

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the observation and interview that the writer have conducted in MA. Ibtidaussalam. The writer find the strategies that used by teacher in teaching speaking skill at MA. Ibtidaussalam are:

1. Brainstorming

From observation and interview that have been conducted with English teacher of eleventh grader at MA. Ibtidaussalam on 24th January until 8th February 2019, based on teacher strategies in teaching speaking skill is to apply the brainstorming. According to the teacher statement that “brainstorming is one of the strategies that is very helpful in teaching speaking skill, with that strategies students feel happy and not boring in the class.

Before the teacher start her lesson, she asked the students about something which related with the material. She explored their background knowledge about material that they would learn. In other word we can call this warming up or brainstorming.

2. Classroom discussion

Based on the observation and interview result that the writer have conducted with the English teacher of eleventh grader at MA. Ibtidaussalam on 24th January until 8th February 2019. The writer found

another strategy of the teacher. The strategy is conducting a discussion classroom.

In conducting classroom discussion, the own goal of the teacher is the student are more active in speaking. A week before class the teacher assigns seventh or eight students in fifth group to prepare the material and presentation in front of the class, for the example at the first and second observation, when the class is started she give permission to group one for explain the material about “cause and effect” in front of the class, the member of group alternately explaining in front of the class with the material they have shared with each member of the group, but it seems that when they explain that they are still a little embarrassed in speaking English, sometimes they still use Indonesian. But the teacher always tries to support them to use English language and justifies if there are mistakes in the discussion. After the group finished explaining the material, they were given permission to another student question and answer. the discussion went well, and the teacher in only controls the discussion behind the class.

3. Simulations

The next strategy that the teacher uses in teaching speaking skill at eleventh grader of MA. Ibtidaussalam is by simulations. For the example after the group finished explain the material about “song” in front of the class, after that the group play sing a song in front of the class. Then the group sharing question fill in the blank song to another student for answer

the question with listening the song. After they are finished answer it, the group will be correct their answer together. The teacher only look how the group manage the class ever the group sharing material if them get mistake so the teacher will be correct it.

4. Role play

Based on the observation and interview result that the writer have conducted with the English teacher of eleventh grader at MA. Ibtidaussalam on 24th January until 8th February 2019. The writer found another strategy of the teacher. The strategy is conducting a role play.

Not much different from the above strategy, this strategy aims to improve speaking skills of students. For the example After the students understand how to analysis different which sentence cause and effect that she asked some questions related the material one by one, and then the students answered it. The teacher always appreciate everything that done by them. Usually she said “nice”, “excellent”, “great”, etc. the teacher always say this word because she wanted their student felt comfortable and much appreciated. So the student become more confident, but if during explanation some students made some mistake, gave wrong or not appropriate answer, for example, the teacher did not blame directly, but she gave opportunity to another students answered the question, the teacher would re-explain and clarify it. All students are required to be active in these activities.

In observing MA.Ibtidaussalam on 24th January until 8th February 2019, the writers also found any problems that difficulties teacher strategies in teaching speaking skills. The problem are:

a. Teacher's difficulties in enriching students vocabulary

All the strategies above will not be implemented well without mastering vocabularies for students at first, because of all the strategies above implemented by communicative activities.

By doing the interview with the English teacher of eleventh grade of MA. Ibtidaussalam on 24th January until 8th February 2019, it was known that the complicated problem of the teacher was in enriching students vocabulary. But in provoking students vocabulary, the teacher of eleventh grade of MA.Ibtidaussalam got some difficulties to enrich her students vocabulary. Until the teacher conscious that he should to awakes students interest, the students are easier to understand the lesson given by the teacher. For example, the students who have not interest in English lesson, he/she will not get anything from which is taught by the teacher. On the other hands, students whose interest, will study hard and easy to understand English lesson, because he/she in interested in subject.

Then the teacher got the best formula to ward off that complicated problem. That is by asking new English vocabulary to eleventh grade students every meeting class before there are start the lesson. All students are required to have a dictionary of the English language.

- b. Teacher's difficulties in increasing students self confidence in speaking English in front of public

From the observation and interviews that have been conducted on 24th January until 8th February 2019, the writer found that the other teacher's difficult of the teacher strategies in teaching speaking skill is lack of confidence to speak in front of public (class).

The teacher states: "although it is discussion, drilling and repetition, when students do not have self-confidence to speak in front of the public, the strategies would not help to increase the students' speaking". Because of that students self-confidence is very important to improve for helping students in speaking English in front of public (class).

When observe the class and interviewed to English teacher, the writer observed the teacher's strategies in teaching speaking skill. The writer also checked the steps she used in teaching speaking by using observation sheet, so that the data here can be complete, in other words the writer wants to know about what are the strategies that applied by the teacher in teaching English actually in teaching speaking to the students from the process of teaching learning has done by her.

B. Discussion

The data have been collected from the observation and interview. This part is intended to present result of the data analysis and their interpretation which could be derived from the analysis. It covers of the teacher strategies in

speaking skill and the problems that difficulties in improving students speaking skill. For further description, it is known from analysis below.

Description about the strategies that used by the teacher in teaching speaking skill at eleventh grade of MA. Ibtidaussalam

1. Brainstorming

Brainstorming has a great influence toward English in eleventh graders of MA. Ibtidaussalam, especially for improving students speaking skills. In this activity teacher doing playing some game for make students enjoy and became have fun in the class before teacher sharing the material lesson. Brainstorming are exercises designed allow student to enjoy in the class and can opened the mind about material will learn that time.

Based on the interview this strategy in helpful the teacher for make students prepared the lesson material become the class in played.

2. Classroom discussion

Getting students to have a free discussion gives them a change to improve students' English speaking skill. It is a way for students to get the feel of what communicating in the foreign language really feels like. Class discussion offer students opportunities to test their ideas and opinions against the ideas and opinions of their peers.

Generally the goal of teaching by discussion as follows:

- a) To increase students' comfort with the specialized language and methods of a field
- b) To develop critical thinking
- c) To develop problem-solving skills.

Based on the interview that the writer conducted with the English teacher at eleventh grader of MA. Ibtidaussalam school, by conducting the discussion the teacher hopes the students are more active in speaking. The teacher states "it does not matter right or wrong, the more important is the argument expressed in the form used in the discussion in order to communicate something".

Then the writer concludes that the discussion is one of the strategies that is very helpful in improving speaking skill at eleventh grader of MA. Ibtidaussalam.

3. Simulation

the next strategy that teacher uses in teaching speaking skill at eleventh grader of MA. Ibtidaussalam is simulation. This strategy is very similar to role plays but what makes simulations different that they more elaborate. In simulation students can bring item to the class to create a realistic environment. At this lesson the group bring sound system for playing the song after that they will be sharing paper question fill in the blank. This good nice activity because can improve vocabulary, listening, and speaking skill.

4. Role play

Role play has a great influence toward English in eleventh grader of MA. Ibtidaussalam, especially for improving students in speaking skill. In this activity so good for student for improve their speaking because the teacher asking one by one student for make sentence and prepare their answer by presents on the chair.

Based on the indicator above and from the writers interview with English teacher, the writer concludes that role play is the strategy that is very helpful in improving students speaking skills at eleventh grader of MA. Ibtidaussalam.

The several ways in teaching speaking that the teacher used in the first until six meeting are brainstorming, discussion, simulation, and role play, is useful and good strategy in encourage students improvement especially in helping teaching and learning speaking. From the observation in the teaching and learning process, previously teacher always control and check their presented material group of the students. The techniques can help the teacher to explain materials easily and students can be active in the class or group, from that activities they are can improve their scoring in speaking and make them not to be shy for speak in public. The teacher can give some interesting activity to make students active in teaching and learning process. If the student feeling bored the teacher will use brainstorming strategy for improve the situation, but they are don't like if some time the teacher give students question suddenly.

From the interviewed the English teacher, she told that brainstorming, discussion, simulation, and role play is useful and good strategy in encourage students improvement especially helping teaching and learning speaking. It can be seen from observation process the students will be active in the class because the teacher using brainstorming, discussions, drilling and repetition at the class so it make them become active in the classroom.

From the interview the teacher also said if she will give some question and some vocabulary to them in to the class, that is will make them for remember material clearly and will be improve because the writer look from observation still much from their have low vocabulary, not more be active in the class and to shy in speaking public. So with the teacher using this strategy its will be hell them for improve their speaking and scoring. All students are required to be active in these activities, and efforts are done with supervision by a teacher.

Description about teacher problems or difficulties in improving students speaking skill at eleventh grade of MA. Ibtidaussalam

a. Teacher difficulties in enriching students vocabulary

Vocabulary is very important in English language, because without vocabulary they are can't mastery in speaking skill, they need vocabulary for speaking, reading and writing. Mastering English word must be followed by pronunciation of each word, when somebody

learns new word he/ she also learns the words in the same way of native speakers. Before learning vocabulary, the teacher should awake students interest in mastering English because it is very important. By interest the students are easier to understand the lesson given by the teacher.

The best formula to ward off the problem is by giving the new English vocabulary to the students as many as possible. Until the students have a big knowledge about English especially for the English vocabulary. Based on observation and interview that the writer conducted and concludes that the teacher should have a good strategy in enriching students vocabulary, because of vocabulary is the one important rule to do when learning practice English.

- b. Teacher difficulties in increasing students self confidence in speaking English in front of public

Self-confidence is one aspect of personality which is very important in human life. People who believe themselves sure of their own abilities and have realistic expectations, even when their expectations are not realized, they stayed positive and can take it.

Everyone actually had a problem with this one term. There are people who feel a sense of confidence has been lost in almost all areas of his life. Self-confidence has been lost in almost all areas of his life. Self-confidence is related to a matter of crisis of self, depression, lost of control, feeling helpless staring al bright side of the future, and

others. There are also people who do not feel confident in what he was doing or with what is practice. There are also people who feel less confident when faced with certain situations or circumstances.

According to Thantaway in guidance and counseling (2005, p.87). self-confidence is a mental or psychological condition of a person who gives a strong belief in himself to do or perform any act. People who do not believe themselves have a negative self-concept, lack of confidence in his ability, because it is often shut down.

When it is associated with the practice of everyday life, people who have low confidence or have lost confidence, tend to feel / behave as follows:

1. Do not have anything (desired, goals, targets) which fought energetically.
2. Does not have a decision to step decisive (floating)
3. Easily frustrated or give up when face with the problem or difficulties
4. Less motivated to go forward, lazy or half and half
5. Often fails to accomplish its tasks or responsibilities (not optimal)
6. Awkward in dealing with people
7. Cannot demonstrate the ability to speak and listen capabilities convincing
8. Often have unrealistic expectations

9. Too perfectionist

10. Too sensitive (flavorings)

Conversely, people who have good self-confidence, they have positive feeling toward themselves, have strong confidence on him and had accurate knowledge of the capabilities. People who have good self-confidence is not the only person who feels capable but the person who knows that he capable of based on experience and calculation.

But to increase the self-confidence of students is not easy, strategy adopted (brainstorming, discussions, drilling and repetition) should be implemented continuously so that students become accustomed to the English language to communicate and express in public (class).

From the indicators, it can be seen that in practicing speaking English everybody or almost students have the difficulty to speak in front of the public because every people quite nervous in doing something for the first time, so by practicing English in front of public.