

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter present about the research findings and discussion dealing with the data that have been collected during the research. To investigate the teacher's strategies in conducting speaking assessment, here is the discussion.

A. Findings

This chapter presents findings on data analysis of English teacher in teaching speaking skill at SMAN 1 Karau Kuala. The teacher A is a participant of this research. His educational background is from English Education Department, Faculty of Teacher Training and Education at University of Palangka Raya (UPR). To achieve the research objectives, the researcher analyzed the data accurately. The findings were obtained through observation during the learning process and qualitative interview with descriptive research design at SMAN 1 Karau Kuala, interview with teacher directly. Data collection was carried out three weeks from February 22nd 2022 to March 14th 2022.

1. Teacher's Strategies in Teaching Speaking Skill

To answer the first question, the researcher used the result of observation data to know how teacher's strategies in teaching speaking skill. The observation was conducted on February 22nd 2022, the researcher found the strategies that used by the teacher in teaching speaking.

The researcher found out there are four strategies for teacher in teaching speaking skills that were used by the teacher at SMAN 1 Karau

Kuala. They are namely simulation, communication games, drilling and discussion. Based on the result of the interview, the researcher found some findings as follows:

a. Simulation

The learning process consists of three phases: pre-activity, during-activity and post-activity. The activity starts from the activity before teacher A always greets, checks attendance and asks students to get ready. Teacher A also provides motivation related to the topic. The theme of learning to serve, ask and give something, and ask and give opinions. He asked the students if they had been to the market, who they often met at the market, and if they were sellers, what would they say to attract buyers. Motivation is related to subjects because the core of their learning, they will practice negotiating in a shopping center. Students are then informed about the learning objectives.

The core of the simulation activities was in the elaboration stages. The activities began when teacher A gave a sheet containing the conversation. The conversation was about they were inviting on their friend' birthday party.

Teacher A : *“We will do a simulation of today’s learning material, namely asking and giving things and opinion. So, you will practice that acts as a seller and a buyer”*.

Two students were the buyers. Each buyer just has fifty thousand rupiahs to buy a gift. The others students were sellers. One of them was

selling jackets and other was selling bags. They should bargain to get it.

Teacher A: *“I will give a conversation for each group, after that you practice. From the sheet that I shared, there are jacket seller and jacket buyer, and some are bag seller and bag buyer”*.

The example 1:

Seller : *Good Morning. How may I help you?*
 Buyer : *Good morning. I am looking for a bag.*
 Seller : *This way, miss. What color would you like? Do you want a big one or a small one?*
 Buyer : *Just a small one and in silver if you have it.*
 Seller : *We have just the one for you, miss. Here you go.*
 Buyer : *Okay, I like this. How much is it?*
 Seller : *It's sixty thousand rupiahs, Miss.*
 Buyer : *That is too much for a small bag. Can't you lower it to fourty thousand rupiahs?*
 Seller : *I'm afraid that's already a fixed price, Miss.*
 Buyer : *Well I'll just go look at the other stores then.*
 Seller : *Hold on, Miss. We would be able to lower it to fifty thousand rupiahs but that's it.*
 Buyer : *I'll take it right.*
 Seller : *Okay, Miss. Fifty thousand rupiahs.*
 Buyer : *Here you go. Thank you.*
 Seller : *Have a nice day, Miss.*

From the conversation above, there are students who act as a bag seller and one student act as bag buyer. Students practice the conversation in class according to the dialect.

The axample 2:

Seller : *Good afternoon, Sir. What can I do for you?*
 Buyer : *Good afternoon. I'd like to look at some Denim jacket for my friend.*
 Seller : *All right, these all our new collections for denim jacket.*
 Buyer : *Oh yes, that's a nice jacket. Could you take it out, please?*
 Seller : *Okay, what's the size?*

Buyer : *L*
 Seller : *here you are. You can pay it at the cashier over there.*
 Buyer : *How much is it?*
 Seller : *Fourty five thousand rupiahs*
 Buyer : *Okay, I'll payed it. Thank you then*
 Seller : *Thank you very much.*

From the conversation above, there are student as a jacket seller and one student act as jacket buyer. Students practice the conversation in class according to the dialect.

Then they practiced and simulated the dialogue in front of the class. So, the end of elaboration stage the students simulated their dialogue.

b. Communication Games

The next learning activity is the game. teacher A asks the students to choose one of their group's member to be the representative text of group. Teacher A takes out a piece of paper with a sentence written on it and gives it to each group representative. The students choose their representative of groups' member.

Teacher A gives the short sentence for example "*I want to buy black blouse*" which will be practiced by group representatives and other groups will guess the sentence (*I want to buy black blouse*) according to what is practiced. Teacher A asks the representative of first group to come in front of class to practice the sentence (*I want to buy black blouse*). Then, it is guessed by second group. Then teacher A gives two minutes for the second group for guessing. The second group

must look for the movements demonstrated by the representative of first group. Next, teacher A gives point if the second group can guess correctly. If they could not guess correctly, the representative of first group can choose other group until the answer is correct. Then, teacher A did this activities until all of groups got the sentence/topic of the material.

c. Drilling

The third strategy that used by teacher A in teaching speaking is drilling. At the beginning of the lesson, teacher A trains students' pronunciation regarding the topic to be studied that day. Teacher A gives an example of how to pronounce a word, then asks the students to repeat the word mentioned by teacher A. The vocabulary related to buying and selling are: *Money, expensive, cheap, cost, buy, sell, bargain discount, how much, price, and chasier.*

First, teacher A says a word and the students repeat it simultaneously, then teacher A asks each student to repeat the word teacher A said with the correct pronunciation. There are students who have difficulty in pronouncing a difficult word, teacher A teaches the student slowly until the student can pronounce it correctly.

Therefore, the process of drilling was as follow: teacher A gave the vocabulray related buying and selling to students, the students listened to the teacher's pronunciation, the students repeated the teacher's pronunciation and the students practice the pronunciation over

and over. When teacher A said word “money” and how to spell it, the students repeated word “money” with the correct spelling.

In drilling activity, teacher A gave an example of how to pronounce the word (*Money, expensive, cheap, cost, buy, sell, bargain discount, how much, price, and chasier*). Before the students practiced the drilling, teacher A said “repeat after me”, and then the students imitated what teacher A say.

d. Discussion

The researcher found that from teacher A used discussion in his teaching practice. In student group activities there has been a discussion between students. In the first activity, students discussed practiced a dialogue about buying jacket and bag, and in the second activity, students discuss in groups to find the right answer and assemble a sentence during the game.

Therefore, the teacher asked students to analyze verb and adjective from a short sentence in guess sentence game. Sentences that are guessed during the game, are analyzed by students which words are verbs and which words are adjectives like “*I want buy black blouse*”. From this sentence, students can answer that “buy” is a verb and “black” is a adjective.

To conclude, discussion was one of the teaching speaking strategies that were applied by the English teacher. Through discussion students can learn grammar. Based on the teacher A, the discussion

could be done by dividing students into groups and giving material or topic to be discussed. The students discuss the topic with their group and present the result in the class.

In conclusion, it was found that four teaching speaking strategies were used by English teacher at SMAN 1 Karau Kuala. There are simulation, communication games, drilling and discussion.

2. The Teacher's Way to Assess Students' Speaking Skill

To answer the second question about how teacher A assessed students' speaking skill, the data have been collected through interview with the English teacher.

Teacher A said that, "I assessed students' speaking skill with way a students' respond to a question correctly. They can answer of question by oral. And other ways to assess is observation, I can observe students directly from their activities in class from various situations, for example working alone, in groups, and in pairs. I keep a diary for my class and in it makes notes of my students' performance and grades. One part of my diary is related to speaking skills, with a grid showing names, the date and type of activity, and then different aspects of speaking".

Based on the result of interview, it is known that teacher's way to assess students answer questions from teacher A and student activities in the classroom, teacher A also makes an assessment table to assess students' speaking. In the assessment table, the aspects of the assessment that are assessed by teacher A to students have been detailed, with different values for each student and each assessment point.

The next table is about Students' Oral Assessment. The aspects of assessment are fluency, accuracy, vocabulary, and pronunciation.

Table 1. Students Oral Assesment

| No | Names | Date and activity | participation | Speaking confidently and with little hesitation (fluency) | Accurate use of grammar (accuracy) | Use of vocabulary | pronunciation | Total |
|----|-------|---|---------------|---|------------------------------------|-------------------|---------------|-----------|
| 1 | Aj | Feb, 23 rd 2022 Discussion and game | VG | VG | VG | VG | VG | 20 |
| 2 | Ae | Feb, 23 rd 2022 Discussion and game | G | VG | S | S | G | 14 |
| 3 | Ahs | Feb, 23 rd 2022 Discussion and game | S | S | P | P | P | 7 |
| 4 | Asi | Feb, 23 rd 2022 Discussion and game | VG | VG | E | E | E | 23 |
| 5 | Asa | Feb, 23 rd 2022 Discussion and game | S | S | P | P | S | 8 |
| 6 | As | Feb, 23 rd 2022 Discussion and game | E | VG | VG | E | E | 23 |
| 7 | By | Feb, 23 rd 2022 Discussion and game | G | G | G | S | S | 13 |
| 8 | Dy | Feb, 23 rd 2022 Discussion and game | G | G | G | G | G | 15 |
| 9 | Ih | Feb, 23 rd 2022 Discussion and game | VG | E | VG | VG | VG | 21 |
| 10 | JK | Feb, 23 rd 2022 Discussion and game | G | G | S | G | S | 13 |
| 11 | Kn | Feb, 23 rd 2022 | VG | VG | G | G | G | 17 |

| | | | | | | | | |
|----|----|--|----|----|----|----|----|-----------|
| | | Discussion and game | | | | | | |
| 12 | Mh | Feb, 23 rd 2022 Discussion and game | E | VG | VG | E | E | 23 |
| 13 | My | Feb, 23 rd 2022 Discussion and game | E | VG | E | E | VG | 23 |
| 14 | Mb | Feb, 23 rd 2022 Discussion and game | G | S | P | P | S | 9 |
| 15 | Pw | Feb, 23 rd 2022 Discussion and game | G | S | P | P | P | 8 |
| 16 | Pa | Feb, 23 rd 2022 Discussion and game | E | E | VG | VG | VG | 22 |
| 17 | Rm | Feb, 23 rd 2022 Discussion and game | E | VG | G | G | G | 18 |
| 18 | Ra | Feb, 23 rd 2022 Discussion and game | VG | VG | VG | VG | VG | 20 |
| 19 | Rw | Feb, 23 rd 2022 Discussion and game | VG | G | S | G | G | 15 |
| 20 | Sh | Feb, 23 rd 2022 Discussion and game | E | E | VG | VG | VG | 22 |
| 21 | Sa | Feb, 23 rd 2022 Discussion and game | VG | G | G | G | VG | 17 |
| 22 | Tr | Feb, 23 rd 2022 Discussion and game | E | E | VG | VG | E | 23 |
| 23 | Wn | Feb, 23 rd 2022 Discussion and game | G | G | G | G | G | 15 |

Categoriies :

Excellent = 25 Good = 15 – 19 Poor = 5 – 9
Very Good = 20 – 24 Satisfactorily = 10 – 14

From the assessment table above, the researcher will describe the speaking assessment. There are 23 students in class XI MIA 2 which all students participate in learning activities. During learning the teacher observes and conducts assessments.

In the table above, there are some aspects of students assessment. First is participant. There are 7 students getting an Excellent score, 7 students getting a Very Good score, 7 students getting a Good score, 2 students getting a Satisfactorily score, and there are no students who get a Poor score.

Second aspect is Speaking confidently and with little hesitation (fluency). There are 4 students getting an Excellent score, 9 students getting a Very Good score, 6 students getting a Good score, 4 students getting a Satisfactorily score, and there are no students who get a Poor score.

Third aspect is Accurate use of grammar (accuracy). There are 2 students getting an Excellent score, 8 students getting a Very Good score, 6 students getting a Good score, 3 students getting a Satisfactorily score, and 4 students getting a Poor score.

Fourth aspect is Use of Vocabulary. There are 4 students getting an Excellent score, 6 students getting a Very Good score, 7 students getting a Good score, 2 students getting a Satisfactorily score, and 4 students getting a Poor score.

Fifth aspect is Pronunciation. There are 4 students getting an Excellent score, 7 students getting a Very Good score, 6 students getting a Good score, 4 students getting a Satisfactorily score, and 2 students getting a Poor score.

From the description of the table above, each student gets different grades from different aspects. The most Excellent scores are given by teacher to students for their participation in learning activities. In speaking Confidently and with little hesitation (fluency), Accurate use of Grammar (accuracy), and Pronunciation aspect, most students get Very Good score. For the Use of Vocabulary aspects, most students get Good Score.

The teacher A also conducted a final assessment of the students' speaking. The teacher explains how the teacher A gives and assesses students.

“In the middle of the semester and at the end of semester, I assess students' speaking by giving a test in the form of an interview or describing something. For example, I ask students to talk about your pet, 1) how many cats do you keep? 2) why do you like cats?. And for the describing, I ask students to describe something you own which is very important to you, 1) where you got it from, 2) what you use it for”.

Based on the result of interview, it was known that the teacher's way assessed student in the middle and final of semester through interview with the students or ask students to describe something. In the assessment, teacher A also makes a table to make it easier for teacher A to assess students' speaking from several aspects.

In conclusion, teacher A assess students' speaking skill with some ways. The first is to assess students' from how students' respond to the

question, and students' performance about learning topic in the class. From this activity, teacher A assessed how students pronounce when speaking English, the grammar that students use, and whether students have a lot of vocabulary that is used to form a sentence when speaking English. Teacher A also use notes like a rubric for assess students like the table above.

3. Type of Assessment Used by The Teacher in Assessing Students' Speaking Skill

To answer the third research question about the type of assessment used in assessing students speaking skills, the data have been collected through interview with the English teacher .

In the teacher's responses to the question, "what types do you use for speaking assessment?" the teacher choose 'Formative Assessment and Summative Assessment'. Teacher A used formative test in teaching and learning process in order to form their speaking skills and competences and use summative test at the end of the class such as midterm or final examination for summarizing their speaking skill in a whole semester.

In teaching speaking, the teacher conveyed that he did not only assess the students' speaking ability at the end of the class but teacher A did it day by day whether the students realize it or not.

Teacher A articulated that *"The type I usually take for assessment are formative and summative. I always assess my students in every meeting. I will look at their performance, not only at the end or in the mid of semester, because the process of teaching and learning is not on exam, but every day"*.

In brief, teacher A used the formative test and summative test in assessing students' speaking skills. Because both test support each other in the teaching and learning process. The students would not get a good score in their final exam (summative test) if there is no daily assessment (formative test) in their learning process.

Teacher A further said, that "*Formative assessment aims to obtain information about the strengths and weaknesses of the learning that has been carried out*". Summative assessment aims to measure the ability and understanding of students and as a means

The researcher asked teacher A another question about "what the type of oral assessment used in assessing students' speaking skill?", and teacher A answer, "*The types of oral assessment that I used in assessing students' speaking skill are: Grammar; Vocabulary; comprehension; fluency;pronunciation*".

a. Grammar

Teacher said that "*how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary*". From the teacher's explanation that grammar is one aspect that the teacher pays attention to in assessing students' speaking.

b. Vocabulary

Teacher A stated that "*mastery of students' vocabulary in speaking English is also important because it helps and makes it easier for students to assemble a sentence*". Teacher A explained that mastery

of English vocabulary makes it easier for students to speak and make sentences.

c. Fluency

Teacher A said that *“In this assessment, I assessed that students spoke easily, quickly enough, and without having to stop and pause a lot”*. From the teacher’s explanation that the accuracy in speaking English was also assessed.

d. Pronunciation

Teacher A stated that *“I assess how students pronounce English words correctly, as well as how students emphasize and intonation in words and sentences”*. Pronunciation is also assessed by teacher A, because correct pronunciation makes the listener understand what is being said.

To answer the last question from the researcher is “what the challenges that faced in assessing students’ speaking skill?”, teacher A stated that the challenges in assessing students’ speaking skill are:

a. Low ability of students in speaking

Teacher A stated that *“In speaking, it is not always easy to get students to speak. Sometimes the tasks I expect to be capable of motivating students to speak do not work as expected. To overcome this situation, in addition to the careful design of the speaking tasks to fulfill students’ level and to meet speaking aspects to be assessed”*.

b. Problem of grammatical language

Teacher A also explained the second challenge faced in assessing that, *“The students usually face the other difficulties such as when making sentences or paragraphs relate to the tenses. The students get the difficulty in choosing the suitable verbs. Sometimes the students not use the appropriate tenses so it makes the sentence is meaningless”*. Explaining what teacher A meant, students had difficulty using grammar in making sentences such as when students wanted to make the sentence “I ate fried chicken last night” but students do not know the vocabulary that must be changed when used for activities in the past, so students write sentence “ I eat fried chicken last night”.

c. Problem of pronunciation

The third challenge as explained by teacher A that, *“students often have problems in pronouncing English words, especially for words that are difficult to pronounce and because students lack practice in speaking English”*. This often happens because students are not trained and practice their English pronunciation such as words that contain the letter “th” that must be pronounced correctly, but many students think it is not important and do not pronounce it correctly.

In conclusion, the type of assessment used by teacher A are formative assessment and summative assessment. Formative assessment

namely teacher A assess students' speaking activities in the classroom. Summative assessment, namely teacher A assess tests in the middle and end semester exams.

Teacher A also assess students' speaking through important aspects such as, grammar; vocabulary; fluency; and pronunciation.

In this case, there are challenges experienced by teacher A in assessing students, such as: low ability of students in speaking, problem of grammatical language, and problem of pronunciation.

B. Discussion

In this section, the researcher will present the interpretation and discussion after obtaining the research result. The result of the study are known after analyzing the data. By analyzing the data, the researcher can find out the strategies that used the teacher in teaching speaking at SMA Negeri 1 Karau Kuala.

After the data were processed, this stage would presents discussion of the findings in order to answer the research question about the teacher's strategies in conducting speaking assessment. The discussion is classified based on the research question of the study.

1. Teacher's Strategies in Teaching Speaking Skill

The result of this study indicate that teacher has several strategies in teaching speaking. According to Lestari (2016) stated that teaching strategies as a plan used to deliever a lesson which covers teaching goals

and planned procedures in implementing the strategy. Teaching strategies are very essential since they determine the success of teaching process.

In teaching, teacher A needs the right way to teach the participant to make the students understanding during the learning process. Teacher A must make the strategy to teach. Students' success in speaking depends on the teacher's way in teaching speaking. To find a suitable strategy in teaching is not easy, teachers should think about how the strategy will be implemented, is it appropriate to students' needs or not. They are: simulation, communication games, drilling, and discussion. Teacher's statement about classroom observation in the class that teacher.

According Brown (2013: 15) stated that teachers set up activities and then get out of the way that many students can be talking at the same time. A used setting clear lesson goals, showing and telling, flexible time, plenty of practice, providing the student with feedback, questioning to check for understanding, and getting students working together to keep the students stay focused on the speaking target in teaching speaking in the classroom. From the result of the observation, it was found that 4 strategies used by teacher A in teaching speaking.

2. The Way The Teacher Assess Students' Speaking Skill

According to Idayani (2017) that teacher and language learner need to identify goals, objectives, and expected results before beginning to plan a lesson or activity. In other words, it is essential to determine what the

learner should know, understand, and be able to do. The study of the second research question investigated the teacher's way assess students' speaking skill. The finding showed that teacher A assess students from how students answer the question correctly, and teacher A observ students activities in class.

From the result of interview, teacher A explained that during the teaching and learning process, teacher A asked several questions related to the learning material, how the student could understand and answer the questions correctly, that would be assessed by teacher A. Then teacher A also observes students in the teaching learning process, how students can participate in class discussions and how active students are in speaking English.

3. Type of Assessment Used by The Teacher in Assessing Students' Speaking Skill

In the third research question, the data were collected through observation and interview with the English teacher in SMAN 1 Karau Kuala. According to Zakia (2019) that educational measurement is about identifying what it is teacher is trying to measure, figuring out what teacher can do to elicit that from a student, and then establishing a process to assign what teacher has gained into qualitative statements or number that can be evaluate. Learning assessment by educators has the function to monitor the progress of learning, to monitor the learning outcomes, and to detect the needs of learners to improve learning outcomes on an ongoing basis.

This is line with the teacher in SMAN 1 Karau Kuala. In this study teacher use two types of assessment, there are formative assessment (assessment for learning) & summative assessment.

Formative assessment will provide feedback for the improvement of the learning program, identify and reduce errors that require improvement. Based on the Zakia (2019) said that formative assessment intended to monitor the learning progress of students during the learning process. The purpose of formative assessment is to improve the learning process, not only to determine the ability level of students. Summative assessment aims to measure the ability and understanding of students and as a means of providing feedback to students. Summative is the goals that students are intended to have achieved at a certain point, such as the end of a year, semester or stage (Dolin, 2018, p. 62). Provide feedback to academic staff as a measure of learning success, accountability and monitoring standards of academic staff, as well as a mens to motivate students.