

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter presents the result and discussion of research. The data that have been collected from interview, observation and documentation discussed based on the theory and concept and chapter II. This chapter is presented based on the research problem stated in the chapter I.

A. Result of Research

This step will describe about how the English teacher teach speaking skill use conversation technique at Tenth Grade of Senior High School of At-Taufiqiyah. The researcher describes about the result of using conversation technique at Tenth Grade student of Senior High School of At-Taufiqiyah to increase students speaking skill. The researcher observes to the classroom by entering directly to the classroom in At-Taufiqiyah to know the English teacher use the technique.

The researcher will explain three steps in the use of conversation technique in teaching speaking skill at Tent Grade Student of Senior High School of At-Taufiqiyah. They are pre-teaching, whilst-teaching, and post-teaching speaking English by using conversation technique.

1. The Use of Conversation Technique at Tenth Grade Student of Senior High School of At-Taufiqiyah Bluto Sumenep

Interview

The researcher conducted the interview on Monday 18 January 2021 at school of At-Taufiqiyah Bluto Sumenep the English teacher of this class is Mr. Decky. And the students of At-Taufiqiyah Bluto Sumenep consist of tenth grade students. The researcher interviewed the English teacher, Mr. Decky and the students at tenth grade¹. He thinks that conversation technique is good and suitable to the topic given.

Mr. Decky said that:

“Yes I often use this technique when I teach my students in teaching learning process. Because this technique really helps me in teaching speaking skill and I think it does not waste the time to make the students easier to speak English well. Besides that, my students can get more vocabularies that they need in their speaking.”

The English teacher also tell about the process of teaching speaking through conversation technique at tenth grade students, that is:

“I use this technique when I teach my student in speaking skill, I give them some vocabularies about introduction and I ask them to introduce themselves and their family in front of class one by one and I ask the other student to make and give some question. That way the classroom will be more active and excited.”

In line with the English teachers' opinion, one of the students whose name is Moh. Izzul Islam, He said that:

Yes, as I know, he always uses it in teaching learning process, especially in speaking skill. Certainly, it helps me because I am one of the students which are difficult to speak English well. But after practicing this strategy constantly, I feel easy to develop my speaking skill. I should not wait for long time to be able to speak English which is provided by my teacher.²

Moh. Nail Yusron said that:

“Yes’ I know that Mr. Decky always uses this strategy to help me and my friends to develop our speaking skill quickly. Actually, I am lazy to speak English because I have less vocabulary, but it is different than before, I can speak English easily by using the strategy Mr. Decky applied.”³

¹Mr. Decky S.Pd, the English teacher at At-Taufiqiyah Bluto Sumenep (January, 18th 2021) at 9.45 a.m

²Moh. Izzul Islam, , the student at At-Taufiqiyah Bluto Sumenep (January, 18th 2021) at 10.45 a.m

³Moh Nail Yusron, the student at At-Taufiqiyah Bluto Sumenep (January, 18th 2021) at 11.00 a.m

This statement is also supported by the other student whose name is

Fendy Alfiyansyah, he said that:

“my teacher use a technique that is suitable in teaching speaking such as conversation technique when my teacher teach introduction the material he usually give us some vocabularies and ask me and my friend to introduce about ourself and our family one by one in front of class. And the other student give some question. I know that strategy aims for helping me and my friend more confident and easier to master in speaking skill⁴”.

The other students said, his name is Habib Mufti:

*“Yes I like when Mr .Decky teach me use coversation technique. Because all of us especially me can be spirit to practice my speaking skill and the strategy can make the atmosphere of class be active and comfortable”.*⁵

Other studets said, his name is Wildan Firdaus:

*“Yes I like I am not lazy anymore when my teacher teaches me speaking skill. Because I know that the strategy can give motivate and help the students are more confidence and getting many new vocabularies that I did not know before. I feel enjoy because I am able to communicate with my friend. Above all, I really like speaking lesson.”*⁶

Observation

In the observation, the researcher met with the English teacher and the student in the classroom at tenth grade student of senior high school of At-Taufiqiyah Bluto Sumenep. The English teacher using conversation technique in teaching students speaking skill started on 07.00-08.40 am and it was on January 20th 2021. The English teacher teach speaking skill by using conversation technique by the topic of introduction.

In teaching and learning process of, there are three steps and each steps will be explain as follow:

a. Pre-Teaching Speaking English by Conversation Technique

⁴Fendy Alfiyansyah, the student at At-Taufiqiyah Bluto Sumenep(January, 18th 2021) at 10.00 a.m

⁵Habib Mufti, the student at At-Taufiqiyah Bluto Sumenep(January, 18th 2021) at 11.22 a.m

⁶Wildan Firdaus, the student at At-Taufiqiyah Bluto Sumenep(January, 18th 2021) at 11.20 a.m

- 1) The English teacher prepared lesson plan to teach students speaking skill by using conversation technique and the topic is
- 2) The English teacher started teaching and learning process by greeting. The English teacher said “Assalamualaikum my student Good Morning and How Are You Today?”
- 3) The students answer greeting that have been said by the English teacher. The students answer “Waalaikum Salam Sir, I am Fine”
- 4) The English teacher asked the students to pray together before beginning the material
- 5) The English teacher checked the student name’s list



b. Whilst-Teaching Speaking English by Conversation Technique

- 1) The English teacher inform to the students that the material for this day is introduction



2) The English teacher give some vocabularies



3) The English teacher ask all of students to introduction in front of class one by one





4) The English teacher asked to the other students to give a question



c. Post-Teaching Speaking English by Conversation Technique

1) The English teacher asked the students to memorize vocabulary at home



- 2) The English teacher asked the students to pray together to close teaching and learning process



- 3) The English teacher close the activity by said “Thank you, Assalamualikum”

Based on the observation that done by the researcher, the material who teach by the English teacher is suitable with technique that the English teacher use because the atmosphere of the classroom is calm so students are more comfortable, active, more brave to state their opinions, and pay attention to what the English teacher explain.

Based on the interviewed that the researcher ask to the English teacher and the students that by using conversation technique is suitable with this material in teaching speaking.

2. The obstacles in teaching speaking by using conversation technique in Tenth Grade Student of Senior High Scholl of At-Taufiqiyah Bluto Sumenep

Although the use conversation technique in teaching learning process is more effective but the teacher still feels difficult in using this technique at Tenth Grade Student of Senior High Scholl of At-Taufiqiyah Bluto Sumenep.

The teacher got the difficulty indeed in using conversation technique. It is stated by Mr. Decky as the teacher who teaches speaking skill at Tenth Grade Student of Senior High Scholl of At-Taufiqiyah Bluto Sumenep. He said as below:

Although this strategy has advantages, but all the advantages must have weaknesses in applying this strategy. I honestly should be able to control it by thinking harder because every student has different difficulties in facing their speaking skill; it means in speaking skill, the obstacle faced by teacher become obstacle for students. There various of the obstacles, but it is my consequences as teacher that cannot be separated.⁷

Classroom Management

Management is the set of activities or actions intended to create the conditions that enable learning to occur. Classroom management is a critical requirement that defines effective learning. Comfortable class creation is a study of class management, because it is a teachers' set of behaviors in an effort to create and maintain class condition that allow learners to learn well. The effectiveness of the classroom management is really dependent on how the teachers understand the various aspects of its performance

Thus, self efficacy in classroom management predicted emotional exhaustion via classroom management was low. It comes from students tenth grade At-Taufiqiyah Bluto Sumenep when teaching learning process is runing, sometimes student busy and distrube the other student. So, it seems clear that the teacher's role in management of class is very important factor in the effectiveness of the learning activities that the teachers and students done.

When I did the interview Mr. Decky also said:

⁷Mr.Decky S.Pd, the English teacher at At-Taufiqiyah Bluto Sumenep (January, 18th 2021) at 9.50 a.m

“My students are sometimes busy and unenthusiastic in joining the teaching learning process because of low classroom management. Besides that, some of them do not respect me as the teacher. I should be patience and control them soon. I think, teacher is a big duty to create good generation”⁸

Students Less Vocabulary

In teaching speaking through conversation technique at tenth grade student of senior high school of At-Taufiqiyah Bluto Sumenep one of the obstacles is less vocabulary so they can't speak English well. Most student had the same problem in speaking English conversation. Less vocabulary is already an obvious and serious obstacles for many students, it is because most of the student were not really enthusiastic to practice their vocabulary in the class. Less vocabulary was the highest problem that students faced when they want to speak.

Mr. Decky as the English teacher at tenth grade stated that:

“Because students lazy to read and lazy to memorize many vocabularies so it can be probleme to me in apply conversation technique in teaching speaking skill.”

Based on the interview with the teacher above, the researcher can conclude that the obstacles of teaching speaking through conversation technique is classroom management and student less vocabulary.

3. The teacher overcome the obstacles of teaching speaking by using conversation technique in Tenth Grade Student of Senior High Scholl of At-taufiqiyah Bluto Sumenep

⁸ Mr. Decky as a English Teacher atAtTaufiqiyahBlutoSumenep direct interview by unstructured iterview on Monday, 25 January 2021 at 07.00

Although the use conversation technique in teaching learning process at tenth grade student of senior high school have some obstacles but the teacher still have strategy and solution to anticipation or overcome the obstacles. It is stated by Mr. Decky as the English teacher:

“Although this technique have obstacles, but I have some method and strategy to minimize it.”

The teacher give high motivation

Student learning motivation is one of the determinants of the success of learning. Teacher must be able to be an inspiration for students so that students will be more motivated and teacher who have competence in learning are also needed one of which is by giving rewards in the learning process. It is come from when the student brave and confidence come to the front of the class and the teacher give applause to the student to make they are happy and more spirit in teaching learning process.

The teacher said that:

“I give motivation to the student one of them through give the rewards to make the student more active and more spirit in the class to joining my lesson”⁹

The teacher give some vocabularies

Every morning the teacher give some vocabularies to the students and ask to memorize it.

When I did the interview the teacher also said:

“A very fundamental difficult is students minim vocabulary usually I give them some vocabulary and I ask them to memorize it. Every morning before beginning the material they have to memorizing vocabulary in front of class one by one”.

⁹ Mr.Decky S.Pd, the English teacher at At-Taufiqiyah Bluto Sumenep (January, 18th 2021) at 9.50 a.m

Based on the interview with the teacher above, the researcher can conclude that the overcome the obstacles of teaching speaking through conversation technique is giving high motivation and giving vocabulary to memorize it.

B. Discussion of Research

In this section, the researcher discusses the use of conversation technique and the obstacles faced by the teacher and overcome the obstacles in teaching speaking skill.

In this item, the researcher delivered the result from data interview, observation and documentation which is gotten from the research in the field during the researcher conducted it at tenth grade student of senior high school of At-Taufiqiyah Bluto Sumenep.

1. The Use of Conversation Technique at Tenth Grade Student of Senior High School of At-Taufiqiyah Bluto Sumenep.

In this part, the researcher would like to discuss about the technique that the researcher use in teaching speaking skill at tenth grade of senior high school of At-Taufiqiyah Bluto Sumenep. The researcher use conversation technique to teach students' speaking skill.

technique is a plan, method, of series of activities designed to achieve a particular educational goal. Other source said that technique is procedure used in learning, thinking, etc. which serve as a way of teaching a goal in language learning. Other definition of technique are specific methods approaching a problem or task, modes of operation for achieving particular end, planed designs for controlling and

manipulating certain information.¹⁰ Conversation techniques are often used in dealing with conversational problems in second language learning due to learners' limited knowledge of the second language. Speakers from the second language sometimes get stuck during conversation and it can cause misunderstanding. In real communication, speakers do not only use their mastery of grammar, vocabulary, and some useful expressions, but they need to learn to use some tactics when they meet difficulties in transferring meaning and expressing feeling. Techniques used by the teacher will affect the acceptance of the students. The suitability of the condition, the facilities, the psychological condition, the effective aspects, the cognitive, and psychomotor aspects, and the students' environment in relation to the strategy by a teacher will enable the students to capture the lesson material in accordance with the learning expectation.

Based on the observation above, the researcher gave the point that the technique which is used by the teacher is very useful for the students' achievement in the class. The teacher uses it by steps, the steps to do the teaching learning process in speaking skill. **The first**, the teacher informs the student that the material is introduction and then the teacher gives some vocabularies about introduction. Next the teacher asks the student to introduce himself in front of class one by one. **Next** the teacher asks the other student to make and give some question. At that time the teacher corrected their error communication such as in grammatical, vocabulary and also their pronunciation when they are talking one another. **The last** the teacher gives conclusion and some motivation.

¹⁰H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (White Plains, NY: Pearson Longman, 2007), 119.

Scott Thornbury said in his book that without vocabulary nothing can be conveyed.¹¹ According to that situation, communication strategies have to be taught to the second language learners. As teacher candidates, we will teach speaking. In teaching speaking, we should involve our students in real communication, not only ask them to memorize some expressions. The learners have to learn how to negotiate meaning in conducting conversation in order to make the interlocutor understand the message. If the learners face some problems in communication, they will try how to avoid the problems by applying some technique. In other that, communication strategy is very appropriate and helps the student's difficulties in teaching speaking.

Base on interview with English teacher about the strategy used at At-Taufiqiyah Bluto Sumenep, the teacher uses that technique in teaching learning process. Furthermore, the students look interested and happy in joining the class. It can be seen from interview or response of the students such as they are able to do communication with their friend easily, and they get new some vocabularies, even though they are sometime not realizing the strategy used by the teacher. But, they feel easy to catch the meaning or the mean from their conversation that they talk.

Basically, through conversation technique in teaching speaking is make the students enjoy to study especially at Tenth Grade Student of Senior High School of At-Taufiqiyah Bluto Sumenep¹².

The researcher have been observe about the process of teaching speaking through conversation technique to students at At-Taufiqiyah.

2. The obstacles in teaching speaking by using conversation technique in Tenth Grade Student Senior High Scholl of At-Taufiqiyah Bluto Sumenep.

¹¹Scott Thornbury, *How to Teach Speaking*, Blucstone Press: Charlbury Oxfordshire UK, 2007, 13.

¹² Mr. Decky as a English Teacher atAtTaufiqiyahBlutoSumenep direct interview by unstructured iterview on Monday, 25 January 2021 at 08.00

Based on the result from the teacher opinion about the obstacles of teaching speaking through conversation technique, based on the research results, the researcher found two things :

a. Classroom Management

The effectiveness of the classroom management is really dependent on how the teachers understand the various aspects of its performance in the class. Self efficacy in classroom management is “defined as the teachers’ beliefs in their capabilities to organize and execute the courses of action required to maintain classroom order.”¹³

Management is the set of activities or actions intended to create the conditions that enable learning to occur. Classroom management is a critical requirement that defines effective learning, thus, self efficacy in classroom management predicted emotional exhaustion via classroom management was low. It comes from students tenth grade At-Taufiqiyah Bluto Sumenep when teaching learning process is running, sometimes student busy and distrube the other student. So, it seems clear that the teacher’s role in management of class is very important factor in the effectiveness of the learning activities that the teachers and students done.

b. Students Less Vocabulary

In teaching speaking through coversation technique at tenth grade student of seinor high school of At-Taufiqiyah Bluto Sumenep one of the obtacles is less vocabulary so they can’t speak English well¹⁴. Most student had the same problem in speaking English conversation. Less vocabulary is already an obvious and serious

¹³ Herb Marsh, “*Self-Efficacy in Classroom Management, Classroom Disturbances, and Emotional Exhaustion: A Moderated Mediation Analysis of Teacher Candidates,*” *Australia Catholic University*, 2014, p. 3.

¹⁴ Mr.Decky as a English Teacher at AtTaufiqiyah Bluto Sumenep direct interview by unstructured iterview on Monday, 25 January 2021 at 08.07

obstacles for many students, it is because most of the student were not really enthusiastic to practice their vocabulary in the class. Less vocabulary was the highest problem that students faced when they want to speak. The statement above is suitable with Nurhidayah opinion who states Less vocabulary was highest problem in speaking English conversation.¹⁵ By that opinion, the researcher conclude that less vocabulary become one of the inhibiting factors in teaching and learning activities.

3. The teacher overcome the obstacles of teaching speaking by using conversation technique in Tenth Grade Student of Senior High Scholl of At-taufiqiyah Bluto Sumenep

Based on the result from the teacher opinion about overcome the obstacles of teaching speaking through conversation technique, based on the research results, the researcher found:

- a. The teacher give high motivation

Student learning motivation is one of the determinants of the success of learning. Teacher must be able to be an inspiration for students so that students will be more motivated and teacher who have competence in learning are also needed one of which is by giving rewards in the learning process. It is come from when the student brave and confidence come to the front of the class and the teacher give applause to the student to make they are happy and more spirit in teaching learning process. So, it seems clear that the teacher's role in giving rewards to the student is very important factor in the effectiveness of the learning activities that the teachers and students done. It is suitable with Roro Tunang Sari she state that giving rewards in teaching learning process can be a solution to

¹⁵ Nurhidayah, *A study On Students Strategies In Overcoming Speaking Problem In Conversation*, 2019.

solve problems regarding the lack of student motivation.¹⁶ By that opinion the researcher can conclude that the teacher giving high motivation through giving rewards can make the student be more active in teaching learning process.

b. The teacher give some vocabularies

Every morning the teacher give some vocabularies to the students at tenth grade of At-Taufiqiyah Bluto Sumenep and ask to memorize it.¹⁷ Because vocabulary is very important in English conversation. The statement above is suitable with Scott thornbury he said in his book that without vocabulary nothing can be conveyed.¹⁸ By that opinion, the researcher conclude that give some vocabularies to ask memorizing it can make the English conversation the student will be fast and increase the vocabulary.

¹⁶ Roro Tunang Sari, *Implementasi Pemberian Rewards Sebagai Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam di MTS Maarif NU 1 Purwokerto Barat*, 2018.

¹⁷ Mr. Decky as a English Teacher at AtTaufiqiyah Bluto Sumenep direct interview by unstructured iterview on Monday, 25 January 2021 at 08.15

¹⁸ Scott thornbury, *How to Teach Speaking*, Blucstone Press: Charlbury Oxfordshire UK, 2007, 13.