

CHAPTER IV

RESULT OR FINDING AND DISCUSSION OF RESEARCH

In this chapter, the researcher discusses about result and discussion of research. The data has been collected from interview, observation, and documentation. In this chapter, the researcher is going to describe base on the research problems in the first chapter. This chapter is divided into two main part: Research result and discussion of research.

A. Profile of School

Nurul Islamic Madrasah is located west of the City of Sumenep Regency, precisely Ganding Subdistrict, West Bataal Village, the name of Islamic Boarding School Nurul Islamic Madrasah was founded with a name that was quite beautiful so that it could provide blessings from that name. This name also implies a deal between the surrounding community and Islamic boarding schools. Community response to this institution has been increasing for years. This is indicated by the interest of the community to send their children to the institution, in quantity, increasing. In response, the management then established the Nurul Islam Foundation to oversee other institutions, for example, Islamic Boarding Schools, Madrasah Ibtidaiyah and Tsanawiyah.

The establishment is not solely based on the will of the institution. However, the demands of students, alumni and the surrounding community to send their children to school eventually led the Nurul Islamic Board to immediately establish the school. Besides that, the Nurul Islam Foundation also sees that facilities and

infrastructure, especially related to resources are considered adequate, although in reality, here and there needs to be improved for the development of Insan Kamil (perfect human), namely humans who have an awareness of themselves as servants of God and at the same time as Khalifatullah Fil ard. Vision of the school The creation of people who have the skills, knowledge of faith and piety. While its mission 1. Preparing human resources that are Shidiq, trustworthy, tabligh and fathanah. 2. Preparing quality education services.

B. Result

In the result, the researcher is going to describe this chapter by using descriptive analysis of qualitative method. The researcher can presents some data based on the data collection procedures that were used to collect the data by doing an interview, observation, and documentation. The researcher will describe about the role of teacher in teaching speaking through dialogue on students speaking skill at specialization class of Nurul Islam Bataal Barat Ganding Sumenep.

To obtain the data were related the data was related to the role of teacher in teaching speaking, the researcher conduct the observation in teaching and learning process at specialization class of Nurul Islam Bataal Barat Ganding Sumenep. Based on the result of observation and interview during teaching learning process which the researcher conducted the research start from 16th January-14th March 2020. It was conducted about four meetings. The first meeting was on 16th January teaching learning process. The second meeting was on 18th January 2020 teaching learning process. The third meeting was on 19th teaching learning process. The fourth meeting was on 14th March 2020 teaching learning

process. In the class there were 16 students that join the class. The researcher interviewed all students.

The researcher found many information or findings of phenomenon in the classroom about the role of teacher in teaching speaking through dialogue on students speaking skill at specialization class of Nurul Islam Bataal Barat Ganding Sumenep.

1. The Teacher's Role in Teaching Speaking Through Dialogue at Specialization Class of Nurul Islam Bataal Barat Ganding Sumenep

The teacher's roles in teaching speaking through dialogue can be viewed in several activities that he did to encourage students in speaking. Based on observation and interview that the researcher conducted, the teacher's roles in teaching speaking through dialogue were as follow :

1. As a learning resources

In the learning process of a teacher is very reference made by students to know about the material that refers to improving speaking that will be learned by students, the researcher found that when the teacher teaches students, the teacher conveys the material very carefully from the beginning to the end and all students felt understanding with the teacher's explanation, and they carry out the tasks given by the teacher, it is proof that the teacher is a source of learning for students.¹, it is supported by statements of Unzilaton Ni'mah that :

¹ Observation in the learning process at specialization class, on Thursday, 16th January at 07.30-09.00

" I strongly demand that students speak English, so before teaching I have prepared some material that I will teach students because I have a position as a teacher to be referred by students, because if myself as a teacher cannot master the material then how can students also master the material that I teach?."²

2. As a stimulator

To engage the students' interest and their involvement in learning speaking, the teacher stimulated the students with telling a story about the teacher's experience when she has study english speaking in the past. It is supported by the statement of Unzilaton Ni'mah as follow :

"Actually, when I start teaching I really need the students involvement and their interest in following my class. In this case, learning speaking. I thoroughly stimulate them by telling my past experience based on the topic taught in order that their interest in learning English especially in speaking get highly increased."³

3. As a Facilitator

English teacher there in addition to encouraging students to learn, she also becomes a facilitator for students by giving students vocabulary and a few sentences before learning process and teaches students how to read it to make it easier for them to speak English.⁴ The English teacher statements that :

" I really hope students can speak English fluently, so I want to make it easier for them to learn English by preparing a number of vocabularies and sentences before teaching students. Before I start the lesson, one of them I give vocabulary and some sentences in the board so students can take notes and remember that, besides that I also teach students how to read each

² Interview with Unzilaton nimah, the English teacher at specialization class, on Saturday, 14 March at 09.00-09.30

³ Interview with Unzilaton nimah, the English teacher at specialization class, on Saturday, 14 March at 09.00-09.30

⁴ Observation in the learning process at specialization class, on Saturday, 18th January at 07.30-09.00

word and each sentence so that they can master correctly and have no difficulty when talking about vocabulary or how to compose sentences."⁵

4. As a Learning Manager

in addition to the teacher's role as a student facility the teacher also becomes a source of learning management where the English teacher there arranges her students in the learning process of speaking with used a dialogue in a way the teacher instructed the students to make a couple and memorized a dialogue in five minutes that given by the teacher. Beside that, the teacher instructed them to come forward and practice their dialogue in front of the class. The teacher also gave statement of this :

" when in learning process, I arrange students to made groups of two people to discussed and memorized a dialogue that I gave at that time, for me even for students themselves who made them earnest because I gave a very limited time that is 5 minutes to memorized the dialogue with the aim that they can trained their brains to be responsive and their speaking will be increasingly trained by using this dialogue method."⁶

5. As a guide

As a guide means that the teacher helped the students in increasing their speaking, in addition to the teacher's role as manager, the teacher also acts as a guide where the teacher there guides students to be able to speak English fluently and achieve the desired goals by using the dialogue technique.⁷ The English teacher said that :

⁵ Interview with Unzilaton nimah, the English teacher at specialization class, on Saturday, 14th March at 09.00-09.30

⁶ Interview with Unzilaton nimah, the English teacher at specialization class, on Saturday, 14th March at 09.00-09.30

⁷ Observation in the learning process at specialization class, on Monday, 19th January at 07.30-09.00

" I guide students to speak English fluently by giving them vocabularies and sentences for them to remember, and I guide students to memorize the dialogue and practice it in front of the class."⁸

The statement above supported with directly an interview with the students of the eighth grade in outside teaching learning process.

"My English teacher guide us to speak English fluently and my teacher guide us to memorized some vocabulary and a sentences and also guide to memorized a dialogue and then practice."⁹

6. As a Evaluator

To find out about the results obtained in learning, the teacher there conducts an evaluation with students who discuss whether today's material can be understood and whether speaking students have reached the specified target or not, all said at that time. it is supported by the English teacher that:

"I often conduct evaluations after learning takes place because I want to hear directly from students the results they get or complaints they want to express, with this I can assess students one by one and can know clearly what is be an obstacle for students during the learning process."¹⁰

7. As a motivator

One of impotant aspects of teacher's role is as a motivator, motivation has important function to get the students participate actively in the classroom activity. Through motivation, the teacher will be closely interacted with the students. In this case, the teacher motivated the students

⁸ Interview with Unzilaton nimah , the English teacher at specialization class, on Saturday, 14 March at 09.00-09.30

⁹ In terview with Mutmainnah, the students at specialization class, on Saturday 14 March at 09.30-09.40

¹⁰ Interview with Unzilaton nimah, the English teacher at specialization class, on Saturday, 14 March at 09.00-09.30

to always practice to speak English with their friend or practice a dialogue in every time.¹¹ The teacher statements said that :

" I also motivate the students to speak English, motivating means that the students will be aware of the importance of speaking in English learning. Besides, I ask them to memorized some vocabulary, sentence or practice a dialogue."¹²

One of students also stated:

"When we are study our teacher motivated us to speak English and practice a dialogue with our friends."¹³

The teacher resources, stimulates, facilities, manager, guides, evaluates and motivates the students in order to increase their speaking's ability. In this case, the teacher's roles in teaching speaking through dialogue can be seen from what he did to help students through activity given, concerning to this, her roles are as a resource, a stimulator, a facilitator, a manager, a guide, a evaluator and a motivator in teaching English speaking. Therefore, the researcher concludes that those are as her roles in teaching English speaking.

2. Students Problems in Learning Speaking Through Dialogue at Specialization Class of Nurul Islam Bataal Barat Ganding Sumenep

In this point, the researcher would like to discuss about the teachers problem in teaching speaking through dialogue at specialization class of Nurul Islam Bataal Barat Ganding Sumenep.

¹¹ Observation in the learning process at specialization class, on Thursday, 14th March at 07.30-09.00

¹² Interview with Unzilaton nimah, the English teacher at specialization class, on Saturday, 14 March at 09.00-09.30

¹³ Interview with Unzilaton nimah, the English teacher at specialization class, on Saturday, 14 March at 09.00-09.30

The teacher statement that:

“exactly not, but may be in their pronunciation or how to make them considered about how to increase their ability, and they dont know about the vocabulary or they feel confused about the pronunciation or they have a problem in arrange the words.”¹⁴

As stated by the English teacher at specialization class of Nurul Islam Bataal Barat Ganding Sumenep, that the problems in teaching speaking through dialogue are from pronunciation students still less and they also less in arrange words. Its mean that the problems in teaching speaking through dialogue comes from students who may less the pronunciation and how they arrange words.

Beside the result of interview, the researcher also has conducted an observation to support the data. The researcher have joint the class to know more about the problem in teaching speaking through dialogue that use in class.

The researcher found that the problems in teaching speaking through dialogue come from the students, because every time they talk in class sometimes, they feel confused about the vocabulary that will be spoken, and some of them are still confused in arranging words to be used as sentence, and the pronunciation is still lacking.

3. The Teacher Overcome the Problems in Teaching Speaking through Dialogue at Specialization Class of Nurul Islam Bataal Barat Ganding Sumenep

¹⁴Interview with Unzilaton nimah, the English teacher at specialization class, on Saturday, 18 January at 09.00-09.30

And the next, the researcher would like to discuss about the teacher overcome the problems in teaching speaking through dialogue at specialization class of MA Nurul Islam Bataal Barat Ganding Sumenep.

The English Teacher said that:

“to solve the problem I do warming up for example say the pronunciation first, and than memorize the vocabulary and than ask them for making the dialogue in Indonesian language after that translate to English language and practiced in front of the class. And sometimes I ask for to them to memorize a dialogue that I give with limited time, with the aim to sharpen their brains and their pronunciation.”¹⁵

As stated by the English teacher at specialization class of Nurul Islam Bataal Barat Ganding Sumenep, that to solve problems the English teacher do warming up before teaching learning process like train students to say vocabulary with the aim to train the pronunciation students and also ask for students to memorize some vocabulary that the teacher gives, and than the teacher ask for the students to make dialogue from Indonesian and translate to English with the aim the students can arrange a words to be a good sentences. And the students must be practice in front of the class. Beside that, the teacher say to the researcher that she sometimes gives some dialogue to the students and the English teacher gives limited time to memorize the dialogue. The teacher have aim to sharpen their brain and to train pronunciation in order to their speaking more fluently and have a good pronunciation.

¹⁵ Interview with Unzilaton nimah, the English teacher at specialization class, on Saturday, 18 January at 09.00-09.30

Beside the result of interview, the researcher also has conducted an observation to support the data. The researcher have joint the class to know more about the problem in teaching speaking through dialogue that use in class.

C. Discussion

In this part, the researcher is going to discuss about what the researcher gets from analysing the handbook and the research that has been done at specialization class of Nurul Islam Bataal Barat Ganding Sumenep.

In this case, the researcher check the validity of data using trigulation namely method trigulation because the researcher compare the result of data that was found by observation, interview and documentation.

1. The Teacher's Role in Teaching Speaking Through Dialogue at Specialization Class of Nurul Islam Bataal Barat Ganding Sumenep

From the data in result above, the researcher can answer the first problem of study that is “How does the teacher's role in teaching speaking through dialogue at specialization class of Nurul Islam Bataal Barat Ganding Sumenep.”

As the researcher explained in the result of research, all activities done by the teachers showed her roles in teaching English vocabulary Actually her roles were not only as a teacher that teach English speaking, but his roles were focused on how the students are able increase their speaking ability. Through his roles, he taught the students. In this case, the teacher's roles in teaching speaking through dialogue were :

- a. As a learning resources

Here, In the learning process of a teacher is very reference made by students to know about the material that refers to improving speaking that will be learned by students, the teacher there very strongly demand that students speak English, so before teach the students the teacher have prepared some material, so the teacher can master to the material and make the students understand very well, beside that the students can study calmly. It is suitable with the theory that conducted by Asef Umar Fakhruddin that teachers as learning resources, the role of teachers as learning resources is a very important role. The role as a source of learning is closely related to the mastery of subject matter. We can judge whether or not a teacher is good from the mastery of subject matter. It is said that a good teacher when he can master materi lessons well, so that he really acts as a source of learning for their students.¹⁶ It means that the teacher's role is as a source of learning for students or it can be said that the teacher is a benchmark for students to learn, both from behavior and from the material because the student will see the teacher and imitate the teacher. So the equation is the teacher is a learning resource for students to know the material to be taught.

b. As a stimulator

To engage the students interest and their involvement in learning speaking, the teacher stimulated the students with telling a story about the teacher's experience when she has study English speaking in the past for ten minutes with the aim the students more spirit then before. It is suitable

¹⁶ Asef Umar Fakhruddin, *Menjadi Guru Favorit*, (Jogjakarta : DV Press, 2012), page. 49-61

with the theory according to Tampubolon that the teacher's role is stimulator.¹⁷ It means that stimulating person or something, in this case the teacher stimulates students to have an interest and enthusiasm for learning in the classroom. So, the equation is The teacher provides stimulus to students to make them interested in learning.

c. As a Facilitator

English teacher there in addition to encouraging students to learn, she also becomes a facilitator for students by giving students vocabulary and a few sentences before learning process and teaches students how to read it to make it easier for them to speak English, so they not difficulty when talking about vocabulary or how to compose sentences. It is suitable with the theory that conducted by Asef Umar Fakhruddin that teacher as a Facilitator, the teacher plays a role in providing services to facilitate students in the learning process activities.¹⁸ It means that the task of the teacher is to provide good service to students so students can understand what the teacher is conveying. So the equation is The teacher provides the best facilities for students to be able to master what has become their goal, in this case, they can speak English.

d. As a Learning Manager

In addition to the teacher's role as a student facility the teacher also becomes a source of learning management where the English teacher there arranges her students in the learning process of speaking with used a

¹⁷ Bab 2. Pdf

¹⁸ Asef Umar Fakhruddin, *Menjadi Guru Favorit*, (Jogjakarta : DV Press, 2012), page. 49-61

dialogue in a way the teacher instructed the students to make a couple and memorized a dialogue in five minutes that given by the teacher. Beside that, the teacher instructed them to come forward and practice their dialogue in front of the class and the reason of the teacher apply it with the aim that they can trained their brains to be responsive and their speaking will be increasingly trained by using this dialogue method. It is suitable with the theory according to Asef Umar Fakhruddin that teacher as managers of learning, teachers play a role in creating a learning climate that allows students to learn comfortably. Through good classroom management, the teacher can keep the class conducive to the learning process of all students.¹⁹ It means that the role of a teacher is to make students comfortable in learning so that the material delivered will be well received. So, the equation is the teacher provides comfort in the teaching and learning process for students by using dialogue methods to improve students speaking.

e. As a guide

As a guide means that the teacher helped the students in increasing their speaking, in addition to the teacher's role as manager, the teacher also acts as a guide where the teacher there guides students to be able to speak English fluently and achieve the desired goals by using the dialogue technique. The English teacher there gave them vocabularies and sentences for them to remember, and the teacher guide students to memorize the dialogue and practice it in front of the class. It is suitable

¹⁹ Asef Umar Fakhruddin, *Menjadi Guru Favorit*, (Jogjakarta : DV Press, 2012), page. 49-61

with the theory according to Asef Umar Fakhruddin that Teachers as Guides Students are unique individuals. The uniqueness can be seen from the existence of each difference.²⁰ It means that no two individuals are the same. Although physically individuals may have similarities, but in essence they are not the same, both in talent, interests, abilities and so on. It means that the teacher must be able to guide each student and get to know one by one about their character and abilities because each student has abilities and differences even though the people are twins. So the equation is the teacher guides all students to speak English.

f. As a Evaluator

To find out about the results obtained in learning, the teacher there conducts an evaluation with students who discuss whether today's material can be understood and whether speaking students have reached the specified target or not, all said at that time because the English teacher want to hear directly from students the results they get or complaints they want to express, with that the teacher can assess students one by one and can know clearly what is be an obstacle for students during the learning process. It is suitable with the theory according to Asef Umar Fakhruddin that at certain times, during one educational period, an assessment of the results achieved has been achieved, both by the educated party and those by the educator.²¹ It means that after the teaching and learning process, sometimes a teacher conducts a joint

²⁰ Asef Umar Fakhruddin, *Menjadi Guru Favorit*, (Jogjakarta : DV Press, 2012), page. 49-61

²¹ Asef Umar Fakhruddin, *Menjadi Guru Favorit*, (Jogjakarta : DV Press, 2012), page. 49-61

evaluation of the results of the material that has been learned. So, the equation is The teacher conducts an evaluation with students regarding the achievements obtained by students.

g. As a motivator

One of important aspects of teacher's role is as a motivator, motivation has important function to get the students participate actively in the classroom activity. Through motivation, the teacher will be closely interacted with the students. In this case, the teacher motivated the students to always practice to speak English with their friend or practice a dialogue in every time. Besides that, the teacher asked the students to memorized some vocabulary and sentences. It is suitable with the theory according to Sofan Amri that the teacher has a role in learning activities, namely motivator, teachers are required to be able to encourage their students to always be highly motivated and active learning.²² It means that motivator is the role of teacher where the teacher must always motivate students to study and be eager to always seek knowledge. So, the equation is the teacher motivated the students to always study especially to speak English.

The researcher found that the teachers role in teaching speaking through dialogue at specialization class is very good because the teacher able to organize students well, and able to teach on a scheduled basis, so that students feel happy and excited to learn. Besides that it can make students understand and smart, especially in speaking English, arranging words and also pronunciation.

²² Jiptummpg-gdl-ellandaagn-48150-3-babii. Pdf

In conclusion, the teacher's role in teaching speaking through dialogue can be seen from her roles in all activities of speaking, her roles were as a resource, a stimulator, a facilitator, a manager, a guide, a evaluator and a motivator in teaching English speaking. Through her roles, she taught and engaged the students in order that they can increase their speaking ability as well. Her roles made the students interested in following the classroom speaking activity, her roles made the students increase their speaking ability thoroughly. Therefore, the teacher's roles in teaching and learning process are extremely needed. Since teacher roles can engage and endore students to get involved in teaching and learning process. In addition, teacher's roles are aspects that must be owned by teacher in teaching in order the classroom teaching and learning can run well.

2. Students Problems in Learning Speaking Through Dialogue at Specialization Class of Nurul Islam Bataal Barat Ganding Sumenep

Based on the data that researcher present in point finding, As stated by the English teacher at specialization class of Nurul Islam Bataal Barat Ganding Sumenep, that the problems in teaching speaking through dialogue are :

a. Student Pronunciation

The first problem is coming from students who are still not fluent in pronunciation. It is suitable with the theory according to Asyiani Hasyim that mispronunciation, its mean that mispronunciation here is the act or habit of pronouncing a word in a way that has regarded as nonstandard,

unconventional, or faulty. So, the equation is Students in the pronunciation are still not right.²³

b. Still Lack of Vocabulary

The second problem is still lack of vocabulary of students so they feel confused when speaking English. It is suitable with the theory according to Asyiani Hasyim that poor vocabulary, its mean that Students in practice speaking english find it difficult to speak, because they lack vocabulary when they will translate from indonesian to English. So, the aquation is Student are lack of vocabulary.²⁴

c. Less in Arrange Words

As we know that to be able to speak English, students must be able to arrange words to be good sentences, but here some of them are still lacking mastery, many of them lack the confidence to display their own abilities. It is suitable with the theory according to Asyiani Hasyim that Students has Lack of Ideas its mean that No matter how smart someone is, if you don't have an idea, it will be difficult to express something. Having a few ideas tends to speak briefly or repeatedly. So, the equation is Students still less in arrange word.²⁵

So that the problems in teaching speaking through dialogue come from the students their self. It is correlated with the theory that problems come from internal problem, there are several discussions about problems that come from

²³ Asyiani Hasyim.Pdf

²⁴ Ibid.

²⁵ Ibid.

body of the students their self. The problems are commonly become obstacles in teaching speaking.

The researcher found that the problems in teaching speaking through dialogue come from the students, because every time they talk in class sometimes, they feel confused about the vocabulary that will be spoken, and some of them are still confused in arranging words to be used as sentence, and the pronunciation is still lacking.

3. The Teacher Overcome the Problems in Teaching Speaking through Dialogue at Specialization Class of Nurul Islam Bataal Barat Ganding Sumenep

Based on the data that researcher present in point finding, As stated by the English teacher at specialization class of Nurul Islam Bataal Barat Ganding Sumenep, that to solve problems are :

- a. The English Teacher Do Warming Up Before Teaching Learning process

In this case, the teacher do warming up like train students to say vocabulary with the aim to train the pronunciation students, the teacher there writes some vocabulary and then reads it repeatedly and followed by students.

- b. Ask For Students to Memorize Some Vocabulary

The students requested by the teacher to memorized some vocabulary that the teacher gave, in this case the teacher wants students to memorize some vocabulary so that they are fluent in speaking and not confused when they want to say something.

c. Ask For the Students to Make Dialogue

In this case, the teacher ask the students to made a dialogue from Indonesian and translate to English with the aim the students can arrange a words to be a good sentences. Beside that, the teacher gave limited time to memorize the dialogue at the lesson time, the teacher gave limitid time to students in order to sharpen their brain to think quikly and to train pronunciation in order to their speaking more fluently and have a good pronunciation.

The researcher found that to solve problems the English teacher do warming up before learning process, the teacher writes some vocabulary and the students imitated they teacher to read the vocabulary, beside that the teacher ask for student to memorize some vocabulary and also arrange some vocabulary to be a good sentences. The researcher were enthusiastic when students were given time to memorize some vocabulary and even dialogue in just five minutes, and they were able to memorize it and what made the researchers more enthusiastic when they were able to practice it in their own style in front of class very well. And also they are loosed an idea when they are speak. It is suitable with the theory according to asyiani hasyim that students has lack of Ideas, No matter how smart someone is, if you don't have an idea, it will be difficult to express something. Having a few ideas tends to speak briefly or repeatedly. This can be overcome by increasing reading, discussion, and other things that can add insight to students so that they do not lack ideas. And also Mispronunciation, this often happens when students mistakenly pronounce the vocabulary correctly. This is based on the mastery of vocabulary. If students learn vocabulary without paying attention to

pronunciation, of course students will have difficulty in conveying something. In this case, students must be able to memorize, master vocabulary, pronunciation, and apply and repeat vocabulary that has been known. Then, Grammatical Error in speaking, students can experience errors, especially in arranging sentences correctly. This is not separated from the grammar material that has been studied. There are important things that must be considered to improve the structure of speaking sentences. And the last, Poor Vocabulary. No doubt, vocabulary is the main foundation in speaking. The more vocabulary is known, the more comfortable and comfortable expressing an opinion. If students are at the beginner level, students can speak as naturally as possible and put out all their ideas. If you can, students can combine the language used if it is not able to express it in English.²⁶

So based on the data that has been obtained in class, the researcher explained the result based on the observation, interview and documentation to answer the research focus previous About the role of teacher in teaching speaking through dialogue at specialization class of Nurul Islam Bataal Barat Ganding Sumenep.

IAIN MADURA

²⁶ Asyiani Hasyim. Pdf