

## CHAPTER IV

### RESULT, FINDINGS, AND DISCUSSION

This chapter is contained of data description and research findings that have been collected. The result describe about the strategies used in teaching speaking in the era of 4.0 at MA 1 Annuqayah Putri Guluk-Guluk Sumenep and how it used. The researcher obtained the data through interview, observation, and documentation.

MA 1 Annuqayah Putri is one of the institution under the supervision of the Annuqayah Islamic Boarding school that is in Guluk-Guluk Sumenep. Because of that, the rules at this school are based on the Annuqayah boarding school such not being allowed to touch online media or technology. In MA 1 Annuqayah Putri there are 4 department, they are mathematic and natural sciences department (*MIA: Matematika dan Ilmu Alam*), social science department (*IIS: Ilmu-Ilmu Sosial*), religious science department (*IIK: Ilmu-Ilmu Keagamaan*), and language and culture department (*IBB: Ilmu Bahasa dan Budaya*).

Language and culture department is one of department in the school that emphasize students to be proficient in three languages, namely Arabic, Mandarin, and English. In this department there are 6 classes where tenth grade is there are 2 class, eleventh grade there are 2 class, and twelfth grade also 2 class. However, the majority of students in this department have good ability in English. This can be seen from the frequency of English used them in several days in a week.

The researcher collects the data starting from October to November, 2023.

All of the conducting of data collection above is explained as follows:

## A. Result and Finding of Research

### 1. Result Interview

The researcher did the interview on October, 02<sup>th</sup> 2023 in front of teacher's office of MA 1 Annuqayah Putri Guluk-Guluk Sumenep. The interview is done to find out deep information about the strategies in teaching speaking and how it used. The researcher has interviewed English teachers, Mrs. Kurrimah, S.S and some of students from MA 1 Annuqayah Putri especially in eleventh grade of culture and language department 1 (XI IBB 1). The findings of this study was summarized from two research instruments, there were interview guide for the teacher and students, and observation checklist in the classroom. The teachers interview was conducted before the researcher did classroom observation.

<b>Date</b>	<b>Activities</b>
Monday, 02th October 2023	Interview with teacher (Mrs. Kurrimah, S.S)
Monday, 09th October 2023	First classroom observation
Monday, 16th October 2023	Second classroom observation
Monday, 23th October 2023	Third classroom observation and interview with students

Table 4.1 the researcher activities during held the research

From the table above, before conducting the observation, the researcher held an interview with the teacher and the interview with some of the students is held after conducting the last class observation as well as to know the strategies used by the teacher in teaching speaking in the era of 4.0 at eleventh grade language and culture department 1 MA 1 Annuqayah Putri.

For the first time, the researcher conducted interview with English teacher (Mrs. Kurrimah, S.S) in front of office at MA 1 Annuqayah Putri. The interview guide for English teacher was an open ended question. There are question about curriculum that used in the school, the first thing that she do, the media used in 4.0 era, the strategies used in teaching speaking and how it used, and also the reason in choosing the strategies. The researcher also conducts an interview with some students and choose the respondent in random by face to face in the class and asked their willingness to be respondent in this research even though some students looked shy in giving answer. In this case, the researcher takes 7 students to be respondent.

In opening the question in this research, the researcher began to ask about curriculum that used in MA 1 Annuqayah Putri. Mrs. Kurrimah told that MA 1 Annuqayah Putri used curriculum K-13. In curriculum K-13, process teaching and learning is dominated by students. So that the students will study and explore by themselves in more. The teacher just only a supporter and will add references if the student's references are not

clear. But, in assessment process, MA 1 Annuqayah Putri used SATPEN (*Satuan Pendidikan*). The teacher's statement :

*“di sini menggunakan kurikulum K-13. Yang dituntut untuk aktif adalah siswa pun demikian dengan referensinya. Guru hanya seperti pendukung saja. Misalkan dari sumber referensi yang didapat itu belum jelas dari anak-anak itu baru guru memberi tambahan. Cuman kalo sekarang itu di penilaian rapor itu tidak pake yang segala macam aspek penilaiannya dimasukkan kayak misalkan penilaian dari sosial, spiritual it uterus penilaian apa dah macam-macamnya itu. Tapi sekarang balik lagi ke masa penilaian SATPEN. Lebih enak itu sih menurut saya.”<sup>51</sup>*

“Here uses the K-13 curriculum. Where is required to be active is the students as well as their references. The teacher is just like a supporter. For example, if the reference sources obtained are not clear from the students, then the teacher provides additional information. It's just that nowadays, when assessing report cards, all kinds of aspects of the assessment are not included, for example, social, spiritual assessment, and what kind of assessment. But, we're back to the assessment SATPEN (*Satuan Pendidikan*) period. I think it better than K-13.”

The second question is about the first thing that done by the teacher before starting the class. The teacher said that she prepares some material or sources that will be present in the class and also make a

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<sup>51</sup> Kurrimah, interview, the English Teacher in MA1Pi, interview by face to face (October, 2<sup>th</sup> 2023)

lesson plan. She prepares her material in English book that improve with some resource in online media. The teacher said that she also uses other some sources in online media as well as the students can't feel bored if the material just see in the book. (*See Appendix P. 68*)

The third question is about the media that used in teaching in the era of 4.0. The teacher said that those media are difficult to used because MA 1 Annuqayah is one of the institute in Annuqayah boarding school. The students can't touch any online media and also there are nothing media technology that can used in MA 1 Annuqayah Putri. So, the media that used just textbook, white board, and sometimes used her phone to show some of example about material.

The answer statement :

*“sebagaimana kamu katakan barusan, MA 1 Annuqayah Putri adalah salah satu institusi di bawah naungan pondok pesantren. Jadi media teknologi atau online, artinya untuk menyesuaikan dengan era 4.0 saat ini ya sulit untuk digunakan bahkan memang bisa dibilang sangat jarang sekali menggunakan media teknologi. Kadang ya kalau saya itu setahun sekali bawa anak-anak nonton film layar lebar. Di sini sebenarnya ada proyektor, tapi ya tidak bisa digunakan dengan leluasa, gitu. Ada juga bebeapa computer di ruang lab, tapi digunakan hanya ketika ujian kelas dua belas aja. Jadi ya medianya tetap media kuno, seperti buku, papan tulis, gitu aja. Tapi sesekali saya pake hp saya buat nunjukin video yang berisi contoh materi atau penugasan yang akan*

*dipelajari dan dilakukan oleh siswa. Hanya menunjukkan ala kadarnya saja.*<sup>52</sup>

“As you said just now, MA 1 Annuqayah Putri is one of the institution under the auspices of the Islamic boarding school. So the media technology or online in current 4.0 era are difficult to use. In fact, it could be said that it is very rare to use technological media. Sometimes, once a year I take the students to watch feature film. Actually, there is a projector here but it can't be used freely. There are some computer also in laboratory, but it only used during the twelfth grade exam. So the media remains ancient media as like books and white board, just it. But sometimes I used my handphone to show one video that contain an example about material and assignment that will be learn and done by students. Only shows a rudimentary level.”

The same statement also found by the student statement, she said:

*“media yang digunakan di sini hanya buku sama papan tulis. Tapi, kadang ibu juga menggunakan hp-nya untuk menunjukkan contoh video tugas atau materi saat itu. Tapi, itu hanya beberapa kali.”*<sup>53</sup>

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<sup>52</sup> Kurrimah, interview, the English Teacher in MA1Pi, interview by face to face (October, 2<sup>th</sup> 2023)

<sup>53</sup> Fian Amelia Ramadhani, The Students in Eleventh Grade of Language and Culture Department 1 at MA 1 Annuqayah Putri, interview by face to face (October, 23<sup>th</sup> 2023)

“the media that using here is just book and white board. But, sometimes, Ma’am also uses her phone to show a video examples of assignment or material at the time. But, that only a few times.”

*“setahu saya tidak ada medianya kak. Hanya ada white board dan buku. Ya palingan cuman kadang-kadang pake hp bu Kurrimah.”*<sup>54</sup>

“as I know nothing the media, Sist. Just white board and book. Sometimes, only use Ma’am Kurrimah’s handphome”

“Hanya buku Bahasa Inggris dan hp bu Kurrimah”<sup>55</sup>

*“just English book and Ma’am Kurrimah’s handphome”*

The next question about the strategies used in teaching speaking. Based on the question asked by researcher, Mrs. Kurrimah explained that she used some strategies in teaching speaking. There are assignment based teaching, storytelling, discussion.

*“strategi yang saya gunakan itu yaa termasuk assignment based teaching, storytelling, dan discussion.”*<sup>56</sup>

“the strategy that I used include assignment based teaching, storytelling, and discussion.”

The same statement also found by the student statement, she said:

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<sup>54</sup> Barrotut Taqiyah, The Students in Eleventh Grade of Language and Culture Department 1 at MA 1 Annuqayah Putri, interview by face to face (October, 23th 2023)

<sup>55</sup> Nafiah, Najiyah, The Students in Eleventh Grade of Language and Culture Department 1 at MA 1 Annuqayah Putri, interview by face to face (October, 23th 2023)

<sup>56</sup> Kurrimah, interview, the English Teacher in MA1Pi, interview by face to face (October, 2<sup>th</sup> 2023)

*“biasanya, Bu Kurrimah minta kita untuk membuat kelompok diskusi. Lalu kita diminta untuk berdiskusi tentang sesuatu yang akan dipelajari. Tapi, strategi yang sering dilakuin Bu Kurrimah itu storytelling.”<sup>57</sup>*

“usually, Maam Kurrimah ask us to make a group discussion. Then, we asked to discuss about the material that will be learn at the day. But, the strategies that mostly used by Maam Kurrimah is story telling.”

Ayu also stated that the teacher uses story telling when teaching speaking in the class.

*“Bu Kurrimah biasanya minta kami untuk membuat kelompok. Lalu beliau memberikan tugas yang harus dipresentasikan di depan kelas sama masing-masing kelompok. Selain itu juga sering ngasi tugas story telling.”<sup>58</sup>*

“Ma’am Kurrimah usually ask to the students to make a group. Then, she gives an assignment that must be presented in front of the class by each group.”

*“strategi yang sering dipake itu biasanya story telling kak.”<sup>59</sup>*

“The strategy that mostly used is storytelling, Sist.”

Meanwhile, Alvina also state the same statement:

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<sup>57</sup> Arini Dwi Lestari Utami, The Students in Eleventh Grade of Language and Culture Department 1 at MA 1 Annuqayah Putri, interview by face to face (October, 23th 2023)

<sup>58</sup> Ayu Lastari, The Students in Eleventh Grade of Language and Culture Department 1 at MA 1 Annuqayah Putri, interview by face to face (October, 23th 2023)

<sup>59</sup> Musyfiqotul Fitriyah, The Students in Eleventh Grade of Language and Culture Department 1 at MA 1 Annuqayah Putri, interview by face to face (October, 23th 2023)



*“strategi yang digunakan Ibu itu favorit aku banget kak. Beliau biasanya ngasi satu tema yang berhubungan sama materi kita saat itu. Lalu, siswa diminta untuk membuat dan menampilkan story telling tentang itu.”<sup>60</sup>*

“the strategy that used by Ma’am is my favorite Sist. She usually gives a theme related with our material in the day. Then, the students asked to make and show a story telling about it.”

Based on the result of interview above, the researcher concludes that the strategies that used in teaching speaking at MA 1 Annuqayah Putri especially in XI IBB 1 are assignment based teaching, storytelling, and also discussion.

The next question is about how the teacher implemented those strategies in XI IBB 1. She answers that the first step that she does is ask the students to make a group after explain the material. Then, the teacher gives them an assignment that have to do by students in a group. Its little same with discussion. The teacher will make sure the students use English when share their opinion in group. By used to English when they speak, they will fluently when speaking English. Usually, in the next meeting she asks the students to present one story related to the material.

*“Jadi pertama tuh saya kasih tugas ke mereka yang harus mereka selesaikan secara berkelompok fit. Saya biasanya memastikan bahkan mengharuskan mereka menggunakan Bahasa Inggris ketika kelas berlangsung, apalagi ketika mereka menyelesaikan*

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<sup>60</sup> Alvina Utami, The Students in Eleventh Grade of Language and Culture Department 1 at MA 1 Annuqayah Putri, interview by face to face (October, 23th 2023)

*tugas secara kelompok di kelas. Saya juga menggunakan story telling karena saya rasa tuh mereka lebih suka untuk tampil. Mereka akan senang jika saya suruh story telling di depan. Selain itu, mereka juga termotivasi untuk terus belajar tentang bagaimana story telling yang baik. Ya sebagai persiapan misal ada event-event lomba di luar gitu.”<sup>61</sup>*

“so, for the first time, I give the assignment to the students that have to finish it with their group, Fit. I usually make sure and even require them to use English during class, especially when they are in the process of completing assignments in groups in class. I also used story telling because I think that they prefer to appear. They will be happy if I ask them to tell a story in front of the class. Apart from that, they are also motivated to continue learning about how to storytelling well. *Yaa* as preparation if there is event competition outside.”

After that, the researcher asked the reason for choosing those strategies. The researcher got answer that the main reason the teacher used those strategies is use of groups that can maximize limited time in a large class, train students to increase mutual exchange of opinions objective and rational in arguing for use find something true, and also independence learning. Besides that, it also teach students to appear confident. (*see appendix P. 70*)

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<sup>61</sup> Kurrimah, interview, the English Teacher in MA1Pi, interview by face to face (October, 2<sup>th</sup> 2023)

The last question is asked the teacher's opinion those strategies whether those strategies was effective in teaching speaking skill in XI IBB 1 or not. She answered that those strategies are effective. The teacher statement:

*“ya. Saya rasa sudah efektif dengan melihat siswa saya yang mulai terbiasa bicara Bahasa Inggris. Lebih – lebih saat mereka antusias sekali di metode story telling. Penggunaan kelompok juga sudah sangat pas digunakan dalam kelas besar seperti XI IBB 1 itu, jadi lebih menghemat waktu”<sup>62</sup>*

“I think it has been effective by seeing my students getting used to speaking English. Even more when they are so enthusiastic in story telling method. The use of groups is also very suitable for used in a large class such as XI IBB 1, so it saves more time.”

## **2. The Result and Finding by Observation**

Sometimes, the teacher will face the difficulties in teaching speaking. So they use certain strategies to solve it problem. To authentic the strategies that were implemented by the teacher in the classroom, the researcher conducted observation classroom from 3 meeting. The explanation of the findings were explain as follows:

### **a. First Class Observation**

The data are collected by classroom observation at Monday, 09<sup>th</sup> October 2023 at 10.00 - 11.30 AM. This is a

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<sup>62</sup> Ibid.

following description of the learning activities that occur in the classroom:

**a) Pre Activity**

In the beginning of activity, the teacher asks the students to pray before start the class. Then, the teacher greeted the students and asked their condition at the day. The researcher saw that the students were enthusiastic when answered the teacher's question and asked the teacher's condition too. After that, the teacher checked the attendances list. Next, the teacher started the teaching and learning by warming up. In warming up, the teacher stimulated the students by giving some information about what will be learned during the lesson at the day and also give a leading question. The teacher said that at the day will be learn about something related with "party".

**b) Main Activity**

In the main activity of the teaching and learning, the teacher explains about "letter invitation". She explains about the type, social function, linguistic characteristic, and lay out of the letter invitation.



Picture 4.1 the teacher explains about material

Then, the teacher asks the students “is there any question so far?” and some of students answer “nothing Ma’am”. After that, the teacher asks them to make a group into eight groups and gives an assignment to the students. The teacher explains about the assignment that each group must make an example of letter of invitation. After the students understand about the assignment, they start to do it. During the students do the assignment, the teacher control the student’s work in a group with walk around the classroom. The teacher makes sure all of the students in group communicate with each other or speaking all to give their ideas.



Picture 4.2 the teacher monitors the progress of students work in group

After a few minutes, the time to student review and present the result of the assignment. When the one students

present, the teacher give an opportunity to other group if will add an opinion or refute if any explanation wrong or not really complete.

**c) Post Activity**

In this post activity, the teacher gives a conclusion about the material and give a task to the students that must be present in next meeting. The teacher gives a task that each group must be delegating one person to tell a story with a theme “party” in front of the class. Then the teacher asks the students “is there any question?” and one of the students ask “only about party Ma’am?” and the teacher answer “yes. Any type of story related with party. Do you get the point?” the student answer “yes Ma’am”. After that, the teacher asks the students to pray before close the class.

**b. Second Class Observation**

The data are collected by classroom observation at Monday, 16<sup>th</sup> October 2023 at 10.00 - 11.30 AM. There is a following description of the learning activities that occur in the classroom:

**a) Pre Activity**

In the pre activity, the teacher asks the students to pray before start the class. Then, the teacher greeted the students and asked their condition at the day. The researcher saw that the students were enthusiastic when

answered the teacher's question and asked the teacher's condition too. After that, the teacher checked the attendances list. Next, the teacher started the teaching and learning by warming up. In warming up, the teacher stimulated the students by giving a question about the last assignment. The teacher asks "are you ready to present your story?" and the students answer "yes, Ma'am".

#### **b) Main Activities**

In main activity, the teacher asks students in each group to show and tell the story. The students in advanced group displayed their story telling well and full of expression and the other students paid attention to the group performance.



Picture 4.3 the students show story telling in front of the class



Picture 4.4 the students show story telling in front of the class

There are some titles that are presented by each group, such as “My Party, Cinderella, Bawang Merah and Bawang Putih, The Legend of The Origin of Lake Lau Kawar, and Chicken and Tuna”.

After all of the student representatives group have advanced, the teacher provides an evaluation to the students on better methods and pronunciation regarding the way they tell stories.

**c) Post Activities**

In this post activity, the teacher gives a conclusion about the material and a brief material in the next meeting. Then the teacher asks the students “is there any question?” and the students don’t have any question. After that, the teacher asks the students to pray before close the class.

**c. Third Class Observation**

The data are collected by classroom observation at Monday, 23<sup>th</sup> October 2023 at 10.00 - 11.30 AM. There is a following description of the learning activities that occur in the classroom:

**a) Pre Activities**

In the pre activity, the teacher the teacher asks the students to pray before start the class. Then, the teacher greeted the students and asked their condition at the day. The researcher saw that the students were enthusiastic when



answered the teacher's question and asked the teacher's condition too. After that, the teacher checked the attendances list. Next, the teacher started the teaching and learning by warming up. In warming up, the teacher stimulated the students by giving some information about what will be learned during the lesson at the day.

#### **b) Main Activity**

In main activities, the teacher divided students into eight groups. Then, the teacher asks the students in each group discuss about the material in the book.



Picture 4.5 the students do the discussion group

The teacher said that she will ask the students in each group randomly to explain about their understanding about the material and ask the students to write down the result of discussion in a piece of paper then collected it. After a few minutes, the teacher asks the students in a group randomly to explain about the result of group

discussion. Each group must be deliver different statement with other groups.

After all of the group give their opinion, the teacher told to the group whose explanation is the most correct and the language or statement that used is easiest to understand in presenting the result of discussion and then she explains the material in more detail.

**c) Post Activities**

In this post activities, the teacher also gives appreciation to the students who represent their group for providing explanations regarding the result of the discussion by adding their grades and recording it in the attendance list that she brings. Then the teacher gives a homework to the students. Before close the class, the teacher asks the students “is there any question?” and the students don’t have any question. After that, the teacher asks the students to pray before close the class.

**B. Discussion**

After the research findings has described clearly, the researcher will explain in more detail. In this sub-chapter, there were discussion about research problem of this study, as follow:

## **1. What are The Strategies Used in Teaching Speaking Skill in The Era of 4.0 at MA 1 Annuqayah Putri Guluk-Guluk Sumenep?**

Based on the result of research findings, the researcher found that English teachers have variety of strategies that are used in teaching speaking. Based on the interview and observation result, English teacher at MA 1 Annuqayah Putri Guluk-Guluk Sumenep especially in eleventh grade of language and culture 1 are: assignment based teaching, storytelling, and discussion. Those strategies are used to make the students have good ability in English especially in speaking in the midst of lack media technology.

### **a. Assignment Based Teaching**

Assignment based teaching is used to make students influence in speaking with mostly share their opinion about the assignment. Selviana et al said that assignment based teaching is more assignment for self-study and more small tutorial group. Students conduct their self-study guided by precise instructions in the assignment.<sup>63</sup> This is related with the researcher result of observation that the students do the assignment with small tutorial group. The students divided into 8 groups. Students more active with discuss about the assignment because they were given much more

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<sup>63</sup> Selviana Napitupulu, et al, *Professional Development for Teachers of English (Prodevet) in 4.0 Era* (Sleman: Deepublish, 2019), 35.

opportunities to explore all their ideas by precise instructions in the assignment. This strategy have a lot of advantages such as students are motivated to discuss in groups, share their ideas, and learn to solve a problem. The students are also very enthusiastic when teacher used this strategy because they will easily do their assignment together with their group friends.

*“enjoy banget kalo lagi kelompok.”*<sup>64</sup>

“very enjoy being in a group.”

#### **b. Storytelling**

Storytelling it used to improve student’s speaking skill achievement, improves student’s pronunciation, fluency, and became more active and appear confident to speak English. Hayriye explained that storytelling can fosters creative thinking.<sup>65</sup> This is related with the result of observation by the researcher that the students have creative thinking in create and show a story that must related with the theme that given by the teacher. This is proven by the production of several titles and story lines presented by students. In this way, not only teacher will address students speaking ability, but also get attention of

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<sup>64</sup> Barrotut Taqiyah, The Students in Eleventh Grade of Language and Culture Department 1 at MA 1 Annuqayah Putri, interview by face to face (October, 23th 2023)

<sup>65</sup> Hayriye Kayi, “Teaching Speaking: Activities to Promote Speaking in a Second Language,” *TESL Journal Activities*, XII, no. 11 (November, 2006): <http://iteslj.org/>

the class because it include the students creativity among students although not all students can show the storytelling well because of some reasons, such as feeling shy and afraid of being wrong. The student's statement said that they feel enjoy this method. These are the statement :

*“ya, aku sih sangat menikmati metode itu. Aku ga ngerasa sendiri ketika mengerjakan tugas karena ngerjainnya bareng-bareng sama temen. Jadi ga akan sulit ngerjain tugas. Selain itu, akan ada banyak ide bagaimana cara nyelesainnya. Kalau story telling, aku ga begitu nikmatin sih, tapi aku tertarik. Aku ngerasa tertarik karena beberapa temen itu bisa story telling dengan baik dan sangat bagus malah. Tapi aku gak akan tenang kalo bagian aku sendiri untuk bercerita di depan kelas, malu. Hehe”*<sup>66</sup>

“yes I really enjoy with that method. I feel that I am not alone when doing an assignment because I can do with my friends. Well, completing the assignment will not be difficult. Beside that, there will be lots of ideas on how to finish it. If storytelling, I'm not really enjoy but I interest. I feel interest because some of my friends can story telling well and very great. But I will not calm if it's my turn to tell story in front of the class. I'm shy. Hehe”

### **c. Discussion**

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<sup>66</sup> Fian Amelia Ramadhani, The Students in Eleventh Grade of Language and Culture Department 1 at MA 1 Annuqayah Putri, interview by face to face (October, 23th 2023)

Discussion always probably used activity in the speaking skill. Here the students asked to express and share their real opinion. After the researcher done the observation, the used of discussion strategies is able to improve student's speaking skills which explore their ideas, get a correct statement, and find conclusion. This is also related with the Hayriye said that the students may aim to arrive at a conclusion, share ideas, or find solutions in their discussion group.<sup>67</sup> The goal of this strategies is get students practice speaking and deeply learning about the course material independently.

Based on the explanation above, the finding shows that the English teacher in MA 1 Annuqayah Putri Guluk-Guluk Sumenep used three strategies from the Selviana et al and Hayriye's theory, there are assignment based teaching, storytelling, and discussion.

## **2. How are The Strategies Used in Teaching Speaking Skill at MA 1 Annuqayah Putri Guluk-Guluk Sumenep?**

Based on the result of interview and observation in the class since 02<sup>th</sup> October – 23<sup>th</sup> October 2023 the researcher found that English teacher have some strategies in teaching speaking skill. Those strategies are assignment based teaching,

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<sup>67</sup> Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," *TESL Journal Activities*, XII, no. 11 (November, 2006): <http://iteslj.org/>

storytelling, and discussion. The researcher observed the teacher and the student's learning process of each meeting started from the opening activities until closing activities.

**a. Assignment based teaching**

In assignment based teaching, the teachers give a material with example first and the students paid attention to the teacher's explanation. The Teacher give explanation about the different between formal and informal invitation, social function, linguistic characteristic, and format of lay out of letter invitation. She also shows to the students a picture and video as example of letter invitation in English by using her mobile phone. Then, the teacher asked the students to make small group around 8 groups. After that, the teacher described about the task that must be done by students in group.

During the students do the assignment, the teacher monitors the progress of the students with walk around each group. The teacher makes sure that each students in a group share their opinion and help to finish the assignment using English language.

After a few minutes, one students from each group present the result in front of the class using English language. The teacher gives an opportunity to other group if will add an opinion or refute if any explanation wrong or

not really complete. After each group present their result, the teacher gives a conclusion and opportunity to the students if want to ask about something related to the material. The last, the teacher ask the students to recite pray together before close the class.

The implementation of assignment based teaching is not really related with the Selviana's theory. Selviana said that in assignment based teaching, guided self-study is the main learning concept. Compared to traditional teaching there are less lectures, more assignment for self-study and more small tutorial group.<sup>68</sup> While the implementation in the school is the teacher explains the material more than self-study. Students don't independently learn about the assignment to be carried out, but based on the material that has been explained. After that, the students work on assignment in groups based on the material that has been explained by the teacher and the last present the result.

#### **b. Storytelling**

Based on the observation, it showed that the teacher had implemented the learning process of teaching speaking using storytelling strategy. The teacher gives the homework to the students in group to create and show a

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<sup>68</sup> Selviana Napitupulu, et al, *Professional Development for Teachers of English (Prodevet) in 4.0 Era* (Sleman: Deepublish, 2019), 35.



story in the theme line of party. The students still divided in eight group as previous meeting. The teacher asked one person in each group to present their result of story in front of the class. The students in each group have a different title and story with the same theme that given by the teacher. There are students who tell fairy tales, there are also those who compose their own stories. This also related with the Hayriye statement that “they may create their own stories to tell with their classmates.”<sup>69</sup>

The students from each group show their storytelling well. They present with good facial expressions, clear intonation, correct pronunciation, and good body movement.

The other groups get attention and look very enthusiastic in this teaching and learning process. As Hayriye stated that in this way, not only the teacher will address students speaking ability, but also get attention of the class.<sup>70</sup> After all groups show their story, the teacher give applause and students also. Then, the teacher give evaluation to the students about how to present a great story telling. She also provides a brief overview of the material that will be studied at the next meeting. Then, the

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<sup>69</sup> Hayriye Kayi, “Teaching Speaking: Activities to Promote Speaking in a Second Language,” *TESL Journal Activities*, XII, no. 11 (November, 2006): <http://iteslj.org/>

<sup>70</sup> Ibid.

teacher asks “is there any question” and the students answer “nothing Ma’am”. The last, the teacher ask the students to pray together before close the class.

**c. Discussion**

The next strategy is discussion. Little same with assignment based teaching, discussion is done by making a group. The thing that differentiates between assignment based teaching and discussion is that in assignment based teaching focuses on completing the assignment given by the teacher and the students already understand how to complete it because the teacher has explained it first. While discussion is the students are asked by the teacher to make conclusion or tell a main point about what the material that will be taught at that time. The implementation of this strategy is related with the theory that before the discussion, it is essential that the purpose of the discussion activity is set by the teacher.<sup>71</sup>

In while speaking activities, the students do the group discussion about the text. Each student gives their opinion and give more explanation to the students that don't really understand. After all of the students in a group understand, there is one student give a conclusion and also

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<sup>71</sup> Ibid.

there is one students write down the conclusion of result group discussion.

After a few minutes, the teacher asked the students in each group in randomly about the result of discussion. Five students in five group present a result of discussion well using English language and the statement that used is easy to understand and two students from two group like still not understanding and not being good at conveying the result of their discussions.

After all of the group present their result of discussion, the teacher told about the group whose explanation is the most correct and the language or statement that used is easiest to understand in presenting the result of discussion and then she explained the material in more detail. Then after that, the teacher gives appreciation to the students who represent their group for providing explanations regarding the result of the discussion by adding their grades and recording it in the attendance list that she brought. The teacher also gives a homework to the students to search an example of exposition text (in newspaper/magazine/etc.) As usually, before close the class, the teacher asked the students “is there any question?” and the students don’t have any

question. The last, the teacher ask the students to pray before close the class.

Based on the statement given by the teacher and the students when interview and also by the result of observation that the use of those strategies above was better in teaching English to students, especially in speaking skill. This way shows the positive impact given by the students toward those strategies. Students are enjoys the strategies. In addition, students also more relaxed in following the class. When the teacher asked them to speak one by one and present the story in front of the classroom they dared to do. Of course, it was very good for the development of their ability in speak English.