have to treat their students based on their characters. Mistakes are something common that happened to the students; teacher A and B have to know each student's character whether they like to get direct correction or the time when the class ended. Teacher A and B also said that they will give them the correction through various ways like showing them some English speech videos related to the students' errors. Besides, teacher A and B also give the students motivation to speak without any anxiety by telling their personal stories during learning English. The finding results above are strengthened by Tokoz-goktepe (2014) statement that students often face many problems becoming their backstops during learning English speaking such as having difficulties in memorizing vocabularies, anxiety, sometimes getting uninteresting topics in the class, and less-motivated.

Student-centered is a good system implemented in every classroom since the students need more chances to practice the materials; moreover English is a foreign language that needs more practice than theory. Also, students deserve to get more chances to prepare and practice the materials to perform best performance in the class. In line with Murotova, Umrzoqova, & Pardayeva (2020) statement that a teacher has to divide the time especially time for students to prepare the performance by discussing or the topics provided.

Teachers are not only the provider of the material but also the problem-solver of every problem the students face such as anxiety, finding difficulties in any aspects of English. According to Djahimo, Bili, & Huan (2018) “the quality of their performance is basically affected by various influential factors and problems mentioned earlier which make them uneasy, fearful, uncomfortable and demotivated in delivering their tasks”. That statement proves that students often got various problems during learning English.

Second research problem *how can the students participate on developing speaking skills better?* has been discussed very detail about the teaching process occurred in MA Syekh Abdul Qodir Aljailani that teacher A and B really prepared and run the class very well concluded in 5 aspects, those are; Lesson planning preparation, various teaching techniques implementation, teachers' treatment on students in the classroom, giving students chance to practice or prepare English performance, and finding solution of every problem occurred.

Related to the speaking score of the students, all those 5 aspects implemented by teacher A and B are successful to make the students achieve good score of speaking test conducted by the researcher. It is proven by students' speaking test score table below;



The pie chart above shows that 45% of MA Syekh Abdul Qodir Aljailani students have very good score around 75 – 81, 40% have excellent score around 93 – 87, 15% have fair score in 68, and nobody gain poor score under 54. Those satisfying speaking score results are also supported by students' participating in developing their own speaking skill, such as follows;

- Doing task in time
- Self-motivated by remembering English as international language
- Practicing English in their daily activity
- Upgrading Vocabularies
- Watching some English movies and videos
- Listening to English songs