

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

In this chapter, the researcher going to present finding and discussion. It becomes the most important part of her research because it consists of all the answer of the question on the research focus in this chapter. It also will describe all data that the researcher gets an analysis description that the researcher analyzes.

A. Finding

The researcher describes all of the data collection which the researcher has gotten from the observation, interview and documentation about students' response on teacher strategies in teaching speaking at seventh grade of SMPN 2 Larangan. In this case, there are two points which will be explained by the researcher. They are: What are the teacher strategies in teaching speaking at seventh grade of SMPN 2 Larangan and how are the students' response on teacher strategies in teaching speaking at seventh grade of SMPN 2 Larangan.

The researcher conducted an observation in learning process at the seventh grade students of SMPN 2 Larangan to obtained the data related with students' response and teacher strategies in teaching speaking. The researcher observed it on 12th until 19th October 2021. The researcher conducted this research about two meetings was on 12th October 2021 and the second meeting is 19th October 2021.

1. The Teacher Strategies in Teaching Speaking at Seventh Grade of SMPN 2 Larangan.

In this observation, the researcher wanted to know the teacher strategies in teaching speaking at seventh grade of SMPN 2 Larangan. Observed it on 12th to 19th October 2021. The researcher conducted this research about two meetings was on 12th October 2021 and the second meeting is 19th October 2021.

1. First Observation

The first observation is holding on 12th October 2021. The researcher observed about the real happen in the class. The researcher observe about the teacher strategies used in the class.

Researcher conducted the observation on 12th October 2021 at the seventh grade of SMPN 2 Larangan. In this item to get data, the instruments used by the researcher are observation guideline, interview guideline, and documentation. There was one step in teacher strategies as classroom routine prior the teaching and learning process at SMPN 2 Larangan that is Pre-Teaching.¹ This step would like to be explained by the researcher as follows.

It is the first section of teaching and learning process before the English teacher begins the lesson in the classroom.

1) English teacher did preparation before teaching.

Teacher always did preparation such as this conversation :

¹ Appendix II

Teacher : Assalamualaikum Wrahmatullahi Wabarakatuh

Good Morning students

Students : Waalaikumsalam Warahmatullahi Wabarakatuh.

Wb. Good morning Mam.

Teacher : Hows life my students?

Students : We are fine Mam, and you?

Teacher : I'm good guys. Ok, please one of you lead the
pray !

2) Teacher check students name's list

3) Teacher give some explanation of the strategies in teaching
speaking.

Teacher : Now, we will study about strategies in teaching
speaking, please focus guys!

Role plays is a kind of strategies that teacher used in
teaching speaking at seventh grade of SMPN 2 Larangan. The
procedure of this strategy was started by teacher that explain about
the definition of role play. Role play are activities where students
are asked to pretend to be in a setting of social contexts and various
social roles. Before teacher use these strategies, teacher make a
scenario that will be shown in front of the class. It require a several
minutes to do the scenario. After that, when the scenario finish,
teacher will ask students to make a group consist three or four
students to implement role play.

Teacher will explain clearly about the competence that will be caught by students in this activity of role play. Then teacher choose a group that will be performed in front of the class that appropriate with the scenario that she had made before.

Students that is not choose by teacher to performe in front of the class will observe about a group that performe using role play. Next, teacher ask them to make and present the conclusion based on scenario that played by other group. In the final stage, teacher will make a conclusions from the teaching and learning process that had been done in the class. Teacher expresses conclusions that are easy and understand by students.

4) Teacher asked all of students to pray together before close teaching and learning activities.

2. Second Observation

In the second observation, the researcher want to know the teacher strategies in teaching speaking at seventh grade of SMPN 2 Larangan like the first observation. The researcher conducted the second observation on 19th October 2021 at the seventh grade of SMPN 2 Larangan.

There was one step that is Pre – Teaching like the first observation as follows:

It is the first section of teaching and learning process before the English teacher begins the lesson in the classroom. It shown by:

- 1) English teacher did preparation before teaching.

Teacher always did preparation such as this conversation :

Teacher : Assalamualaikum Warahmatullahi Wabaratauh.

Good morning students

Students : Waalakumsalam Warahmatullahi Wabarakatuh.

Good morning Mam

Teacher : Hows life my students?

Students : We are fine Mam, and you?

Teacher : I'm good guys. Ok, please one of you lead the pray !

- 2) Teacher check students name's list
- 3) Teacher give some explanation of the strategies in teaching speaking.

The second strategies that applied by the teacher in seventh grade of SMPN 2 Larangan was Language Game. The procedure of this strategy was started by teacher that explain about the definition of language game. Language game is a game that involving the repetition or creation of words, sentences, etc., in order to facilitate the learning of language. Before teacher use these strategies, teacher employed a game

that's monopoly. Teacher makes group into 5 groups, each group consist of 2 students as members. The games similar with snakes and ladders, so students played the games by using two rolled dice.

First, Teacher explain about how to play this monopoly game by shuffled two dice simultaneously. Second, teacher said that at every level has question of the games that connected of the materi. The last, students can play the Monopoly games in a group that had been made by teacher.

When students played monopoly, facilitator also observe one by one group to check their pronunciation, vocabularities, fluency, and also their answer to accuracy with the question, even that faclitator help students that has weakness in answered question by their friends. So students will not make mistakes again. After students finish play monopoly games, teacher explain again the summary and review the materi that is dealing with the strategies in teaching speaking.

4) Teacher ask students to pray together before close the teaching and learning activities.

Based on first and second observation, in using Role Play and Language Game that used by the English teacher of SMPN 2 Larangan could be done successfully. It can be seen that the

students at seventh C more enjoy, excited in creating and practicing the dialog.

It is also supported by the English teacher statements in the interview said that:

“ I use 2 strategies there are Role Play and Language Games, I use those strategies in teaching speaking at a seventh grade of SMPN 2 Larangan especially in seventh C class by asked the students to do a role play and language games by providing information about the rules they would play. Then they will make a dialog and act out the role. The students are excited in creating and practicing the dialog”.²

So we can conclude that the two strategies that teacher used in teaching speaking is suitable to improve students speaking skill in teaching speaking at seventh grade of SMPN 2 Larangan.

2. Students' Response on Teacher Strategies in Teaching Speaking at Seventh Grade of SMPN 2 Larangan.

The researcher conducted the observation about students' response on teacher strategies in teaching speaking at seventh grade of SMPN 2 Larangan. Especially in seventh C class. Observed it on 13th October 2021.

² Siti Nurmala Liliyanti as the teacher in SMPN2 Larangan, direct interview, (Thursday, October 12th 2021).

The researcher observed about the real happen in the class. The researcher observed about the students response on teacher strategies in teaching speaking.

This class consist of 28 students. In teaching speaking process, the researcher get the some of data. There are some response from the students when the researcher doing interview to them about teaching speaking in the class. There are 28 students in the class, and to know the students responded, the researcher give some question using paper, and that is gived by the researcher to 14 students in seven C class.

Based on the interview by researcher to students at SMPN 2 Larangan.³

“I feel good and enjoy this lesson because the strategy that my teacher use is easy to understand”.

This statements above also support by Syauqi Ramdan Hidayat as a student of seventh grade SMPN 2 Larangan.⁴

“I feel so inspired and happy because I like english. The teacher teached me by using role play and language game. She is very nice in teaching”.

This statements above also support by Amanda Putri Salsabila as a student of seventh grade SMPN 2 Larangan.⁵

³ Rulsan Kurniawan R as the students at seventh grade of SMPN2 Larangan, dierect interview, (Tuesday, October 12th 2021).

⁴ Syauqi Ramdan Hidayat as the students at seventh grade of SMPN2 Larangan, dierect interview, (Tuesday, October 12th 2021).

“I enjoy it because I can add new knowledge about strategy in speaking skills”.

And other time, when researcher conduct direct interview there are many students said the same things, Aditya Julio Pratama as spoken below:⁶

“I feel nice and appreciate it because I rarely study this lesson”.

And the statements above also support by Raka Rizkullah Ramadhan as a student of seventh grade SMPN 2 Larangan. ⁷

“I feel nice and good because I like the teacher used role play and language game because it’s very easy to understand”.

And the other time, when the researcher conduct direct interview there are many students said the same things, Aisyah Qanita Najwa as spoken below:⁸

“I feel nice and appreciate about it because my teacher teaches me clearly, in order that I understand and more easy to speak english fluently”.

⁵ Amanda Putri Salsabila as the students at seventh grade of SMPN 2 Larangan, direct interview, (Tuesday, October 12th 2021).

⁶ Aditya Julio Pratama as the students at seventh grade of SMPN 2 Larangan, direct interview, (Tuesday, October 12th 2021).

⁷ Raka Rizkullah Ramadhan as the students at seventh grade of SMPN 2 Larangan, direct interview, (Tuesday, October 12th 2021).

⁸ Aisyah Qanita Najwa as the students at seventh grade of SMPN 2 Larangan, direct interview, (Tuesday, October 12th 2021).

And the other time, when the researcher conduct direct interview there are many students said the same things, Mutiara Jamilatus Savara as spoken below:⁹

“I feel good and more happier because my teacher always explain the lesson that never understand before clearly”.

This statements above also support by Yasinta Nur Anisa as a student of seventh grade SMPN 2 Larangan:¹⁰

“I feel very nice and enjoyable because the role play make me can speak english fluently”.

And the other time, when the researcher conduct direct interview there are many students said the same things, as spoken by Intan Sri Wahyuni below:¹¹

“I feel good and this lesson is very easy to understand because my teacher teaches me patiently and clearly”.

Based on the result of interview above, researcher get information about opinion of students. Almost of the students on SMPN 2 Larangan said that the strategies that their teacher used is effective and good. Because, students felt not bored and enjoy when teacher use role play and language game in teaching speaking she teach patiently and clearly. The students can catch the materi and practice speaking fluently. Therefore the

⁹ Mutiara Jamilatus Savara as the students at seventh grade of SMPN 2 Larangan, direct interview, (Tuesday, October 12th 2021).

¹⁰ Yasinta Nur Anisa as the students at seventh grade of SMPN 2 Larangan, direct interview, (Tuesday, October 12th 2021).

¹¹ Intan Sri Wahyuni as the students at seventh grade of SMPN 2 Larangan, direct interview, (Tuesday, October 12th 2021).

students gave positive responses of teacher strategies in teaching speaking at seventh grade of SMPN 2 Larangan.

B. Discussion

There are two research problem in this study. The first one is the teacher strategies in teaching speaking at seventh grade of SMPN 2 Larangan and the second is students' response on teacher strategies in teaching speaking at seventh grade of SMPN 2 Larangan.

1. Teacher Strategies in Teaching Speaking at Seventh Grade of SMPN 2 Larangan.

Teachers' strategy is a series that planned and organized by teachers and apply in the activities that includes the use of methods and utilization of various resources or strength in a study. Teachers' strategies in speaking skill are very important to help students' difficulties in speaking. The benefit of teaching speaking is to provide students with the ability in expressing the target order to be effective in teaching speaking skill, teachers may use the numerous strategies to choose from language to cope with basic interactive skill.

It means that teaching speaking is not difficult to teach, because we can correction the speaker from their fluency and accuracy and the relationship between the topic and the answers.

Below is the result of observation guidelines and documentation due to strategies applied by teacher in teaching speaking skill. To make data more valid, the researcher also interviewed the teacher. In the

teaching speaking process, strategies that use by teacher was role play and language game. Role play is a model of mastery learning materials through the development of students's imagination and appreciation. The development of imagination and appreciation is carried out by students by playing as living figures or inanimate objects. And Language game is a game that involving the repetition or creation of words, sentences, etc., in order to facilitate the learning of language.

The reason of the teacher used those strategies because students give a good and effective impact for the learning process. Teacher want all members, especially students with lower English ability could still join and catch the point in learning process. The successful of teaching and learning are based on the positive response from the students to create a positive atmosphere in the class.

From the observation guidelines, documentation and interview above, the result can be inform that the teacher in SMPN 2 Larangan choose to use the two strategies by Freeman, there are role play and language game. The benefit of those strategies are made students interest, catch the point and active in teaching learning process.

2. Students' Response on Teacher Strategies in Teaching Speaking at Seventh Grade of SMPN 2 Larangan.

Students are members of society who try to develop their own potential through a learning process in the educational pathway both

informal education, formal education and non-formal education, at the level of education and certain types of education.

Response is a reaction to a question, experience, or some other type of stimulus. A response can come in many forms, including an answer to a question, an emotional reaction, or a reply.

Based on observation, researcher get the data that some students have same response that supported by the interview.

The students looked focused to listen the materi that explain by the teacher about the material. This data is related with the theory of response by Resonberg and Hovland, include to the verbal cognitive response. Verbal cognitive response is a statements about what is believed about the object of attitude. This statements also supported by Mutiara Jamilatus Savara as spooken below:¹²

“I feel good and more happier because my teacher always explain the lesson that never understand before clearly”.

Those statements is a kind positive response, especially in approves. Because Mutiara approves that her teacher staregies is good to be taught.

This statements above also support by Amanda Putri Salsabila as a student of seventh grade SMPN 2 Larangan.¹³

¹² Mutiara Jamilatus Savara as the students at seventh grade of SMPN2 Larangan, direct interview, (Tuesday, October 12th 2021).

¹³ Amanda Putri Salsabila as the students at seventh grade of SMPN 2 Larangan, diirect interview, (Tuesday, October 12th 2021).

“I enjoy it because I can add new knowledge about strategy in speaking skills”.

Those statements is a kind of positive response especially in point of acknowledge, because Amanda think that her teachers’ strategies use in teaching speaking make her self add a new knowledge to be taught in speaking.

Actually, some students interested to attention the material because when the teacher give main idea about the topic, the students give antusiastic to learned. This data is related with the theory of response by Resonberg and Hovland, include to the non verbal cognitive response. Non verbal cognitive response is perceptual reaction to the object of an attitude. This more difficult to reveal in addition to information about the attitude it provides is more indirect. This statements also supported by Syauqi Ramdan Hidayat as a student of seventh grade SMPN 2 Larangan: .¹⁴

“I feel so inspired and happy because I like english. The teacher teached me by using role play and language game. She is very nice in teaching”.

Those statements is a kind of positive response especially in approves and impelements the norms in which the individual located. Syauqi support and approves his teacher because his teacher implement his speaking skill.

¹⁴ Syauqi Ramdan Hidayat as the students at seventh grade of SMPN2 Larangan, dierect interview, (Tuesday, October 12th 2021).

When some students focused to learned, any one of students asked his friends to give attention to the learning speaking process. This data is related with the theory of response by Resonberg and Hovland, include to the non verbal conative response. Non verbal coonative response is behavior appears with respect to attitude objects. A non verbal coonative responses is can be an invitation to a person. This statements is supported by Raka Rizkullah Ramadhan¹⁵ as a captain of the class "Please don't be noisy guys, just foccuss to the lesson!"

Those statements is a kind of positive response, because Raka shows the attitude to be good students in the class with hearing the explanation by teacher carefully.

Actually, when teaching speaking process the students looked jockey, smile, and give some kinds of expression. This data is related with the theory of response by Resonberg Hovland, include to the non verbal affective response. Non verbal affective response is physical reactions to object attitudes, such as, facial expressions that pout, smile, hand movements and so forth which can be an indication of one feelings when faced with an object. We can see in the picture of documentation result.

In the data interview, there are many students have simmiliarity of response about teacher strategies. They have similiarity statements, they like about the teacher in teaching speaking by used role play and

¹⁵ Raka Rizkullah Ramadhan as the students at seventh grade of SMPN2 Larangan, dierect interview, (Tuesday, October 12th 2021).

language game because give influence of educational value, and explore speaking skill, the students can speak by seen the picture at the same time, can help students to upgrade speaking skill. That's statements also support by Yasinta Nur Anisa as a student of seventh grade SMPN 2 Larangan:¹⁶

“I feel very nice and enjoyable because the role play make me can speak english fluently”.

And Intan Sri Wahyuni said the same like:¹⁷

“I feel good and this lesson is very easy to understand because my teacher teaches me patiently and clearly”.

Those kind of positive response especially told about accept and approves the theory of Harvey and Smith¹⁸ Beacuse Yasinta and Intan show their response about their teacher strategies in teaching speaking gave positive impact for their self.

¹⁶ Yasinta Nur Anisa as the students at seventh grade of SMPN 2 Larangan, direct interview, (Tuesday, October 12th 2021).

¹⁷ Intan Sri Wahyuni as the students at seventh grade of SMPN 2 Larangan, direct interview, (Tuesday, October 12th 2021).

¹⁸ Asa Medianti, *The Strategy Used In Teaching Speaking in SMA Negeri Kertosono*, Sarjana Thesis, (Universitas Brawijaya: 2017) 14.