

## **CHAPTER IV**

### **FINDING AND DISCUSSION OF RESEARCH**

In this chapter, the researcher presents the finding and discussion of study. The data obtained from the observation, interview, and documentation which are discussed on the strategies of teaching speaking skill in SMPN 2 Pamekasan. This chapter covers what the strategies of teaching speaking skill used by teacher at the eighth grade students in SMPN 2 Pamekasan especially in G class.

#### **A. Research Finding**

In this research, the researcher wants to show the finding of the study based on the research focus: what the strategies of the teacher used to teach speaking skill at the eighth grade students in SMPN 2 Pamekasan and how the teacher use the strategies to teach speaking skill at the eighth grade students in SMPN 2 Pamekasan.

The researcher conducted the research started from April 1<sup>th</sup> 2021 until May 7<sup>th</sup> 2021 in G class at the eighth grade. In this part, the researcher used observation to collect a data that related and needed in this research. The researcher conducted the observation two times. The first observation conducted in G class on Thursday, May 20<sup>th</sup> 2021 and the second on Monday 24<sup>th</sup> 2021.

In analyzing this research, the researcher not only did observation but also conducted an interview to get the data that researcher needed. The researcher took all of the students in G class as respondents. The researcher interviewed some of student at different time by using WhatsApp Application and PJJ Web.

At the time, the researcher went to SMPN 2 Pamekasan to observe the teacher and ask some questions to the students. The researcher gives research permission papers to headmaster of SMPN 2 Pamekasan. And then, the researcher receives response from headmaster of SMPN 2 Pamekasan. After that, the researcher met the English teacher at the eighth grade, especially in G class.

The teacher is welcome to the researcher and asks the researcher about what the researcher brought and what will the researcher do. The researcher brings some material, prepare the questions, and interview the student. The English subject on Thursday at 10.30 a.m. until 11.30 a.m. The duration of time is 1 hour or an hour. Because it was still a pandemic. So, the duration is limit. And it was not all students attend the class.

The researcher observes in the class. The researcher observes about how the teacher teach the students, what the strategies used by the teacher are, and how the strategies used by the teacher. The researcher has found the strategy of teaching speaking used by the teacher. In the previous chapter, there was a session about the strategies of teaching speaking skill by Kayi, namely discussion, role play, story telling, interviews, reporting, playing cards, and picture describing. But, the teacher not use all the strategies, the teacher uses two strategies namely role play and storytelling. Therefore, from the data above the researcher knew that the strategies of teaching speaking skill used by the teacher that used in teaching learning process.

The first, how the teacher teach the student in teaching learning process. Teaching learning proses is a process of study by the teacher which the process

begin with the teacher going to class, saying salam like assalamualikum and the students response the salam like wassalamualaikum, giving material, having discussion on the material with the teacher giving an opportunity to the student who does not understand the material and the teacher will answer the questions, the teacher also explain the material more detaily, and the teacher use Bahasa and English language in teaching learning process.

The second, is what the strategies used by the teacher are. The strategy is what the teacher used to achieve a particular purpose of student in learning process. The strategy used to accomplish a certain purpose to the student in teaching learning process. With use some strategies that used by the teacher can make the student more understand, interesting, and make the student to improve the material especially speaking English.

The last is how the strategies used by the teacher. With use some strategies and the researcher find the strategies namely role play and storytelling.

Based on the finding the first observation on May 20<sup>th</sup> 2021 the teacher uses text book and LKS book to support the student in teaching and learning process. The teacher use role plays strategy. The teacher asks the student to practice the dialogue in LKS book. So, the teacher divides in pairs. Before that, the teacher read the dialogue and followed by the students. After that, the teacher asks each student to come forward and practice the dialogue.

The dialogue tells about how one of the speakers in the dialogue spends her time with her hobby. Her hobbies are taking pictures around her and make video about people's live in her village. From the dialogue, the student can take

advantage of spending the time with useful thing. After the teacher give the dialogue. One by one the student come forward and practices their speaking. After that, the teacher give appreciate to the student that come forward with give applause and compliment.

Then, the teacher gives opportunity to the researcher during 30 minutes to do the interviews. The researcher interviews some student that attended in the class. The researcher asks some question to the student with recording the student's voices.

The role play used by the teacher to improve speaking in English and how to pronuciate a word and sentences in a dialogue. The teacher uses dialoge as the material in teaching learning process. So, the researcher pays attention about the strategies in the class. The teacher use dialoge in the LKS book.

Based on the second observation on May 24<sup>th</sup> 2021, the researcher uses WhatsApp application and PJJ web. And the teacher use storytelling as the strategy. The teacher gives a task as simulation to improve student's speaking. The teacher gives information about the task in Whatsapp application and the task will be appear in PJJ web. The teacher asks the students to make a simple video to tell or retell a story from a certain story. For example, in this web the teacher give a task to read a story in LKS and then the student should read the story first, summarize the story and retell what is the story about, who are the character, and how is the characteristic in the story. Storytelling can be fairy tale, legend, myth, and so on.

The storytelling is done online learning with use PJJ web. The web is the official web of SMPN 2 Pamekasan. In this web, there are many subjects inside that consist of the material, tasks, mid-term, and final exam of the subject from seventh until ninth grade. This web is used by the teacher to support the student in teaching learning process so that the students will not leave the materials. The researcher also join this web to observe the teaching learning process. In this web, the teacher gives a material to be learned by the students and the teacher asks to make a video that include the material about a story.

The researcher gets the data use Whatsapp application. The researcher makes a group at the eighth grade especially in G class. The researcher tells about procedure from interview. The student just answers some question that the researcher has. Or the student can send the answer some question directly. The answer of the question is an audio that contains the voice of the student in answering the questions.

The researcher received the best response from the students in the class. The students are very excited and pleasure to be asked for interviews. The students give positive vibes for the researcher.

From the data, the researcher obtained interesting data. The students like English subject and the strategy that used by the teacher. Where the teacher use some strategy in teaching learning process that makes the students challenging to do.

Sometimes, the teacher explain the material use full English. So, the student should speak English too whether with teacher and another students. If the

students can not speak English, it will be charged with fines. And response from the students is good; the students do what the teacher asks.

The students give some different opinion towards the strategies that used by the teacher. There are some student give good opinions, such as the strategies makes the students more understand about the material that given by the teacher; the students can receive good pronunciation; the student can learn, improve, and fixed more about grammar; to enlarge the students vocabulary; the student can speak English a little bit in front of the class, outside class, and be confident with another; and can receive a new vocabulary.

Most students are interested with the strategies that used by the teacher. But, it is also up to each student. If the students like English especially speaking ability then the students are used to learn more English. And if the student does not like English then the students are simply learning English only.

The use of role play is the teacher uses a dialogue to practice in front of class. The student should be act or modelled what are in the dialogue, how the students speak in English in public places because school is one of the public places, and the student can learn how to communicate with other person. The student could use some vocabulary that mathes what the student wants to say.

The use of storytelling is use a story or creates a story. In this strategy, the teacher teach the material in online learning with give some material about the story and example of the story, and the teacher give a task to the student. Storytelling also can enlarge the student's vocabulary.

## **B. Discussion**

### **1. The Strategies of Teaching Speaking Skill Used by Teacher at The Eighth Grade Students in SMPN 2 Pamekasan**

From the data that researcher receives, the teacher use two strategies, they are role play and storytelling. According to Kayi in a session of the teacher strategy, they are discussion, role play, storytelling, interviews, reporting, and picture describing.

#### **a. Role play**

Students imagine that they are in different social settings and have an assortment of social parts. In role play exercises, the teacher gives data or material to the student such as who they are and what they think or feel.<sup>1</sup>

For example, there is a dialogue that tells there are two persons speak each other as close friends. Therefore, the students practice that the students as close friends.

With the dialogue, the studentas can practice how to speak English well, although the pronunciation is not well but with inquisitiveness of the student, the students can learn to speak English well.

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<sup>1</sup> Erik Yuda Pratama & Yani Awaliyah, *Teacher's Strategies in Teaching Speaking to Young Learners*, (Bogor: Ibnu Khaldun University), page 22-24.

b. Storytelling

The students can briefly summarize a story they listened from someone or seen itself already, or the students can make their possess stories to tell their classmate. Story telling cultivates inventive considering. It moreover makes a difference the students express thoughts within arranges of starting, advancement, and finishing, including the characters and setting a story has got to have.<sup>2</sup>

It menas that storytelling, the students also can improve their writing skill. The student will know a new vocabulary, it will be interting and challenging for the students, and makes the students will be confident to speak English in public. And this strategy can be as a practice to speak in English.

This strategy used to a text that the teacher was given. The teacher gives a text. The students should read and retell what the text about by video. The students should make a video to retell the text. The teacher wants to know how the students speak English well.

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<sup>2</sup> Erik Yuda Pratama & Yani Awaliyah, *Teacher's Strategies in Teaching Speaking to Young Learners*, (Bogor: Ibnu Khaldun University), page 22-24.



## **2. The Use of The Strategies in Teaching Speaking Skill Used by Teacher at The Eighth Grade Students in SMPN 2 Pamekasan**

Strategy is a plan intended to achieve a particular purpose. In this research, the teacher has some strategy to achieve a particular purpose especially to improve the student's speaking ability.

The strategies include the objectives of the activity, who is involved in the activities, the process of activities and the means of supporting activities. From the data, the objectives of activity is to improve the student's speaking ability and make the students more confident and brave when they speak English although the students speak English a little bit. The processes of activity with do some strategies namely role play and storytelling. The means of supporting activities is the teacher use text book, LKS book, school web (PJJ web), and Whatsapp application.

In teaching speaking, speaking is highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker's knowledge and skills have to be activated rapidly in real-time.

In teaching speaking, the teacher should has a knowledge and skills in teaching learning process so that the materials can delivered to the students well and the students also will receive the materials well.

In English, there are three levels of speaking; they are beginner levels, intermediate levels, and advanced levels. The beginner levels are for young

learners and junior high school. The intermediate level is for senior high school. And the advanced level is for college student.

The researcher takes junior high school as responses. So, the students includes in beginner level. Teaching beginner is considered by numerous to be the foremost challenging level of dialect instruction. Since students at this level have a title or no earlier information of the target dialect, the teacher (and going with procedures and materials) gets to be a central determiner in whether student accomplish their objectives. This will too be the foremost unmistakably fulfilling level for a teacher since the development of students' capability is clear in a matter of many weeks. The taking after ten factors- and the words of advice accompanying each- will assist you to define an approach to educating apprentices. As you embrace a hypothetical position on each figure, you may be able to plan classroom strategies that are reliable together with your approach.

It means that, this level is beginning and introduction to the students to learn English. The students will receive some vocabulary that familiar and different in teaching learning process especially to improve their speaking. The teacher also should give right strategy depend on what the materials that given by the teacher. So that the students follow correctly and the students know how to pronounce some word and know how to use right grammar. The student can understand about the material easily.

a. Role Play

The student envisions that the students are completely different in social settings and have a combination of social parts. In role play, the teacher gives some informations or fabric to the student such as who they are and what they think or feel. Role play is one of the strategies that interesting. Because it is not just speak but the student can impart the moral message contained in the information to convey it properly.

Role play also has elements that the student has a good pronunciation in English, speaks English fluently, and the comprehension of English.<sup>3</sup>

And there are some components of speaking to be scored; pronunciation, fluency, comprehension and task as Brown has stated.

1) Pronunciation

The first element is pronunciation. Pronunciation is the way for students to produce clearer language when they speak. It means that, the student should have knowledge of studying about how the words in a particular language are produced clearly when the students speak. In speaking, pronunciation has important paly a vital role in order to make the process of communication easy to understand.

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<sup>3</sup> Erik Yuda Pratama & Yani Awaliyah, *Teacher's Strategies in Teaching Speaking to Young Learners*, (Bogor: Ibnu Khaldun University), page 22-24.

Pronunciation also the knowledge of studying about how the words in a particular language are produced clearly when people speak.

The indicator of pronunciation that the students have:

2 = accent is intelligible though often quite rare.

This indicator means that the student has some different accent to speak, but the teacher can still understand even though there is a mistake. The researcher give the score based on what the researcher observe in the class and the recording audio that researcher gets. Some student still not know how to pronounce a word.

## 2) Fluency

The second element is fluency. Fluency is the capacity to perused, speak, or compose effortlessly, easily and expressively. In the other words, the speaker can study, get it, and react in a dialect clearly and concisely whereas realting meaning and setting. Fluency can be characterized as the capacity to speak easily and precisely. Fluency in speaking is the point of numerous dialect learners. Sign of fluency incorporate a sensibly quick speed of speaking and as it were a little number of stops and “ums” or “ers”. From the thoughts over, the researcher concluded that another vital component is fluency. Fluency

implies the capability of somebody speaks smoothly and precisely with small utilizing delays like “ums”, “ers”, and so on.

The indicators of fluency that the students have:

1 = (no specific fluency description. Refer to other four language areas for implied level of fluency)

2 = can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.

The indicators indicate that some students occupied 1 and others occupied 2. 1 means that the students have not specific fluency or when the students read the dialogue as usual. While 2 means that the students have a confidence in themselves in speaking English in front of class and as well as in recording audio to answer the researcher’s questions.

### 3) Comprehension

The last is comprehension. Comprehension is one of a component of speaking skills. For speaking, it certainly requires a subject to reply, to discourse as well as establish it.

The indicator of comprehension that the students have:

1 = within the scope of his very limited language experience, can understand simple questions and statements if delivered with lowed speech, repitition, or paraphrase.

2 = can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).<sup>4</sup>

The indicators indicate that every student have a different comprehension to get the materials especially in English subject that learn about speaking. 1 means that the students have a limited language experience to understand a simple questions and statements which delivered with slowed speech, repetition, or paraphrase. 2 means that the student can get the gist or topic of a conversation and it can be seen from how the students read and practice a dialog and interview that the researcher do with the students by recording their voice.

b. Strorytelling

The students can briefly summarize a story that the student tuned in from somebody or seen themselves as of now, or the students can make their story to tell their classmate. Storytelling develops innovative considering. It besides makes a distinction the students to express contemplations inside organizes of beginning, progression, and wrapping up, counting the characters and setting a story has have to be have.

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<sup>4</sup> Azlina Kurniati, dkk, *A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru*.

Storytelling also has elements that the student has a good pronunciation in English, grammar, enlarge the vocabulary, speaks English fluently, and the comprehension of English.<sup>5</sup>

And there are some components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, comprehension and task as Brown has stated.

#### 1) Pronunciation

The first is pronunciation. Pronunciation is the way for students to produce clearer language when the students speak. It means that, the students should have knowledge of studying about how the words in a particular language are produced clearly when the students speak. In speaking, pronunciation has important play in a vital role in order to make the process of communication easy to understand.

Pronunciation also the knowledge of studying about how words in a particular language are produced clearly when people speak especially when the teacher and the students speak each other.

The indicators of pronunciation tah the student have:

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<sup>5</sup> Erik Yuda Pratama & Yani Awaliyah, *Teacher's Strategies in Teaching Speaking to Young Learners*, (Bogor: Ibnu Khaldun University), page 22-24.

1 = errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

This indicator means that the student can make errors in their pronunciation when the student trying to speak in English but it can still understand by the teacher. For example, when the students make a video about a story and tell what the story about in English as a task in online learning and submit to the teacher.

2 = accent is intelligible though often quite rare.

This indicator means that the students have a different accent when their speaking especially in English. Accent is the dialect of the language that used by each person to express their familiarity. Because the researcher, students, and teacher live in Indonesia that has many regions, cultures, and languages.

## 2) Grammar

The second is grammar. It is required for the students to orchestrate a adjust sentence in discussion. It is in line with clarification proposed by Heaton that student's capacity to control structure and recognize suitable syntactic shape in suitability. The utility of linguistic use is additionally to memorize the right way to pick up ability.in a dialect in verbal and composed frame.

The indicator of grammar that the students have:



1 = errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

This indicator means that, the students can make errors in grammar when the students make their own sentences but it can still understand by the teacher.

2 = can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

This indicator means that, the student can make their own sentences.

When the students make a story or summarize a story, the student's use some grammar and sometimes, the student make errors in grammar even in writing and speaking to make good sentences. But the student still feel confident or insecure about their own sentences.

### 3) Vocabulary

The third is vocabulary. Vocabulary implies the fitting lingual authority which is utilized in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their thoughts both verbal and composed shape. Having constrained vocabulary is additionally small can be passed on, without vocabulary nothing can be passed on.

The indicator of vocabulary that the students have:

1 = speaking vocabulary inadequate to express anything but the most elementary needs.

This indicator means that vocabulary that the students have is lacking to express anything but the students have some basic vocabulary.

2 = has speaking vocabulary sufficient to express himself simply with some circumlocutions.

This indicator means that, some of the students have vocabulary enough to express themselves with some words. The student can use some vocabulary that has correlation with the story. And when the researcher interviews the student, the students use some basic vocabulary and it was good.

#### 4) Fluency

The fourth is fluency. Fluency is the capacity to understand, speak, or compose effortlessly, easily and expressively. In other words, the speaker can understand, get it, and react in a dialect clearly and concisely whereas relating meaning and setting. Fluency can be characterized as the capacity to speak easily and precisely. Fluency in speaking is the point of numerous dialect learners. Signs of fluency incorporate a sensibly quick speed of speaking and as it were a little number of stops and “ums” or “ers”. From the thoughts over, the researcher concluded that

another vital component is fluency. Fluency implies the capability of somebody speaks smoothly and precisely with small utilizing delays like “ums”, “ers”, and so on.

The indicators of fluency that the students have:

1 = (no specific fluency description. Refer to other four language areas for implied level of fluency).

This indicator means that, some of the students have not specific fluency or when the students speak in English in the video.

2 = can handle with confidence but not with facility most social situations, including intorductions and casual conversations about current events, as well as work, family and autobiographical information.

This indicators means that, the students can handle their fluency in English especially in speaking skills. The students can speak fluent English with confidence. Because the researcher finds there are some students that speak English with confident fluently.

##### 5) Comprehension

The last is comprehension. Comprehension is one of a component of speaking skills. For talking, it certainly requires a subject to answer, to talk as well as build up it.

The indicator of comprehension that the students have:

1 = within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

This indicator means that, every student has differences in comprehension. And have differential limited language experience. With the language experience of the students, the students can understand some simple questions and statement if communicated with slowed speech, repetition, and paraphrase form the teacher or the researcher.

2 = can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).<sup>6</sup>

This indicator means that, it can help the students to decide a topic in text or story. And can understand about the topic of materials that the teacher explained.

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<sup>6</sup> Azlina Kurniati, dkk, *A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru*.