

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher describe about the result of the research on the field collected by some techniques of collecting data, they are observation, test, interview and documentary. The researcher performed the research in MTs Raudhartussysyubban Sungai Lulut. The researcher did the observation on January 11th 2017, and did the test on January 25th to February 25th 2017 on eighth grade students (VIII B and VIII C) of MTs Raudhartussysyubban.

The materials that the teacher taught are about Narrative Text, Asking For Help, Offering Help, and Offering Things. All the materials the teacher taught are using “Silent Conversation Strategy”. The researcher has done the research and also interviews the teacher Ahsaniah S.Pd on February 25th 2017.

The researcher did the interview with the teacher Ahsaniah S.Pd on February 25th 2017. When do the imterview the researcher ask some of question. The question is about teaching and learning process, such as: What are the media that she use when teach students in the class? What are the difficulties in teaching English? What are the strategy that she use to solve te difficultues? How is her opinion after using “Silent Conversation Strategy” when teaching English? And is the difficulties of teaching English can solve after using “Silent Conversation Strategy”?

So the answers of the interview are she is use a whiteboard and boardmarker as a media in teaching English. The difficulties that she got in

teaching are the student has less vocabulary and noisy so its really offend the teaching and learning process. So she solve it by asking them to make some sentence or find a word in a text. Then she uses “Silent Conversation Strategy” in teaching English, for her this strategy is good enough to use in the class but is depend on each students. In her opinion this strategy is help enough in teaching English, it can improves the students’ vocabulary.

The detail of observation process which has done can be seen from the teaching and learning process as followed:

Table 4.1 Table of the observation for two classrooms on 25th and 26th of January (First meeting)

No	Teacher Activity	Media	Material	Technique	Evaluation
1	Opening	White Board, board marker, blank paper	Narrative Text	Greeting, check the students	Cognitive
2	Explaining the lesson			Explaining about the lesson	
3	Asking a question			Asking students about their understanding	
4	Divided students into group			Ask students to sits on their group	
5	Preparing the class to do silent conversation			Giving them the material and blank paper	
6	Discussion with their own group			Ask students to do the discussion about the lesson with their group	

8	Closing			Ask the students to collect their work	
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Table 4.2 Table of the observation for two classrooms on 1st and 2nd of February (Second meeting)

No	Teacher Activity	Media	Material	Technique	Evaluation
1	Opening	White Board, board marker, blank paper	Asking for help	Greeting, check the students	Cognitive
2	Explaining the lesson			Explaining about the lesson	
3	Asking a question			Asking students about their understanding	
4	Divided students into group			Ask students to sits on their group	
5	Preparing the class to do silent conversation			Giving them the material and blank paper	
6	Discussion with their own group			Ask students to do the discussion about the lesson with their group	
8	Closing			Ask the students to collect their work	

Table 4.3 Table of the observation for two classrooms on 8th and 9th of February (Third meeting)

No	Teacher Activity	Media	Material	Technique	Evaluation
1	Opening	White Board, board marker, blank paper	Offering help	Greeting, check the students	Cognitive
2	Explaining the lesson			Explaining about the lesson	
3	Asking a question			Asking students about their understanding	
4	Divided students into group			Ask students to sits on their group	
5	Preparing the class to do silent conversation			Giving them the material and blank paper	
6	Discussion with their own group			Ask students to do the discussion about the lesson with their group	
8	Closing			Ask the students to collect their work	

Table 4.4 Table of the observation for two classrooms on 16th and 20th of February (Fourth meeting)

No	Teacher Activity	Media	Material	Technique	Evaluation
1	Opening	White Board, board marker,	Offering things	Greeting, check the students	Cognitive

2	Explaining the lesson	blank paper	Explaining about the lesson
3	Asking a question		Asking students about their understanding
4	Divided students into group		Ask students to sits on their group
5	Preparing the class to do silent conversation		Giving them the material and blank paper
6	Discussion with their own group		Ask students to do the discussion about the lesson with their group
8	Closing		Ask the students to collect their work

Finally the data have been collected. Those data related to the use of “Silent Conversation Strategy” in teaching and learning English of the eighth grade students of MTs Raudhatussysyubban at Sungai Lulut.

1. Description of the use of “Silent Conversation Strategy” in teaching English at eighth grade student of MTs Raudhatussysyubban

Based on observation to the English teacher at eighth grade students of MTs Raudhatussysyubban Sungai Lulut, there are some steps of “Silent Conversation Strategy” that applied by teacher in teaching and learning English process at eighth grade students of MTs Raudhatussysyubban Sungai Lulut. As follow: First, teacher explains about topic that will be

discuss by the students. The topic is the material that they learn in the school such as: Narrative Text, Asking for Help, Offering Help and Offering things. Teacher explains it until they understand.

Second, teacher divided students into some groups. One group consists of four students. They are sitting in a circle. Third, teacher gives the material as a topic to the students and a blank paper for write all the things that they discuss in their group. They do the discussion in silent that's why teacher gives a blank paper to communicate to each other. Teacher tells them the rules about "Silent Conversation Strategy" that everyone has to write notes to classmates and then deliver them. The notes must contain a question. Recipients must answer the question and ask another in group.

Fourth, let them do the discussion about the topic that teacher gave. Teacher make sure that they do the discussion in their group with the rules that her already said and make sure everyone is writing until the time is up.

2. Description about the eighth grade students' ability of in learning English using "Silent Conversation Strategy"

This part deals with the result of the study based on some fact of the students' ability toward the material that given in the classroom by using "Silent Conversation Strategy". The gain score of each student were converted to a set of score of maximum of 100 using following formula by Murdan (2012, p.47):

$$M = \frac{\sum X}{N}$$

Where:

M = The mean score of the students

$\sum X$ = The total score of students

N = The number of the students

To know the result, researcher use test. The performance of the result of sample researcher can be seen in the following table:

Table 4.5 Result of the test of VIII B

No	Initial of Students	Score				Value
		P1	P2	P3	P4	
1	A.R	90	90	50	50	70
2	A.O	100	75	87.5	75	84.3
3	A.N	100	50	75	100	81.2
4	A.N.A	100	50	75	100	81.2
5	D.A	100	100	100	100	100
6	E.A	37.5	100	87.5	100	81.2
7	F	100	100	87.5	100	96.8
8	F.A.D	100	100	100	100	100
9	F	90	90	50	50	70
10	F.Y	90	90	50	50	70
11	H.N	100	100	87.5	100	96.8
12	H	100	50	75	100	81.2
13	I.V.S	100	50	50	25	56.2
14	L	100	100	100	100	100
15	M.Q	100	100	100	100	100
16	M.L	100	100	100	100	100
17	M.I	100	50	75	100	81.2
18	M.M	37.5	100	87.5	100	81.2
19	N.A	100	100	100	100	100
20	N.R	100	100	100	100	100
21	N.A.R	100	100	87.5	100	96.8
22	N.H	100	100	87.5	100	96.8

No	Initial of Students	Score				Value
		P1	P2	P3	P4	
24	R.D	90	90	50	50	70
25	R.H	37.5	100	87.5	100	81.2
26	S	100	50	50	25	56.2
27	S.A	100	75	87.5	75	84.3
28	S.H	100	100	100	100	100
29	S.N	90	90	50	50	70
31	S.R	100	50	50	25	56.2
32	S.G	100	100	100	100	100
33	S.M	100	50	50	25	56.2
34	S.P	100	75	87.5	75	84.3

Table 4.6 Result of the test of VIII C

No	Initial of Students	Score				Value
		P1	P2	P3	P4	
1	A,M	25	75	75	80	63.7
2	A.H	75	75	50	80	70
3	A.A	50	50	100	100	75
4	A.A	50	50	100	34	58.5
5	A.A.S	50	50	100	100	75
6	A.H	100	100	100	100	100
7	A.B	100	100	100	100	100
8	D.A	100	100	75	33	77
9	E.R.S	25	75	50	80	57.5
10	F	100	100	100	100	100
11	H.A	25	75	100	100	75
12	H	25	75	100	80	70
13	M.A.H	25	75	100	100	75
14	M.S.H	100	100	100	100	100
15	M.S.R	100	100	100	100	100
16	M.Z.A	25	100	100	80	76.2
17	M.A.H	25	75	100	100	75
18	M.A	25	75	75	34	52.2
19	M.B	75	75	50	80	70
20	M.F	25	75	100	100	75
21	M.F.K	25	100	100	80	76.2
22	M.L	50	50	100	100	75
23	M.L	75	75	50	80	70
24	M.L.A	100	100	100	100	100
26	R.N	100	100	100	33	83.2

27	T.Q.R	100	100	100	100	100
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This test in this research is not like a test that has a number in it, there is no question 1 until 10, and this test is about the ability of the students in conversation but in silent or hand writing. The researcher gives a score by reading the conversation that they do on the paper in their group. As shown on the table above, the high score of students in academic year 2016-2017 is 100 (the conversation writing is good) and the lowest score is 25 (the conversation in writing is bad).

To know more closely about the number of the students' data in receiving excellent score, good score, fair score, low score and the lowest score, it can be seen at these following tables:

Table 4.7 Table for excellent score category of VIII B

No	Students' Code	Value
1	02	84.3
2	03	81.2
3	04	81.2
4	05	100
5	06	81.2
6	07	96.8
7	08	100
8	11	96.8
9	12	81.2
10	14	100
11	15	100
12	16	100
13	17	81.2
14	18	81.2
15	19	100
16	20	100
17	21	96.8
18	22	96.8

No	Students' Code	Value
19	23	81.2
20	25	81.2
21	27	84.3
22	28	100
23	32	100
24	30	84.3
25	34	84.3
26	40	100

Table 4.8 Table for excellent score category of VIII C

No	Students' Code	Value
1	07	100
2	10	100
3	14	100
4	15	100
5	24	100
6	26	83.2
7	27	100

Table 4.9 Table for good score category VIII B

No	Students' Code	Value
1	01	70
2	09	70
3	10	70
4	24	70
5	29	70

Table 4.10 Table for good score category of VIII C

No	Students' Code	Value
1	36	70
2	37	75
3	39	75
4	42	77
5	45	75
6	46	70
7	47	75
8	50	76.5

No	Students' Code	Value
9	51	75
10	53	70
11	54	75
12	56	75
13	57	70
14	55	76.2

Table 4.11 Table for fair score category

No	Students' Code	Value
01	35	63.7

Table 4.12 Table for low score category of VIII B

No	Students' Code	Value
1	13	56.2
2	26	56.2
3	31	56.2
4	33	56.2

Table 4.13 Table for low score category of VIII C

No	Students' Code	Value
1	38	58.5
2	43	57.5
3	52	52.2
4	59	52.2

Based on the data on table above, it is identified that the excellent score of the test in the class is 100 and the lowest score of the test in the class is 52.2. The accumulative score is 4950.5 from 61 students.

Based on the result of score of students' test above, it is found the categories in Eighth Grade students of MTs Raudhatussysyubban Sungai Lulut. The students' score will be categorized into:

- a. Excellent category, 33 students (54.1%) with score 80-100
- b. Good category, 19 students (31.15) with score 70-79
- c. Fair category, 1 student (1.64%) with score 60-69
- d. Low category, 8 students (13.11%) with score 50-59
- e. Very low category, 0 student (0%) with score 0-<50

Table 4.14 The frequency Distribution of Students' score in Seventh Grade of MTs Raudhatussysyubban Sungai Lulut.

No	Score	Frequency
1	100	16
2	96.8	4
3	84.3	4
4	83.2	1
5	81.2	8
6	77	1
7	76.2	2
8	75	7
9	70	9
10	63.7	1
11	58.5	1
12	57.5	1
13	56.2	4
14	52.2	2

Percentage of the ability of students towards the material that given in the classroom using "Silent Conversation Strategy", it can be seen on the table below:

Table 4.15 Percentage of the score

No	Score	Frequency	Percentage (%)	Category
1	80-100	33	54.1%	Excellent
2	70-79	19	31.15%	Good
3	60-69	1	1.64%	Fair
4	50-59	8	13.11%	Low
5	0-<50	0	0	Very Low

Based on the data above, it can be seen that there are 33 students (54.1%) get excellent score's category in range 80-100, 19 students (31.15%) get good score's category in range 70-79, 1 student (1.64%) get fair score category in range 60-69, 8 students (13.11%) get low category in range 50-59, 0 student (0%) in very low category in range 0-<50.

To know the students' score and categories of students in eighth grade of MTs Raudhatussysyubban Sungai Lulut, the writer used accounting of mean formula as follows by Murdan (2012. 47):

Mean : $M =$

$$\text{Mean} : M = \frac{\sum x}{N}$$

$$= \frac{4950.5}{61}$$

$$= 81.15$$

So the mean score of the students' ability toward the material that given in the classroom by using "Silent Conversation Strategy" at

MTs Raudhatussysyubban academic year 2016/2017 is 81.15, it means their ability toward the material that given in the classroom by using “Silent Conversation Strategy” is in the excellent category.

Besides presenting data about the use of “Silent Conversation Strategy” and the students ability toward it, researcher also going to describe some influential aspect that might influence the use of using “Silent Conversation Strategy” during the teaching and learning process as follow:

a. Educational background of Teacher

Educational background of teacher influences their profession to teach students. It is not easy to be a good teacher because is need to master many things. Such as, teaching and learning method, technique in teaching and learning and also have wide knowledge in many aspects. Such as, how to faces many characteristics of students in the classroom? How to make students give their attention to the lesson? How to manage the time? And so on.

One of the most important in teaching and learning English using “Silent Conversation Strategy” is the teacher. The English teacher at the eighth grade students of MTs Raudhatussysyubban is Ahsaniah S.Pd, who was graduated from English Department of UIN Antasari Banjarmasin. She has taught English for 4 years.

b. Available Facilities at the school

Available facilities at the school are one of the factors that can support the process teaching in learning. Available facilities in using the “Silent Conversation Strategy” are very helpful. Without available facilities, the process of teaching and learning will be less optimal and cannot get the goals of teaching.

Based on the observation and interview result at MTs Raudhatussysyubban. The researcher found that the facilities that teacher needs when using “Silent Conversation Strategy” are available. So teacher can get the goals of teaching English by using “Silent Conversation Strategy” in there.

c. Available Times

In using “Silent Conversation Strategy” time is very important. Teacher must use time as good as possible, because when a teacher using that strategy it is must do some steps that may takes much time.

In teaching process at MTs Raudhatussysyubban, it takes 2 x 40 minutes or 80 minutes. In the beginning of the teaching process, teacher graded the students, after that explain the material and then prepare the students to do the Silent Conversation in group. Before closing the lesson, she asked students to collected their work.

d. Number of Students in the Classroom

The number of students is also influence to use “Silent Conversation Strategy”, it is because when use that strategy students will do it in group and it need a large number of students.

Based on the observation result, the researcher found the number of student in each class is around 30 students. In eighth grade students of MTs Raudhatussysyubban, the number of students is more than 30. Class VIII C consist of 41 males students and Class VIII B consist of 35 females students.

B. Discussion

After all the data are collected and presented in data presentation, it is also needed to analyze. It is done the use of “Silent Conversation Strategy” in teaching and learning English and students’ ability toward the material that given in the classroom using “Silent Conversation Strategy” and influential aspects in teaching English using “Silent Conversation Strategy” at that school. The description can be seen from analysis below:

1. The use of “Silent Conversation Strategy” in teaching English at eighth grade students of MTs Raudhatussysyubban

The use of strategy in teaching English is very important. In learning English, students of junior high school need to improve their English that they learn at elementary school. At MTs

Raudhatussysyubban, the English teacher using some strategies to help her students to improves their English.

The researcher found how is the application of “Silent Conversation Strategy” in eight grade students of MTs Raudhatussysyubban Sungai Lulut based on observation, interview and documentary, the researcher make conclusion that all of the students were very interested in using that strategy.

Based on the observation, the researcher can say that the teacher activity in using “Silent Conversation Strategy”, in teaching and Learning English at eighth grade students of MTs Raudhatussysyubban is appropriate to the lesson, topic and students who sit in the eighth grade of junior high school. The teacher shows the best teaching for students and gives the great material. As we know in this grade they already know much about vocabulary in English and in this part they learn about how to make sentences and also about how to communicate using second language with each others. Teacher has to help them learn it all with all the ways that she can do in the class.

In this case, teacher uses “Silent Conversation Strategy” to support the teaching and learning process. With that strategy, teacher asks them to communicate with their group but in silent or write the conversation on a blank paper and send it to his/her friend in group. Teacher use this strategy is because there could be a students who are

able to communicate in English well but she/he shame. So teacher can find out their ability in communicate in English.

2. The students' ability of eighth grade students in learning English using "Silent Conversation Strategy"

From the eight tests that has been done for two classes by using "Silent Conversation Strategy". The mean score of the students' ability toward the material that given in the classroom by using "Silent Conversation Strategy" at eighth grade students of MTs Raudhatussysyubban in academic year 2016/2017. From the analysis, the researcher concludes that the students' ability toward the material that given in the classroom by using "Silent Conversation Strategy" is in the excellent category.

There are some influential aspects that might influence the use of "Silent Conversation Strategy" in teaching and learning English process that can be seen as follow:

a. Educational Background of Teacher

The teacher is one of the most support factors in teaching and learning English, it is only enough for teacher mastering English subject, but the teacher must prepare the teaching technique in order the lesson given be more effective.

From the description above, it can be seen teacher is must have good educational background about how to teach and present the lesson, to give the right technique in teaching students.

b. Available Facilities at the school

As we know available facilities can support the teaching and learning process. School that has complete facilities will make a teacher easier to apply various teaching technique and media. Based on the observation and interview result that the researcher has done, MTs Raudhatussysyubban has quite complete facilities.

c. Available Times

Based on the observation result, teaching process at MTs Raudhatussysyubban takes 2 x 40 minutes or 80 minutes. In the beginning of the teaching process, teacher graded the students, after that explain the material and then prepare the students to do the Silent Conversation in group. Before closing the lesson, she asked students to collect their work.

Based on the interview result, the teacher said that sometimes she got difficult in managing time at the teaching process. It is because each students have different characteristic, some of them can understand the lesson quickly and the others slowly. She must repeat the explanation and it can take many times. When she great students in the beginning she also prepare what she need for teaching the students before begin the lesson so time can be use effectively during the teaching process. From the

description above, we can see that the teacher can manage the time well.

d. Number of students in the classroom

As the description before, the number of student in each class is around 30 students. In eighth grade students of MTs Raudhatussysyubban, the number of students is more than 30. Class VIII C consist of 41 males students and Class VIII B consist of 35 females students.

Based on the interview result with English teacher, number of students in the classroom is give big influence to the teaching and learning process. She faces kinds of students with various backgrounds. From psychology aspects, she faces many behaviors. It takes times time to explain the lesson because of the differences and it also takes more preparation before teaching by choosing the appropriate technique that enables the students to understand the lesson easily. so the researcher concluded that the number of students at the classroom influence the use of “Silent Conversation Strategy” in teaching and learning process.

Based on the result of the score that they got, we know that the students’ result is excellent. It can be said they got excellent is because of the teaching and learnig process is going effective. According to M. Bulger, J. Mohr and T. walls’ journal, teaching effectiveness is dependent upon the interaction between the

instructor's subject-matter knowledge and teaching (pedagogical) ability.