

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

In the world of education strategies is an efforts to achieve success in achieving the goal. The aim of this teacher's strategies is create to improving student's speaking ability, so the classroom situation becomes more effective and efficient. Activities intended not only limited to physical activity only but also includes activities of physical or mental activity, that's why teacher's strategies as the strategies adopted in the classroom of teaching and learning becomes selection.

Teachers and researcher concluded that no single method of language teaching and research findings would mark the start of universal success in teaching language It was realized that certain learners seemed to be successful regardless of teacher's strategies. Teacher appeared to be endowed with abilities to succeed and describe successful student's speaking ability in terms of personal characteristics, styles, and strategies. Students learn different styles of speaking and learn to vary their language regarding the formality of the situation. While the results of the studies on defining the good language learner (are not based on empirical findings, teacher create characteristics of good student's ability as students who are actively involved in language.

In the using of this teacher's strategies, teacher implemented some things in this strategies are cooperative strategy, discussion, simulation / role play, pair work and inquiry based learning: the first, teacher has mastered the lesson material making it easier to answer any questions students. Second, the strategies submission of teachers in accordance it. The strategies that is expected to sharpen speaking ability. Strategies were given to students clearly and concisely as submitted verbally. It showed in the teacher interviewed she stated that "this techniques was applied orally thus making teacher directly communicate with

students.. Third, teacher made strategies using language that is easily understood, directing strategies to the whole class and give enough time to think. Fourth, in this teacher's strategies conducted in a quite situation not competitive situation, if the students cannot answer will be given to other students. Fifth, the questions have been planned so it fits the concepts that students understood according to the speaking ability of students.

Of the two observations, the following table shows the result of the observations:

<b>Teacher's Strategies of Student's Speaking Ability</b>	<b>Observation 1</b>	<b>Observation 2</b>
Cooperative Learning <ul style="list-style-type: none"> <li>• Think-pair-share</li> <li>• Jigsaw</li> <li>• Group investigation</li> </ul>	√	√
	√	√
	√	√
Discussion	√	√
Simulation / Role Play	√	√
Pair Work <ul style="list-style-type: none"> <li>• Conversation</li> <li>• Dialogue</li> </ul>	√	√
	√	√
Inquiry Based Learning	√	√

## 1. Teacher's strategies in improving student' speaking ability

### a. Observation 1

Cooperative learning provided the students with contextual and meaningful topics important to relate new material with what has been learned and experienced by students. It also provides students with the aid of others, meaning that students can discuss problems with their partner, as mentioned above that the use of cooperative activities can encourage negotiation of language item, the more students are exposed to language item and contextually meaningful activities emphasizing on oral production, the more they are helped to speak English.

In addition, the teacher prompted the students to participate in the activities, and students' speaking is emphasized. Moreover, an activity involving competitive element where students work together can increase language productivity. Fortunately, the teacher could anticipate this situation by having students work in group to ease their burden on a task as it had the students classify the expressions, make dialogues, and rearrange steps of how to make something as teams. It also had the students deliver their work in front of the class, discuss with other groups and at the end, get feedbacks not only from the teacher but also from other groups.

#### **b. Observation 2**

Meanwhile, in role play strategy, the teacher did not focus on certain students, treating students fairly, impartially, and with respect is a must for teachers in eleventh grade. The activity used talk as interaction because it served to maintain social relationship and had purposes to be friendly and nice to interact with others.

Students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something. Instead of thinking of language, the students focused on making conversation and dialogue that the activity was to develop fluency. It is based on a principle that teachers bear in mind what student needs, from language-based focus on accuracy to message-based focus on interaction meaning, and fluency. the function of speaking in this activity was talk as transaction. Speaking activity should be performed in situations where students can show interest, understanding, and ask questions or make comments.

Furthermore, the teacher intended to make the students interested in the lesson by adding the expressions and choosing the topics related to students for they will react well to the speaker. Reacting to others by showing interest in the topic of

conversation and dialogue can provide fluid interaction. Moreover, materials related to students' lives and interests can increase students' involvement in the classroom.

The last one is inquiry based learning, simply a fine-tuning for articulation, is a technique to improve pronunciation and allow students to pay attention to the new materials presented by teachers, emphasizing words, phrases, or utterances on students' mind, moving new items from working memory to long term memory, and providing a means of gaining articulatory control over language .

## **2. Implications of Teacher Strategies**

Every strategies has different result in practice, in applying this teacher's strategies there are some impacts that affect the students, teacher and classroom.

### **a. Cooperative Learning**

Positive impact by the implication of cooperative learning is to make students contribute to the task. It's mean the students in each group are responsible not only for the material being taught but also for helping their group mate learn. So, it made students interested and students focused learn the lesson.

### **b. Discussion**

Students became more critical thinking and more confident and students can improve their speaking ability. This implementation of the technique to influence on the development of students thinking, give them a chance to argue in accordance with their views on an issue. So the students focused on the lesson.

### **c. Simulation / Role play**

This technique can help students play with personal problem. It allows them to be spontaneous by releasing creative energy. The first time students be nervous when perform in front of others, but with time, the more role-plays could be confident and proficient.

d. Pair work

It technique can increasing students participation and improving their language in speaking ability. In the pair work students practices language together in conversation, dialogue or story telling.

e. Inquiry based learning

Based to improving students speaking ability, teacher centered strategy that permits students to discover something and used their question to guide their speaking.

## **B. Discusion**

### **1. Teacher's Strategies in Improving Student's Speaking**

This research was conducted to find out teacher's strategies in improving students' speaking ability in English lesson. Strategies that could be used by the teacher in teaching English to improve the students' speaking ability. The research that had been done by the researcher indicated that teacher's strategies were effective or could be used in teaching speaking. It could be seen from the tables that showed us the teacher's strategies. The increasing because of the teacher knew how to control the class and created the active class. Besides that, the teacher's strategies helped the students to understand the subject easily.

The strategies of teaching speaking that the teacher used were cooperative learning, discussion, simulation/role play, pair work and inquiry based learning. While, students' responses towards the strategies reveal positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. Thus, it is suggested that teachers use strategies of teaching speaking in accordance with students' characteristics and level of proficiency, and provide materials involving students to be active by using various available media for the implementation of teaching speaking.

So it could be concluded that the result of the research showed that the implementation of teacher's strategies could improve the student's speaking ability. It could be seen from the qualitative data that showed the students' was active and spirit in teaching-learning process.

## **2. The implication of Teacher's Strategies in Improving Student's Speaking Ability**

Positive impact by the implementation of teacher's strategies are cooperative learning, discussion, simulation/role play, pair work, and inquiry based learning is to make students focus and attantion on the lesson in other to develop the thoughts which raised the bravery in answering and express opinions and interact to the teacher. This strategies is able to stimulate fluently and student's speaking ability.

The impact was also felt on teachers. Teacher easily to know the weaknesses and the strengths of students speaking ability in classroom. So, teacher can guide students to develop students speaking in communication.

Positive impact for classroom is learning in the classroom to be more effective and efficient because has been interacted between teacher and students so, learning is fun. At teacher present these strategies, it is expected that they will follow-up and provide guidance through probing, allowing students to create their own responses with minimal assistance (Berk,2009, p.265)

Teacher is one of factor for the success of any educational effort. Because of there is educational innovation especially curriculum and improvement of human resources produced from the educational efforts led to the teacher factor. The existence of the teacher's role in the effort of educational students actually required multirole thus creating effective teaching and learning conditions. The technique is relatively old but still reliable in learning technique. Outstanding occurred

communication lines are supposed to influence the students ability and it turn will effect the learning achievement.

Therefore, teachers and students learn in a happy feeling, not with fear designated by the teacher to improving student's speaking ability. Because of that, the use of teacher's strategies it would be more effective if followed by other methods, for example assignment, exercices and demonstration.