CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDINGS

This chapter presents data findings of research based on the result of observation and interview. It covered the practice of the English teacher in using language to share information activity to facilitate the students to speak English, the practice of the English teacher in using language to process information activity to facilitate the students to speak English and to what extend the share information and process information activities are contributive to stimulate the students to practice English.

A. **Data Presentation**

In the data presentation, based on the results of doing observation and interview the collected data are presented as follows:

1. **Data Presentation on the Practice of the English Teacher Implement Share Information Activity to Facilitate the Students to Speak English at MTsN Tunggangri**

This session exposed the data found in the field. The observation was done on Saturday, February 24th 2018. It was related to the practice of the English teacher in implementing of share information activity in eight grade. based on the result of the observation and interview done for seven times.

There was one teacher as the subject to be observed and interviewed and there were eleven informants consisted of 3 other English teacher and 8 students of eight grade. All of informants were interviewed by the resercher to complete the data. The researcher entered in the class, sat behind of class. In the class the students were grouped during the English lesson times. There were eight groups, one group consisted of five students. The teacher said *"....I have grouped for them in particular topic material. In my opinion group work is important because they could sharing to each other when they feel difficulty."*

To strengthen the teachers' utterance, the researcher interviewed students. The students said that they were grouped by the teacher in previous meeting. S1 said *"right, the English teacher has divided to several group."*

The researcher observed the teacher in the classroom started from the beginning until the end of English lesson. She was doing praying together to start the lesson. To start the lesson she explained the topic, she also brought the media before starting the students' group work. The subject said *"You saw yesterday, I also bring two similarity picture becomes the media in order to they could understand what they should to do. Right."*

The utterance above indicated the media is tool that help the teacher teaching for students' understandable. The teacher given instruction to open their handbook related to the topic which explained

before. The handbook provided two similar pictures. The handbook, it was written that students had to find the similarity between two pictures and share the information in front of their friends. This activity related to functional communication activity called discovering differences. The subject said that *"Yes, just like I have taught yesterday for my students. I have given the activity to found the differences between two pictures called Discovering Differences."*

In addition, the results of the researcher interviewed to the teacher. The other meeting class before, the teacher implemented activity that related to functional communication activity called discovering secret. As stated by the teacher as subject says, *".....I have also applied other activity that discovering secret about kind of building".* The quotation above implies that the teacher given other activity related to functional communication activity. This activity, the teacher given pictures kind of building to the leader of group. The other member in a group, they have to gues the picture. The questions must be restricted to a certain kind, such as yes/no question, in order to prevent the discoverers from simply asking directly for the piece information.

The classroom activity, they were discussing the topic with their friends in a group. The result of observation, students share their difficulties and discussing the answer in their group. In the field, the teacher always comes in every group work. She asked to students the instruction not understand yet. The teacher give clue by clues or synonym of word to students who asked the meaning of word. So the teacher did not

give the meaning directly. Students who know any vocabularies, they answered the meaning for their friends. That is why the teacher did not answer the meaning directly in order to the other students could to share their knowledge to their friends. It could be seen in this excerpt (*see Appendix 10 for completed utterances for interviewing for the excerpt bellows*).

The teacher (Subject) said that

> ***"yes of course, I don't want if my students have not effort for their ability. So I just given clues in order to they know new vocabularies and knowledge. So, I have to do it for students."***

The group discussion was done, the teacher pointed several group to share their work and stand up in front their friends. Students delivered their work orally, while they were delivering the information in front of their friends seen that they felt very shamed. They wasted a long time because they just keep silent and smiled. Directly, the teacher give suggestion for them, they were team. As teacher said her utterance, *"please, you so wasting our time, hurry up, you are in a group not alone, your friend need several times also"*. The other students were attention to their friends who come forward in front of class. Some students ask for students who come forward about differences opinion. Meanwhile, the teacher taken notes for the error sequence of sentences and taken note unfamiliar word or vocabulary related to the topic was delivered by students.

The researcher conducted an interview with other English teacher as informant about activity related to functional communication activity. All of them have same meaning in this topic. They said that share information is students could to share the information to other people or students. The informant said *"hem…. share information is students could sharing the information to others and the other get the new knowledge such as new vocabularies, new idea."*

The utterance from another teacher as an informant above told functional communication activity especially share information suitable to implement in eight grade because students were followed the class well. The practice of the English teacher in implementing to share information is appropriate to be used for teacher to developing their speaking in English. They work in a group discussion and share their work in front their friends as well as, although some students still have several incorrect of language and pronunciation. The teacher corrected the error language and pronunciation would to explain in process information activity for evaluate students.

2. **Data Presentation the Practice of the English Teacher in implementing of Process Information Activity to Facilitate the Students to Speak English at MTsN Tunggangri**

This part told about the data found in the field. It was related to the practice of the English teacher in implementing to process information activity. Process information activity is the last type of Functional

Communication Activity dispenses completely with need to share information before. It was means the stimulus for communication comes from the need to discuss and evaluate the facts, in pairs or group, in order to solve the problem or reach a decision.

In the explanation about share information as discovered in point one, it was found that the students still had problem in delivering the information. The teacher corrected sequences of language and pronunciation. As stated in point one last paragraph that the teacher taken note some unfamiliar words related to the topic. The teacher aimed the student could to know new vocabularies and easily to speak in English. It should to do for the teacher to corrected the answer, it was means the teacher evaluate or discuss for every incorrect point. As it was stated by the subject "….*I also given for them some evaluation, question and feedback for them to know their understanding the topic."*

The teacher evaluated the students in the end of students share their work or information. The teacher has appropriate time to evaluate students in order to all of students pay more attention and concentration. As subject said *"I always given evaluation in the end all of activity, so all of students has done for their assignment in the class and me time to evaluate them."*

The teacher gives several questions for students. Four students were pointed by the teacher, they could understand the topic lesson and delivering well in front of their friends although two of them used mix

explanation. They used Indonesian language and English language but the teacher corrected, the teacher conducted to other students to help their friends. The teacher did not give the meaning of word directly. Students who come forward in front of class, they felt helped by another friends because of their less vocabularies. Asit was stated bystudent, *"honest, I feel was helped from my friends because they know if I less vocabularies I am happy…"*

In addition, they were share information well to their friends although some of them used code mixing language. The student was evaluated by the teacher in order to all of students understood what they had gotten in every meeting. As stated from interviewing the subject said *"….evaluation, question and feedback for them to know their understanding the topic." (see in Appendix* 10 *for completed utterances of interviewing for excerpt bellow).*

The teacher checked for several students were not active during the classroom activity. There were 2-3 students were not active in the class, she known the standard ability for every students. So directly she approached to ask them which one point difficulty. The teacher approached to the students both one until three minutes, the teacher evaluated the students seriously. The teacher was very attention for all of students, she want if her students understand well in every meeting. It could be seen her utterance from interviewing the teacher, She said *"When I see my students do not actively in the class, I comes for them…"*. The teacher memorized students who low in English ability. So, the teacher

more attention to students who low ability in English. She evaluate and approached to them in every meeting class.

The other English teacher as informants was interviewed by the teacher, they answered in different word but still have same meaning. Process information is process of evaluating for students, could be question, feedback etc. All of explanations from subject and informants could be concluded that, evaluation or discus is important for activity after doing share information activity. Process information is evaluating students understandable, the teacher evaluate for all of students about the topic has taught. The teacher aimed students could to developing their English especially in speaking skill although all of skill needed, but the prominent skill is speaking.

3. **Data presentation on to What Extend are both Share Information and Process Information Activities contributive to Stimulate the Students to the Practice their English at MTsN Tunggangri**

This session expose the data found in the field. It is related to what extend the share information and process information activities are contributive to stimulate the students to practice English, based on the results of observation and interview was done for seven times. The researcher interviewed 8 students as informants, 6 are students actively and 2 are students do not actively.

In the classroom activity, the teacher taught the students by implementing of share information and process information activities.

Those ways aims to developing their speaking skill. Most of students followed the activity well although there were 2-3 students did not actively improve themself in the classroom activity. The researcher interviewed 8 students were actively, they were enjoy the activity in the class. As students utterance as informant, S1 said, *"hemmm..I am enjoying during of the lesson from began until done and I understand what the lesson tell about"*. The students felt happy and like the teacher's ways. S3 said *"iya suka. Guruku itu selalu memiliki cara bagus dan menarik....."*. the quotation above S1 and S3 statement that reported the other students feeling about the teacher and English lesson.

The explanation of previous paragraph have same meaning with students are actively interviewed. They told if they enjoy the classroom activity and like the teacher ways. Thus utterance from students are actively in the classroom activity. Meanwhile, students did not actively in the class. They did not enjoy in the classroom activity, because they did not like an English lesson. They have own point of view of English lesson. They felt English is complicated foreign language. As students did not actively said *"hemm I confuse. I do not enjoy the classroom activity because dislike about English"*.They also argued that little vocabularies is the most reason. It could be seen from one of students did not actively utterance *(see in Appendix* 15 *for completed utterances of interviewing for excerpt bellow)*

Student (S2) said that

"….because less vocabularies….."

The explanation above told students' feeling about English lesson. They could not to followed the activity well because unlike for English lesson. However, the teacher pay more attention for them. She memorized students who are not actively in the class. So, it could to help students understanding for the topic.

In the classroom activity, as explained in share and process information in point 1 and 2. Most of students followed the activity well. They could to share the information from their group work. They were sharing their answer orally in front of their friends. Basically they like speaking than any other skill in English. All of informants said that the prominent skill in the classroom activity is speaking skill. S3 said *"in my opinion arised speaking ability....." (see in Appendix* 15 *for completed utterances of interviewing for excerpt bellow)*

The researcher found some argumentation of students for the teacher. They did not like to do exercises in the handbook only, because it was too bored. As S7 says *"but sometimes I feel too bored, if students work exercises in the handbook only, it appears passive class".* The other side, Students argued that they want if the teacher give more opportunities for students in every meeting class, in order to students think and answer little by little using English language and add many vocabularies for

students. As stated students utterance *(see in Appendix* 18 *for completed utterances of interviewing for excerpt bellow)*

Students (S5) said that

> ***"but in my opinion the teacher give more appropriate for students to speak English"***

All of explanation about the progress of students learning in implementing the share information and process information activity, conclude that most of students could to share the information orally, its mean they could to speaking in English while sharing the information. The teacher has ways to checked students understandable and the progress of implementing share and process information activity to developing the students' English . In addition, for students do not actively in the class, they were difficulties to understand the English lesson well because in their mindset, English is completed foreign language, but the teacher could to solve with pay more attention to them. The teacher aims the way could to help their understanding in English lesson.

B. Data Findings

Based on the result of observation and interview to the subjects of the research, the researcher presents the findings of the research. The following are the findings of the research that are divided in three findings:

1. **Findings on the Practice of the English Teacher Implement Share Information Activity to Facilitate the Students to Speak English at MTsN Tunggangri**

   This part present the research findings found in the field by conducting observation and interview. It related to the practice of the English teacher implement share information activity to facilitate the students to speak English. After the researcher investigated the practice of the English teacher in the classroom activity, the researcher got the needed data.

   The teacher conducted to share information in the classroom activity. From the results of obseservation and interview, the researcher got similar answer with the subject, the subject applied the activity related to CLT that emphasize on students communicatively. The resaercher found 2 mains group of functional communication activity those are sharing information with unrestricted cooperation and sharing information with restricted coopertion.

   In the field, the researcher found only 1 activity in class from 3 activities that related to sharing information unrestricted cooperation, the activity called discovering differences. Some indicators of discovering differences are follow:

   a. Full of cooperation in a group project

   b. Students share their opinion to each other in a group project

   (to differenciate between two pictures)

c. Students share their answer in front of class orally

d. Students have a long time to discuss in a group project

The result of interviewed the English teacher, the resaercher found that the teacher apllied the other activitiy related to functional communication activity called discovering secret. This activity include in sharing information with restricted cooperation. Some indicators of discovering secret are follow:

a. Restricted cooperation in a group project

(the chief of the group get the secret picture by the teacher, than the chief back to the group, the other students of a group should to guess the secret picture but conducted with restricted question word such as yes/no question in order to prevent clues)

b. Restricted cooperation but still has a relationship to each other to share the assigment gap

c. Students have not long time to discuss in a group

Communicative Language Teaching (CLT) especilly functional communication activity which is this approach suitable for group work. So, based on the results of observation and interview the research finding was found two activity that discovering differences (sharing information with unrestricted cooperation) and discovering secrets (sharing information with restricted cooperation).

2. Findings on The Practice of the English Teacher implement Process Information Activity to Facilitate the Students to Speak English at MTsN Tunggangri

This part deals from the results of interviews and observations. In implement process information activity, this activity could be implemented after implementing the share information activity. Process information activity is process to evaluate students after doing group work. The researcher found that the teacher evaluate to students about the topic was taught. The subject given some questions for students to check students' understandable. The result of process information by the English teacher are follow:

a. The teacher give some question for students related to the topic

b. The teacher check the pronunciation

c. The tecaher check the error language/sentences deliver by students

d. The teacher give unfamiliar word related to the topic for test their understanding

The explanation above is the teacher effort to teach students as well as effective. The teacher aimed that students could to be good language learners especially to develope their speaking.

3. **Findings on to What Extend are both Share Information and Process Information Activities Contibutive to Stimulate the Students to the Practice their English at MTsN Tunggangri**

In the research findings, the researcher found the progress of students through the implementation of share information and process information. They could develop their English especially in speaking skill. The explanation below is the result after investigating students:

a. Students could to develop their critical thingking to solve the problem in process of activity

b. Students got new vocabularies by the teacher

c. Little by little students could to develop their speaking ability in using functional communication activity method

In the field found some students 2-3 students did not actively in the classroom activity because of they felt shame, afraid of making mistakes, get stumbling when they utter ideas, limited practice in class and one important thing in environment does not provide in conducting communication. The techer could to solve their problem with pay more attention to them. Implemention of CLT approach especially functional communication activity, most of students could develope their English especially in speaking skill. Teacher's agument that this approach suited for students to develop their speaking to be more communicative.

However, any ability in English all needed but prominent skill implement share information and process information activities was speaking ability.