

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

This chapter will present the results and discussion of the research. Data were collected from observation interview and documentation which were discussed based on the research focus stated in chapter 1.

A. Finding

Research results in the form of data taken in the field. In this chapter the researcher will explain the results of the problems in the first chapter. After doing research for several days, the researchers finally got the research of the research related to the teacher's strategy use by the English teacher in teaching speaking during the pandemic era in SMKN 1 TLANAKAN, as described below.

Based on the result of data collection and analysis, the researcher found several strategies used in the offline speaking learning process, namely story telling, dialogue, opinion or idea . Researchers here conduct interview, observations and documentation. At SMKN 1 Tlanakan here, there are 3 classes, namely 10 TKI class, 11 TKI class and 12 TKI class. In this research, the researcher chose the ten grade as a data source to obtain information related to the teachers strategy in teaching speaking during the pandemic era using dialogue as teaching material.

The first step, the researcher conducted an interview with the English teacher which consisted of 4 questions, then the second steps the researchers also observed the teacher's strategy use the dialogue as a medium to enrich

the speaking mastery at ten grade of SMKN 1 Tlanakan. In the third steps, the researchers conducted interview with students who had been set as sample.

To determine the sample, the researchers choose representative from each group that had been formed by the teacher during the learning process. In this case the researcher took a sample of students from the ten grade, totaling 21 students. Each student is given a question with the same question.

Researchers here do research from date 03 January – 09 January 2022. Here the researcher conducted observations with the English teacher on 04 -09 January 2022 in the learning process when the teacher uses dialogue as a medium to enrich English Speaking. At ten grade of SMKN 1 Tlanakan. The task of the researcher here is to pay attention to whether the strategies and processes used by the teacher are appropriate or not. After that, the researcher conducted interviews with the students at ten grade regarding the strategies of the dialogue method applied by the teacher or how students responded to the strategies used by the English teacher at SMKN 1 Tlanakan.

1. What are the strategies used by the teacher to teach english speaking in the pandemic era at SMKN 1 Tlanakan

The research got the data throught observasion and interview.

Researchers collected data by making obseravtions while the teacher was doing the learning process on at 07:15-08:45 to be exact, on monday January, 3th 2022, Tuesday January 04 2022. Researchers analyzed the strategies used by the teacher in the process of learning English at SMKN 1 Tlanakan.

Based on the result of data collection and analysis, the researchers found several strategies used in the speaking learning process, namely story telling, dialogue, opinion or idea. But when the researcher is conducting research, the English teacher at the SMKN 1 Tlanakan is using a dialogue strategy as a means of teaching speaking.

a. Story Telling

Story telling is one of the strategies that the teacher used in the speaking learning process because it is more effectively used during teaching learning process, this story telling aims for students to share their experiences or stories. Based on the results of interviews and observations before carrying out the learning process, the teacher determines the topics and materials that students will study because during a pandemic learning time is very limited so before starting the lessons tomorrow, first in the evening the teacher distributes material through the Whatsapp group to be read, and studied on their own first.

And the next day, during the learning process the teacher first gave example about the theme to be told that has been given previously and students will practice, then the teacher will give some examples to students, if students have understood the explanation given by the teacher the students are asked one by one to tell their experiences so that their friends can pay attention and tell their experiences with easier.

The use of storrtelling strategies in the speaking learning process can increase students vocabulary and encourage students imagination when telling stories.

“for the learning process in class, i often use pictures for students to describe and also storytelling, so students can share stories or share their experiences. Where the strategy that i use is to train students speaking because this strategy is also effectively used in learning where time is very limited”. (teacher)

From the above interview results, the researcher has analyzed the data on the strategies used by the teacher in teaching learning, the teacher used storytelling strategies in teaching learning to increase vocabulary and encourage students imagination so that the students can express their minds through storytelling.

b. Opinion or idea

Opinion or idea is one of the strategies that effectively used in the teaching learning process, based on the result of observations and interviews that researchers have conducted on the learning process, in this opinion or idea strategy the teacher used images for students described to convey their opinion.

Before starting the learning process the teacher first determines the theme and material to be studied, the teacher looks for pictures related to the theme, and as before the teacher will share with students via whatsapp groups in the evening so that students can learn them first, during the learning process the teacher will display pictures. The teacher then explains and gives examples of opinion or ideas to describe the pictures so that students can understand how to convey good and correct opinions or ideas.

This statement was also conveyed by the English teacher regarding the opinion or idea strategy during the learning process.

“Then , i also use giving opinions or ideas to improve students thinking power because i prefer students to express opinions according to their opinions or ideas, because i think this strategy can

work effectively using teaching learning process and also that students remember the sentences they convey". (teacher)

From the result of the interview conducted by researchers, this strategy of delivering opinions or ideas can also be effective in the teaching learning process because it can encourage students creativity in conveying their ideas so that it can be students more confident in speaking.

c. Dialogue

Dialogue is one of the strategies in the process of learning to speak, from the results of data collection and analysis some teachers often use this strategy in the teaching learning process because the class atmosphere is not bored. Based on the results of observations and interviews, researchers found dialogue strategies that are often used by the English teacher, before the learning process begins, as usual the teacher has given several grids to students at night, the teacher first determines the material and themes that students will given an example of a dialogue with one of the students first.

So that other students pay attention and can understand it, the teacher gives an example and students will be asked to have a dialogue with their classmate. Because this will make it easier for students to speak fluently and communicate well.

" why do i use dialogue as a strategy that is used in speaking, because in my opinion dialogue is the easiest strategy, like when i ask a questions and students answer and there is continuous communication, i think that is a relevant thing in learning English. First, i will give an example of a dialogue with one of the students so that the other students can see it and make it easier to practice". (teacher)

Based on the result of the interviews above, the researcher concludes that dialogue strategy used by the English teacher during the learning process so that the teacher can give direct examples to students so that students can practice it more easily. Because indirectly every day students have been through dialogue without them knowing it, so using dialogue strategies to speed up speaking is very easy.

So from the several strategies mentioned by the English teacher at SMKN 1 Tlanakan, the teacher used a dialogue strategy as a strategy in teaching learning speaking during pandemic era.

2. How does the teacher apply the strategies in teaching speaking during in the pandemic era at SMKN 1 Tlanakan

To obtain data related to the use of the dialogue method as a medium in teaching learning speaking, the researchers conducted observed with the English teachers about how the teacher strategy used dialogue as a medium to enrich the speaking of the tenth grade students at SMKN 1 Tlanakan.

Before starting the learning process in the classroom, the teacher must prepare in advance to support the teaching and learning process. Strategy is the way or the teachers actions in implementing the teaching plan by using several learning variables such as objectives, materials, methods, or tools so that they can influence students to achieve the goals that have been set.

Based on the results of observations made at 07:15-08:45 to be exact, on Kamis January, 3th 2022. The researchers go to SMKN 1 Tlanakan to observe an English teacher about how he uses dialogue as a media to enrich student's

speaking mastery. Because the researcher want to know about how does the teacher strategy to use the dialogue as media to enrich speaking mastery.

In the first meeting, there are three steps for teacher's strategy to use the dialogue as a media in learning English speaking. They are Pre-Teaching, Whilst-Teaching, and Post-Teaching. Each of them would like to be explained by the researcher as follows:

a. Pre-Teaching

This is the first part of the introduction to the English teachers in the classroom. It is showed by:

1) The teacher prepared the lesson plan from the office , after that the teacher come to the class 10 TKI.

2) The English teacher says greeting,

Teacher : Assalamualaikum Wr. Wb

Students : Walaikumsalam Wr. Wb

Teachers : Good morning students?

Students : Good morning sir

Teachers : How are you today?

Students : I am fine sir, and you?

Teachers : I am fine too, thank you

Students : you are welcome.

3) The English teacher invite one of the students to pray together before starting the lesson

4) The English teacher checks one by one the students attendance

5) The English teacher gives apperception about the material to be taught

English teacher : Okey, i want to know ,how did you go to school today ?

Students 1 : Riding motorcycle sir

Students 2 : Take the minibus sir

English teacher : If the one who walk is stiiil there? What has the vehicle,

Students : sometimes i walk, but often wear a motorcycle

English teacher : But you know about public transportation?

Students : yes sir

English teacher : Ok now we will learn about your speaking skill using the dialogue method as the medium and our current theme is about public transportation

Student : Yes sir

b. Whilst-Teaching

It is about main point in the teaching and learning in the classroom. It is showed by teacher activities:

- 1) The teacher give the paper that already has the material
- 2) The teacher asks the students to see and read firts and understand the contents on the paper
- 3) The teacher read the material topic
- 4) The teacher gives the opportunity for students to repeat what the teacher reads, after that

- 5) The teacher giving directions for students to read the dialogue together first, while confirming what the students said wrongly
- 6) The teacher ask the representative of one of the student to read the dialogue in front of the class
- 7) After the students read the dialogue , the teacher give intructions to form 4 group
- 8) After forming 4 group, the teacher asks the contents in the dialogue
- 9) The teacher give the task to the 4 groups to make a dialogue about anything, themed about public transportation.
- 10) The teacher checks one by one the assignments .
- 11) The teacher asks each student to display it by pronouncing it or reciting the speaking.
- 12) The teacher immediatly confirmed the incorrect pronunciation of the students, and other students also listened to the correct reading information.
- 13) The teacher hold a group discussion
- 14) The teacher asks each group to conclude
- 15) The teacher give a feedback for students,

c. Post-Teaching

In the last steps in teaching and learning process in the classroom it is showed by:

- 1) The English teacher and students reflect on the activities that have been done.

- 2) The English teacher concluded the material
- 3) The English teacher asks one of the students to lead the hamdalah together.
- 4) The English teacher closed the class by saying salam.

It is the second meeting of this research. It was conducted by the researcher on Wednesday January, 5th 2022. It started on 10:15 up to 11:00 learn to speak which discusses historical place by dialogue in the second meeting there are three steps in the teacher strategy to use the dialogue as a media to enrich speaking mastery at ten grade of SMKN 1 Tlanakan. There are Pre-Teaching, Wilst-Teaching, and Post-Teaching. Each of them would like to be explained by the researcher such follow:

a. Pre- Teaching

This is the first part of introductions before began the teaching learning in the classroom, it is showed by:

- 1) The teacher prepared the material before go to classroom
- 2) The teacher says greeting

Teacher : assalamualaikum wr,wb

Students: waalaikumsalam wr,wb

Teacher: good morning everybody? Have a nice day today?

Students: morning sir, alhamdulillah sir
- 3) The teacher asks one of student to pray together
- 4) The teacher check attendance of students one by one
- 5) The English teacher gives apperception about the material to be taught

Teacher : yesterday ,we learned about public transportation?

Students : yes sir

Teacher : same as yesterday we continued, but now we learn about historical places that you know

Students : okay sir

b. Wilst- Teaching

It is about main point in the teaching and learning in the classroom. It is showed by teacher activities:

- 1) The teacher give intructions to take the sheet that has been provided
- 2) After that , the paper are distributed one by one, the teacher instructs to open and reading it self.
- 3) The teacher explained the material topic
- 4) The teacher explained about historical places
- 5) The teacher explained the conversation by using dialogue.
- 6) The teacher divides the students into several groups, namely group 1, group 2, and group 3, group 4.
- 7) The teacher gave the task to the 4 group, namely to make dialogue about today's material, to practice vocabulary and also memeory in speaking.
- 8) The teacher ask each group to display some of the vocabulary they have written their respective books.
- 9) The teacher asks each student to display it by pronouncing it or reciting the vocabulary.

- 10) The teacher immediately confirmed the incorrect pronunciation of the students, and other students also listened to the correct reading information.
- 11) The teacher hold a group discussion
- 12) The teacher asks each group to conclude
- 13) The teacher give a feedback for students
- 14) The teacher provide some enlightenment, that the method used today is a strategy in improving our speaking.

c. Post-Teaching

In the last steps in teaching and learning process in the classroom it is showed by:

- 1) The English teacher and students reflect on the activities that have been done.
- 2) The English teacher concluded the material.
- 3) The English teacher asks one of the students to lead hamdalah together.
- 4) The English teacher closed the class by saying salam.

In learning English Speaking, the teacher previously explained the content of the material on the dialogue in the paper, while the teacher asked the students to pay attention to the paper of the dialogue so that students could understand what the conversation was about in the dialogue. besides that, the method used by this teacher is the latest, students immediately feel happy and excited to reading while listen to what the teacher, or pay attention to it, and try to

concentrate on the lesson, that way students re interested in learning English and increase English speaking by reading or paying attention to the conversations in dialogue, where the strategy is very influential on speaking, and also in memorizing vocabulary.

In addition, the teacher uses dialogue as a method in teaching learning, where this method is a very good strategy, not only speaking but also influencing reading, listening, and also recalling vocabulary that has been taught before, and the students like and enjoy in this situation. In the material also discusses things that are often encountered in students daily live so that it is easier for students learn.

To make students understand or remember more of the vocabulary in the dialogue, the teacher asks the students to write down what vocabulary they get from the dialogue. Then the teacher asks the students to read the results of the vocabulary they have recorded in their books. Each in a loud voice forward, so student's will find it easier and remember the vocabulary by themselves without any coercion to memorize. In addition, if there is a wrong vocabulary from the students reading procedure and the other students also know the correct way to read the vocabulary, where this situation is what the teacher wants to make students remember more how to speak correctly.

Based on the results of observation that have been conducted with the teacher above. It can be concluded, the teacher strategy to use the dialogue as a media to enrich speaking mastery at ten grade of SMKN 1 Tlanakan. The teacher explains the material while the students listen, after the teacher read the dialogue,

and students reread what the teacher has said the teacher will give time for students to make examples and discuss with their group mates. To make students remember more about how to speak correctly, the teacher asks students to write down words that are difficult to pronounce so that they can be learned again so that their vocabulary and speaking are even more influent.

B. Discussion

In the teaching and learning process, the method is very important, because the method really helps students understanding. So in this case the English teacher uses a suitable method for teaching English, so that the teaching and learning system is successful, increasing student's knowledge, especially about speaking.

In this section, the researcher wants to provide a detailed discussion of the teacher's strategy to use the dialogue as a media to enrich speaking mastery at ten grade of SMKN 1 Tlanakan. The researcher conducted the research by observing, interviewing the English teacher and taking picture as documentation. In this case, the researcher will explain how does the teacher apply the strategy in teaching speaking during in the pandemic era at SMKN 1 Tlanakan.

1. What are the strategies used by the teacher to teach english speaking in the pandemic era at SMKN 1 Tlanakan

Based on the data that has been collected and the analysis that has been carried out, the researcher concludes that the teacher used dialogue teaching learning process because it can be effective and can be done in the pandemic era.

Dialogue is a conversation that is held between two or more people who discuss a problem topic that is done to improve speaking skills. This strategy is often used by the teacher so that students can be creative with each other, the used of the dialogue strategy can encourage students to be more active in speaking and can improve students vocabulay.

This statement is also strengthened by Al-Nahlawi (2014) dialogue is a conversasion that is carried out between two or more people related to a certain topic to encourage the creativity os students speech.¹ In previous research conducted by anjaniputra A.G. (2013) the used of dialogue strategies is carried out by playing the roles and characters of students so that students can dialogue while expressing their ideas creatively.¹

2. How does the teacher apply the strategies in teaching speaking during in the pandemic era at SMKN 1 Tlanakan

Based on the result of the observed result, the researchers use in the process of teaching and learning English speaking the strategy used by the teacher was to use dialogue as a medium to encrich students speaking.

Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.¹Based on

¹ Anjani putra A.G, *Teacher's Strategies in Teaching Speaking to Students at secondary level* (2013).

competence based curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication.

Speaking can find in spoken cycle especially in joint construction of stage.²

Therefore, the role of the teacher in the teaching learning process is very important for students to develop more effective learning strategies in English speaking. The teacher plays a major role in the process of learning how to teach, this teaching and learning process is a process that contains a series of teacher and students actions or basic reciprocal relationships that take place in educational situations to achieve goals.

Teacher presence (attendance), (trust), and teacher job satisfaction in teaching. These three aspects are important aspects of classroom learning, this is very important issue, because the teacher is actually the person who plays the main role and has full authority in determining the learning process in the classroom. For this reason, teachers are said to be a key to success in improving the quality of learning in the classroom, so the teacher must be able to master the situation in it. In the process of learning to speaking the media used by the teacher above is dialogue.

The teacher and learning process that occurs in the classroom to solve problems or to achieve learning objectives. That is, this media is only used in a certain scope. In learning activities the teacher must find, select, and use appropriate learning resources and learning media in accordance with the

² Departemen Pendidikan Nasional, *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Departemen Pendidikan Nasional, 2004)

objectives and learning materials, learning is an activity that involves a person in an effort to acquire skills and positive values by utilizing various sources for learning.

Dialogue is a communication tool that allows learners to understand other views without interrupting.¹ In English, dialogue is a distinguish criteria to improve speaking skill at higher secondary level. Dialogue is a literature and theatrical consisting of spoken or written conversations between two or more people.

Where the teacher can use dialogue by using interesting media to represent a story, the combinations provides a better visual modality to increase motivation, improve students creative abilities, and encourage creative learning processes by using dialogue as media in teaching learning English speaking. Can stimulate students competence in language learning and increase students attention and positive attitude in the learning process.

Dialogue is very helpful in the language learning process, especially vocabulary, expressions, grammar, and pronunciation. By adding some picture or give e reflection that can be emberedded in the dialogue sheet, it can provide an interesting atmosphere that can be seen from how to help students express their emotioms in the learning process. Therefore, the use of dialogue will make students learn English in a more fun and interesting way, dialogue also help students generate their ideas and becomes a medium to develop and practice their target language, besides that it can be used to teach vocabulay,grammar,reading skills, and witting,and pronunciation.

Based on the result of interviews above, it can be concluded that the findings that the researchers found were in agreement with the findings that the researchers found in the field. This can be proven by the statement that the teacher conveys regarding the process of using dialogue as a medium to teaching learning speaking in accordance with the statements in the theory.

During the Pandemic Era in SMKN 1 Tlanakan”