

## **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 discussion and debate 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 conduct the research in April 16<sup>th</sup> – May 11<sup>th</sup> 2018. The following table is the research finding of this research when the researcher observe the class.

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

On April 19<sup>th</sup> And 10<sup>th</sup> 2018, 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 discussion Strategy. The researcher observed the teaching strategy done by the teacher in the classroom.

For the first, the teacher give explanation about the topic. The topic was about descriptive text. The teacher gives little explanation about the material. After the explanation was over, the teacher asked the students to write the material that has explain by the teacher.

After the students finished their writing, the teacher asked them to make five groups. Then, the teacher gave different topic to each group. To test students' speaking, the lecturer asked each group to discuss. When they finished their discussion, the teacher ask them to come in front of the class to tell what they already discuss with their friends one by one. If the student did the mistakes in speaking, the lecturer corrected the student's speaking directly by giving the true example and the student who did the mistakes was asked to imitate it until the student could speak it correctly.

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

Based on interview, the teacher (Mr. R) said that

*“Saya mengaplikasikan student center di proses pembelajaran saya, jadi saya memilih diskusi karena di dalam diskusi mereka bisa belajar untuk berbicara di public dimulai dari kelompok kecil, dan kemarin temanya descriptive text”*

*(I applied students centre in my teaching process so I choose discussion because in discussion can study to speak in public start from small group, and today the content was about descriptive text).*

The above data were supported by the quoted interviewed student, the student (EW) said that *“pak guru menggunakan strategi diskusi tentang teks mendiskripsikan”* *(The teacher used discussion strategy about descriptive text).*

It was like what the teacher (Mr. R) stated

*“setelah saya memberi mereka sebuah topic, saya meminta mereka untuk mengamatinya. Lalu, saya menggunakan strategi diskusi, artinya murid-murid diminta untuk berdiskusi dan maju ke depan kelas untuk mengungkapkan apa yang telah mereka diskusikan”.*

*(after I give them a topic, I asked the students to observe it. Then, I used discussion, it means that the students were asked to discuss and come forward in front of the class to tell what they have discussed one by one)*

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 discussion. In this case the teacher give them descriptive text as the topic of discussion.

### **b. The Data Presentation on Teaching Speaking by Debate**

The next observation was held on April 26<sup>th</sup> and May 3<sup>rd</sup> 2018. The researcher conducted observation in the classroom to observe the real condition in the classroom. The strategy was debate. In teaching activity, the teacher played a video about corruption. It could be conversation about corruption and the news about corruption.

While the video was played, the teacher asked the students to understand the video. After the video was end, the lecturer asked the students to give their conclusion. It was done by the teacher to minimize students' nervousness. If there were any mistakes done by the students, the teacher corrected it directly.

After some students give conclusion about the video, the teacher divide them into two groups, that is pro and contra group. They must debate about corruptor punishment. The teacher ask them to give opinion about the topic. After the students speak one by one and give their opinion. The teacher give correction to their mistakes in speaking.

Then, the researcher conducted interview by asking to the teacher about the strategy that was used in teaching speakin. Besides that, the researcher also asked to the students about how was their teacher taught English pronunciation in the classroom. The data interview were such as following:

The teacher (Mr. R) stated that

*“dalam pembelajaran Bahasa Inggris, kadang-kadang saya menggunakan video sebagai media menyampaikan materi” (In teaching english lesson, sometimes I used video as the media in delivering material to the students).*

The above data were supported by the quoted interviewed student, the student (A) who stated that

*“Pak guru mengajar kami menggunakan proyektor untuk memperlihatkan video tentang korupsi. Videonya berisi percakapan dan berita tentang korupsi” (The teacher taught us by using projector to show the video about corruption. It could be conversation and news about corruption).*

The teacher (Mr. R) said that

*“setelah video selesai, saya minta mereka untuk memberikan kesimpulan tentang topik di video. Saya minta mereka maju kedepan dan mengutarakan kesimpulan dalam video. Jika ada kesalahan, saya koreksi langsung” (After the video was end, I asked the students to give the conclusion about the topic in video. I ask them to come forward and tell the conclusion of the video. If there were any mistakes, I corrected it directly).*

The above data were supported by the quoted interviewed student by the student (RRA) also that *“pak guru membenarkan kami ketika kami salah dalam berbicara” (The teacher gave correction to us if there were any mistakes in speaking).*

The teacher (Mr. R) said that

*(seksi selanjutnya, saya membagi muridmurid menjadi dua grup. Lalu, saya minta mereka memberikan opini tentang topic. Lalu, saya minta mereka untuk berbicara satu persatu berdasarkan instruksi. Selain itu, saya memberikan tugas untuk menyimpulkan debat pada hari itu” (In the next section, I divide the students into two group. Then, I asked them give opinion about the topic. Then, I asked them to speak one by one based on my instruction. Besides*

*that, I gave homework to give the conclusion about debate in that day).*

The student (DW) also said that

*“Pak guru meminta kami untuk berbicara tentang hukuman bagi orang korupsi. Selain itu, kami juga diberi tugas untuk membuat kesimpulan tentang debat hari ini” (The teacher asked us to speak about corruptor punishment. Besides that, the teacher gave duty to make a conclusion about our debate today).*

The conclusion of the explanation above is the teacher used debate strategy to improve students' speaking in public. This strategy used to make students has brave to speak in front of many people. The step of this strategy is the teacher give video about the topic then ask them to debate. The teacher used corruption as the topic because it was the hot topic in this time.

## **2. The Data Presentation on Students' Response toward Teachers Strategies**

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

### **a. The Data Presentation on students response using Discussion strategy**

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 ten minutes the students prayed and road the Qur'an

together. After the teacher greet the students, the teacher explain what is the material that they will study. The students listen seriously and quietly. When the teacher ask them about descriptive text, there was student that answer correctly. After the teacher finished to explain the material, the teacher ask students to make five groups. The students form the groups based on sit position. After the teacher explain to discuss the topic that they already get, the students discuss although there was some students that play with other. After twenty minutes the students finished their discussion. The teacher ask them to come forward and tell what their result of discussion.

After the class finished, the researcher do interview to the students about the strategy that their teacher used. The data interview were such as follow:

The student (A) said that:

*“Saya tertarik dengan strategi ini karena ini membuat saya belajar berbicara didepan teman saya meskipun saya teman satu kelompok”*  
(I interest with this strategy because this is make me try to speak in front of my friends although it is just my group members).

The other student (EDA) said that

*“saya semangat kalau diskusi karna saya banyak bicara jadi saya bisa lebih banyak bicara dan lebih belajar bicara bahasa inggris”* (I like to discuss because I speak a lot so I can speak and study to speak English more than now).

It was supported by the teacher (Mr. R) quoted in the interview that stated:

*“saya pikir murid-murid punya respon yang bagus terhadap strategi ini, banyak murid-murid yang sangat antusias dengan strategi ini karena pada dasarnya banyak dari mereka yang suka berbicara”* (I think the student has a good response through this strategy, many students was very enthusiastic with this strategy because basically many of them like to speak)

Besides, there is some students that doesn't like with this strategy. The student (DW) said that:

*"Saya kurang suka dengan strategi ini karena kalau diskusi hanya beberapa yang serius sedang yang lain ada yang bercanda" (I don't like this strategy because if we do a discussion, there is some students that just joke with other).*

It was justified by the teacher (Mr. R) that state:

*"kekurangan dari strategi ini adalah beberapa murid akan bermain sendiri karena ini group work, tapi saya selalu berusaha mengkontrol dan menasihati mereka" (The weakness from this strategy is some students will play by themselves because it's group work, but I always try to control and advise them).*

So, the research finding of the data presentation above is the students felt interesting and they also agree if this strategy can improve their speaking. Many students like this strategy because this strategy can make they speak a lot. Although there was some students that doesn't like this strategy because they think that this strategy doesn't effective because just some students work but the other play with themselves. But the students still support when the teacher taught.

#### **b. The Data Presentation onb students response using Debate strategy**

In the second observation, the teacher teach using debate strategy. The students pray and read Al Qur'an as usually. After they finish read some surah in Al Qur'an they sit quietly to listen teacher explanation. The teacher explain that he will show a video today. The students look interest to watch the video. When the video played, the students is attentive to watch the video. After the video finished, the teacher asks students to tell the



conclusion of the video. There was three students that raise the hand. They come forward one by one and tell the conclusion of the video. The first student speak fluently without any mistakes. The second and third students speak confidently although there was some mistakes in pronunciation.

The next activity is the teacher ask them to divide into two groups. The students divide into two groups directly based on sit position. The teacher give them topic about corruption punishment. The first group as pro group and the second group as contra group. The pro group speak first after that the contra group speak. The debate strategy ruin around twenty minutes with fifteen students speak. There was some mistakes and the teacher correct it. The students look interest when this debate activity held by the teacher. They speak confidently although they have some mistakes.

After the class finished, the researcher interview some students about this strategy. This is the result:

The student (EW) said that:

*“Saya suka debat ini, karena saya bisa lebih percaya diri berbicara didepan banyak orang” (I like this debate activity, because I can speak confidently in front of many people)*

The other student (AW) also said that:

*“Saya tertarik dengan debat, karena saya bisa belajar bicara bahasa inggris dengan benar” (I am interest with debate activity because I can study to speak English language correctly)*

It was supported by the teacher (Mr. R) that stated:

*“murid-murid terlihat tertarik dengan aktifitas ini jadi saya sering menggunakan strtegi ini di pembelajaran, sekarang kemampuan speaking*

*mereka meningkat meskipun masih ada kesalahan” (The students look interest with this activity so I often use this strategy in teaching, now their speaking is increasing although they have some mistakes)*

But there was some students that feel this activity was difficult because they get trouble to search the correct word. It was said by the student (RRA):

*“saya kesulitan dengan debat karena saya susah mencari kata-kata yang benar untuk menanggapi komentar teman yang lain” (I feel difficult with this debate activity because I get trouble to search the correct words to perceive my friends’ comment)*

The teacher (Mr. R) also said that:

*“tentu saja strategi ini punya kelemahan, beberapa siswa akan mendapat masalah untuk menemukan kata yang benar karena mereka masih SMP tapi strategi ini memberikan hasil yang signifikan dengan kepercayaan diri dalam berbicara mereka. Saya pikir, percaya diri adalah bagian penting untuk memiliki speaking yang bagus” (Of course this strategy has weakness, some students will get trouble to search the correct word because they still in junior high school but this strategy give the significant result with their confident to speak. I think self confident is the main part to have good speaking)*

The finding of this research is some students interesting with this strategy because they can improve their speaking in public. The students think that they can get a lot experience using debate strategy. Beside, there are some students that doesn't like this strategy because they difficult to find the correct word to use when they speak. The teacher also said that there was some students difficult to find the correct word because they still junior high school but they excited when this strategy used.