

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion dealing with the data that have been collected during the research in order to get the answer from two research questions. The researcher will provide data about the implement of skit technique which includes teacher's implementation skit technique and students' responses toward the implementation of skit technique in teaching speaking.

A. Findings

In this section, the findings that are displayed based on the two research questions raised as follows:

1. Teacher's Implementation of Skit Technique in Teaching Speaking

To describe the teacher's implementation of skit technique in teaching speaking, the researcher conducted observation and interviews to get the appropriate result from the first research questions. Data was generated from teacher observation and teaching speaking activities to validate qualitative analysis and also verified with reduced interview data. The findings are the teacher's step in implementation skit technique, students actively speak English and skit technique suitable for teaching speaking. Then it reported in the following order:

a. Teacher's Prepare Before Implementing Skit Technique in Teaching Speaking

In this finding, it can be concluded that the English teacher is prepares all aspects before implementing skit technique. This finding is based on the result from the first, second and third observations. In implementing skit technique, the English teacher must prepare all aspect so that the implement of skit technique can be appropriate and run well. The English teacher was prepared all aspects in implemented skit technique in teaching speaking which requires English teachers to use skit techniques properly and correctly.

Based on the observation results, the researcher confirmed that the English teacher has prepared all aspects before implementing skit technique in teaching speaking to the students. There are some aspects in implementing skit technique in teaching speaking. First is to prepare a lesson plan before teaching and learning speaking. In the first observation, the teacher has prepared a lesson plan about Narrative Text before applied this technique. Second, choose the teaching material. Before starting the lesson, the English teacher has choose teaching material for tenth-A grade students about Narrative Text. Third, prepare story text. In the first observation, the English teacher prepared eight story text with different stories and figures for the students. The

English teacher has divided tenth-A grade students into eight groups based on the story text. Fourth is instructions, in the first observation, the English teacher explained to the students the definition of skit technique, the difference between skit technique and role play, and how to use the skit technique. Fifth step is a command. The English teacher asked the students to read story texts and the students find their own figures in the story text. In the second observation, the teacher asked the students to write and modify drama scripts based on their creativity and the teacher also asked the students to practice their drama. In the last observation, the teacher asked the students to present their drama performance based on their groups and figures.

b. The Teacher's Step in Implementation Skit Technique

In this finding, it can be inferred that the English teacher is completed all the steps in implementing skit technique. This finding is based on the result from first, second and third observations. In implementing skit technique there are some steps that must be done by the English teacher so that the implement of skit technique can be appropriate and effective.

Based on the observation results, the researcher confirmed that the English teacher has done all step in implementing skit technique in teaching speaking to the students. There are some

steps in teaching activities when implementing skit technique in teaching speaking and before the students perform their drama, the English teacher asked all students first to read the story text that has been given by the English teacher in each group. Before divided the students into some groups, the English teacher selects the students to sit in group based on how many figures the students find in the story text and the students read the story text in each group. The second step is the English teacher asked the students to write a drama script based on the story text. The English teacher explained first to the students how to write drama script based on the story text. The English teacher explained to the students to write a drama script by modifying the story in a funny style based to their ideas, imagination and creativity so that the drama performance is more interesting. The third step is after write a drama script, the English teacher asked all of the students to prepare their costumes based on their figures and practice their drama before performing in the front of class. In this step, the teacher given freedom and space for students to be creative in making costumes based on their figures, so the students can express their self when performing drama. The last step is the English teacher asked the students to perform their drama performance in the front of class based on their groups. In this step, the English teacher give 15 minutes to each group students

to perform their drama in of class and the English teacher act as a facilitator for the students.

2. Students' Responses Toward the Implement of Skit Technique in Teaching Speaking

To find out how students' responses toward the implementation of skit technique in teaching speaking, the researcher conducted data collection by distributing questionnaire to the students in tenth-A grade at MAN 3 Banjarmasin with a total of 34 students. The researcher did research subject in tenth-A grade because the researcher conducted discussions with the English teacher before choosing a class, and the English teacher suggested that they conduct research in this class because the students in this class were active more than in other classes at MAN 3 Banjarmasin. So the researcher took the research subject in tenth-A grade based on English teacher's suggestion. The researchers distributed the questionnaires after the English teacher had finished implementing skit technique in the third observation. The findings are students enjoy and relax to speak English and students interest speak English through skit technique. Then it is reported in the following order:

a. Students Enjoy and Relax to Speak English

In this finding, it can be concluded that most of the students enjoy and relax to speak English during the implementation of skit technique in teaching speaking by the English teacher. During the

learning, the students are given freedom by the teacher to express themselves and to speak English, which aims to make students feel comfortable when speaking English without having to be afraid of being judged by others. In other words, by being given the freedom to speak English according to students' abilities, the students do not feel pressured to speak English in front of their friends. Although some students who have difficulty speaking English, they still try to speak English based on their abilities. The English teacher and also other students always appreciate each performance of every group by giving applause and words of appreciation. Hence, the students can enjoy and relax in every teaching speaking activities.

This statement was proved from the results of the questionnaire distributed by the researcher to tenth-A grade students about how the students' responses toward the implementation of skit technique in teaching speaking, the researcher found some of the students' responses are good and they have positive responses toward skit technique, it can be said that the students who have positive responses are high, while the students who have negative responses are low.

This statement was also confirmed with the result of observation, the researcher saw that the students follow each learning activities without feeling pressured, the students can exchange ideas and speak English casually with their friends when

used skit technique. The students can enjoy and relax speak English in the class during learning process.

b. Students Interest Speak English Through Skit Technique

In this finding, the researcher inferred that the students are interest to speak English through the implementation of skit technique in teaching speaking. To make students interested in activities in learning English, especially speaking English, media, methods or techniques are needed so that students have a high interest in learning. In learning process, students have interest in the implement of skit technique, so it can increase students activities in learning English with implement skit technique because students are happy when the skit technique implement in learning process.

Based on questionnaire results distributed by the researcher to tenth-A grade students about how the students' responses toward the implementation of skit technique in teaching speaking, the researcher found that most of students' interest to speak English through skit technique. This statement was also confirmed with the results of observation. From that result the researcher concluded that the students have positive responses toward the implementation of skit technique in teaching speaking. Hence, the students have interest to speak English used skit technique because the students think that skit technique is a fun way to learn English.

From the questionnaire and observation result, the researcher concluded that when learn and speak English in the class, the students do not feel pressured when speaking English through drama performances in front of the class, so the students feel speak English in class is not a scary thing, so they do not feel afraid to speak English with their English teacher and friends.

B. Discussion

After the data has been obtained and displayed at the findings above, this section presents a discussion of the finding from observation, interview and questionnaire. The researcher has known how the teacher's implementation skit technique in teaching speaking and how the students' responses toward skit technique in teaching speaking.

1. Teacher's Implementation of Skit Technique in Teaching Speaking

Based on the finding of research of observations, interviews, and questionnaires. The research would discuss and compare the result of this research with the theory of skit technique, the researcher divided into three categories, namely the teacher's prepares before implementing skit technique and the teacher's steps in implementation skit technique in teaching speaking.

First, there are three teacher's steps in implementation skit technique that are consistent with the theory on the chapter II based on the findings. The researcher found some specific things as follows:

a. Teacher's Prepares Before Implementing Skit Technique in Teaching Speaking

In this research, the researcher found the finding from the first question and the data resulting from first observation and English teaching speaking activities are showed that the English teacher has prepared all aspects in implementing skit technique in teaching speaking to the students. As stated by Mardian and Amri (2013) "Become coming to the class, the teacher must prepare a lesson plan, the teacher must choose teaching material according to the level of students and the teacher must prepares story text, instructions and command so the teaching and learning process will run well."

Discuss with this research, 1) Prepare a lesson plan: the English teacher prepare a lesson plan about Narrative Text before apply this technique. 2) Choose teaching material: the English teacher chooses teaching material for the tenth-grade students about Narrative Text. 3) Prepare story text: the English teacher prepare eight story text with different story and figure for each text. The researcher found the teacher divided tenth-A students into 8 groups based on story text in the first observation. 4) Instructions: the English teacher explained to the students the definition of skit technique, the difference between skit technique and role play and how to use the skit technique. 5) Command: the English teacher

asked the students to read story texts and the students find their own figures in the story text. In the second observation, the English teacher asked the students to write and modify drama scripts based on their creativity and the teacher also asked the students to practice their drama. In the third observation, the English teacher asked the students to present their drama performance based on their groups and figures. In the last observation, the researcher found the English teacher gave evaluation to all group and gave award for the best group performances. The best group got plus score based on good speaking and performance.

b. The Teacher's Steps in Implementation Skit Technique

Based on the observation result, the researcher saw that the English teacher has completed all steps in implemented skit technique in teaching speaking. As stated by Mardian and Amri (2013), the following are steps for using the following skit technique for teaching speaking in senior high school, as follows:

1. First, the students are asked to read the text. After that, the students will ask to identify the picture. The English teacher selects students to sit in a group based on how many numbers the students can find in each text.
2. Second, the students will ask to write a play script based on the text. The English teacher explains to the students how to write.

After that, the students will ask to write a script.

3. Third, after writing a drama script, the students can prepare their costumes according to the figures they play.

4. Finally, the students can act out a play in front of the class, and the English teacher acts as a facilitator for the students.

The observation result showed that the English teacher has completed all steps in implementing skit technique in teaching speaking to the students. The result confirmed that the English teacher done some steps in implementing skit technique. First step is the English teacher asked all students first to read story text that has been given by the English teacher in each group. Second step is the English teacher explain to the students how to write drama script and after that the English teacher asked the students to write a drama script based on the story text. The third step is after write a drama script, the English teacher asked all of the students to prepare their costumes based on their figures and practice their drama before performing in the front of class. The fourth step is the English teacher asked the students to perform their drama performance in the front of class based on their groups.

The researcher concluded that the implementation of skit technique in teaching speaking conducted by English teacher at MAN 3 Banjarmasin in tenth-grade students is consistent with the theory.

Because all skit technique teaching steps are completed. The English teacher can be a good facilitator for the students and also the English teacher can manage the class discipline. Therefore, the researcher found that the English teacher has done all aspect before implementing skit technique and has done all steps in implementing skit technique in teaching speaking to the students.

2. Students' Responses toward Skit Technique in Teaching Speaking

Based on the finding of research from the questionnaire with students in tenth-A grade at MAN 3 Banjarmasin about students' responses toward the English teacher's implementation of skit technique in teaching speaking. The researcher would discuss and compare with the theory mentioned in chapter II.

Second, there are the students' responses toward the implementation of skit technique in teaching speaking that are consistent with the theory on the chapter II based on the findings. The researcher found some specific things as follows:

a. Students Enjoy and Relax in Speak English

In this finding, it can be concluded that the students give positive responses toward the implementation of skit technique in the teaching and learning process, most of the students enjoy and relax to speak English in the class. According to Mardian and Amri (2013), skit technique can consider the students that speaking

English is not a difficult and boring thing for students, but it is and enjoyable.

The questionnaire results showed that the students had positive responses toward the implementation of skit technique in teaching speaking. The results confirmed that the students who chose disagree and strongly disagree are low and the students who chose strongly agree and agree are high. The motivation was to engage the students to be able to speak English enjoyably through drama performance, where the English teacher would be a facilitator and all of the students perform the drama based on their figure and group. This statement was also confirmed with the results of observation. The result showed that most of the students show positive responses when learning takes place. The students discuss their ideas for the skit, communicate with one another and spend time together and build mutual trust and security because students trust their group members and feel safe to express ideas and opinions. Therefore, the students can comfortably to speak English used skit technique because the students think that skit technique is a fun way to learn English. The researcher concluded that the students can enjoy and relax more to speak English with using skit technique.

b. Students Interest Speak English Through Skit Technique

In this finding, the researcher concluded that skit technique is an interesting technique in teaching speaking for the students. According to Deswarni (2017), skit technique is a short piece of humor, a short play, mimicking and making fun of something and somebody. The questionnaire results showed that the students interested in the implementation of skit technique. Through the implement of skit technique, the students can perform drama with used humor that must be appropriate to the text story and also the figure. All of the students are free to express themselves in used facial expressions when presented with drama. Furthermore, when speaking English using humor style, students can speak English more enjoyably with less pressure. This statement was also confirmed from the results of observation. The result showed that students free in express themselves when presenting a drama in front of the class and the students do not seem pressured when speak English and the students also speak English more when learning takes place.

The researcher realizes that the implementation of skit technique in teaching speaking by the English teacher to tenth-A grade students at MAN 3 Banjarmasin got positive responses. The students at tenth-A grade also got benefits from teaching speaking with implement the skit technique. Skit technique help the students

to enjoy and relaxed more in speak English and attracts students to speak English in a fun way. Students also could learn to share and discuss their creativity and ideas with other students, learn to work together in groups, and learn to be active in every learning activity. Furthermore, the students' speaking skill and pronunciation could improve well.