

## **CHAPTER IV**

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

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

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

##### **1. The School Profile**

SMK Nahdliyatul Islamiyah Blumbungan Pamekasan was built 17 October 2011. The address of this school is at Jl. Blumbungan. It is located on Blumbungan, Larangan, Pamekasan Regency, East Java. The telephone number is (2147) 483147. There are 63 male students and 40 female students. There are 5 classes in this school, 1 class for X class, 2 classes for XI class, and 2 classes for XII class. Status of ownership is foundation Al-Ghazali, periodic of the data such as time organizations only morning and there is no certification in ISO.

Ahmad Badri as principal in this school and Ahmad Taufiqurrahman as operator register, this school still B accreditation and also in curriculum using KTSP

## **2. The result of the observation checklist**

The observation checklist is an instrument used by the observer to observe in teaching and learning processes during the teacher uses some methods to improve students speaking fluently.

The strategy used by the teacher at SMK Nahdliyatul Islamiyah has included some indicators about variations, media, English material, and evaluation that was made by the teacher to know how far the student mastery about English material.

The student can access some facilities in school easily and appropriately. The teacher was successful to build up the students in teaching speaking and mastering their abilities in speaking by using those ways. When the student has some difficulties to understand some material, the teacher will help soon to avoid them getting other difficult. Every day teachers and students each communicate in English. Although, some students still get difficulties, they learn more. During teaching and learning in the class the teacher did not only as a teacher but also they would be parent and friend. Mr. Zubairy as an English teacher in X class felt all his efforts to teach and give the material was a success well, Both of the teachers and students have good interaction with The next, there are some explanations more about the method and the media.

The media is very useful in the teaching and learning process to build up their mind to create some creativities and understand the material well. Teacher e media in order to reduce the students bored during

studying in class. This objective in order to progress from the study could run well based on the purpose of learning. Actually, the media and strategy are needed in leaning activity. Both the media and methods are inseparable things. The teacher would learn material in class, and he needed some media to teach English. This is aimed at avoiding students being bored in class.

The strategies used by the teacher could explain into three methods, they are: effective discussion, pair and share, daily conversation. Those Tour strategies were implemented in SMK Nahdliyatul Islamiyah. Besides, there are many variants of media that could be implemented in learning activities. The next is all shout the material when the teacher taught in class

The material that is used by the teacher did not make the students got a difficulty. Because the teacher gave the material use a simple sentence in the teaching learning process. Then, the teacher gave some material based on the student's ability, for example: in the class, the teacher did not use Indonesian but he was trained in using English. Also the teacher uses some materials that do not use full English in teaching learning process because they don't practice.

In conclusion, those results based on the observation checklist are:

- a. The teacher used the strategy and the media appropriately.
- b. The teacher used some variant media to teach speaking in class.

- c. The teacher gave some material based on the student level. Every student has a variation ability to understand each material.
- d. Based on the indicator of strategy, it showed that the strategy used by the teacher was implemented appropriately.

### **3. The Result of an Interview**

The variations in media were used by the teacher in teaching speaking skills such as; speaker, laptop, etc. While the variation of interaction learning such as; discussion, demonstrate, pair work. All of them include some ways used by the teacher to motivate students in the class they can improve their speaking ability because they practice English habitually to their teachers or friend, They were learned everything. Teachers try to overcome the problem in class, especially in order for the students felt comfortable in those situations. Besides the variation media used, there are the material sources.

According to the teacher, the material sources from the internet, students could explore their background knowledge in around environments.

“According to Mr. Zubairy as English teacher had some reasons about that, he stated, “besides from the book they could apply many sources from order to reduce students bored in class during teaching and learning internet to students the search for the material that was leaned, I’m as a teacher must be experienced than student and give the student some motivation”<sup>1</sup>For example, the student can access from e-ducasi.net”

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<sup>1</sup>Interviewed from Mr. Zubairy as English teacher, SMK Nahdliyatul Islamiyah, On February 04,2020

It is in accordance with the statement of Zakia Derajar in his book about Metodologi Pengajaran Islam in page 226. Teachers is a very important role in social life. The teacher is a powerful and experiences person to motivate his students.<sup>2</sup> Their profession is needed special skill and that duty will not be able to do by the person that does not have enough skill in teaching activities. While the teacher said aside from the book to the source of the learning applied in the class we must have the experience in assembling learning process in the class so that make a situation of class more active and the student not bored in class. As the teacher, we must give motivation to student for pupils so that student can also inspire. Usually, the teacher has some strategy to apply in class, such as using a teacher when teaching with TPS strategy or can use other strategies.

The use of TPS strategy is more habitually implemented in that school, because not only during teaching and learning was given by the teacher directly in class, but also students could implement in outsides and tried to communicate with other friends. So, TPS strategy is one good strategy to improve their speaking ability.

## **B. Discussion**

### **1. The Strategies Used By The Teacher in Teaching Speaking English at The Tenth Grade of SMK Nahdliytul Islamiyah**

#### **a. The First Meeting on February 03, 2020 at 07.00 – 08.30 am**

Before the teacher started to teach the student about the material of the day, the teacher began the class by greeting, say salam to the

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<sup>2</sup> Zakia Derajat. *Metodologi Pengajaran Islam*, (Jakarta: Bumi Aksara,1996), P. 226

whole student. Then the teacher asked one of the students to lead praying to open the lesson according to their beliefs, the teacher takes attendance of every student who is absent on that day. Next, the teacher tells about the topic that will be discuss and taught.

In warming up activities, the teacher gives some picture on the paper to the student and asking to the student what is the picture there, a part of student say about demand, request, order, appeal and, etc. the teacher give response for the student (that's right, it is expressing ordering) teacher's said. The teacher asking student

Teacher : here, who often order to the something? Such as when you're in a coffee shop, restaurant or other place?

Nabila : Me sir, I ever order food

Putri : I also ever order something to my mom

Dani : Never sir

Miliana : In fact I always bother my family.

Laila : Always sir. Every time in my house.

Teacher : Okay, now I will tell you about the definition from ordering.

Then, the teacher explained about expression ordering along with a wide variety. "Expression ordering is a phrase used to express a subject or a desire to give an offer be it food, drinks, or other services. Here we are already preparing some phrases that we can use as an alternative in a conversation regarding the ordering expression. The teacher says expression order, it can use our activity in existence, so

they must know how to express and using this expression ordering that is good and correct. In using expression ordering, is there arrangement or rule so that take care of other people. Also, we not should use respectful language from other people, because they will appreciate for us.

Formal	Informal
Would you like something to drink?	What can I get for you?
Would you like to go disco?	Won't you have a pancake?
Would you like to come along?	Do you want something to eat?
Could I offer you a glass of soda?	Cheese sandwich?
Would you mind joining us?	Chocolate?
Would you like a cup of coffee?	Have some
Shall I get you a bottle of water?	Like one?
Would you like to leave a message?	

It is kind of the response on ordering something

- Thank you
- Yes, please
- I'd like it very much
- Thank you, I would...
- That would be very nice

- I'm pleased to do that
- With pleasure
- Yes, I'd like some.

When the teacher gave the material's explanation, the teacher asks many of student to perform in front of the class, consist of two student, there are two perform in front of class that did fall apart. And the student opens the conversation as following the dialogue.

#### Dialogue I

Waiter : Good morning, Sir... What can I do for you?

Guest : Wait for minutes. I would like to look at the list of menus.

Waiter : Ok, please.

---Some minutes later---

Guest : Waiter.....

Waiter : Yes, Sir. What kind of food or beverages do you have?

Guest : I would like to have French fries and orange juice.

Waiter : French fries and orange juice. Don't you want to try our exclusive pizza?

Guest : What taste is it?

Waiter : Cheese, beef, and sweet corn.

Guest : I will try cheese, please

Waiter : Ok, Sir. Wait for us. Thank you

#### Dialogue II

Jon : Mom, I want to make ice milkshake? Would you like to try too?

Mom : Yes of course. It will be fresh and juicy

Jon : I will see how to make a milkshake through the YouTube.

Mom : Good viewer, you have to view the important and useful for us.

——a few minutes later——

Jon : I have finished. Enjoy my milkshake

Mom : Thank you my lovely

After the students finished doing it, teacher make a group for 1 group is two students. The teacher gives a time for 5 minutes to discuss this material with their partner, and after that the student convey the results of the discussion in every group.

From the explanation above, tutut and imel as first group advance to perform in front class, they alternate convey the result of thinking or discussion of them. They tell that ordering is one of the expression (a phrase) that we use when you want to offer something to other people. We can use expressions here in a variety of the situation, a host offer something to guests or when in the office to offer something to workers and other

Tutut and imel said expression ordering is a phrase that some people want make or ineffective something. A person can use this expression in every situation, like formal or informal situation, and this expression can use in every place, like at the outside the room or

in the room. Tutut and Imel share their opinion about a phrase that they tell to other friend,

Miliana and Putri from the second group also giving their opinions about ordering. Putri say, everyone likes eating out at restaurants. How to order correctly can impress your friends and make the difference between an average and an amazing dining experience. When the waiter asks “Are you ready to order?” or “Can I take your order?” If you are ready, you can give your order. Use “I would like lemon tea” or “I will have roasted chicken” to introduce your order and expression.

According miliana and putri, that everyone like food in the restaurants or home eat, they give directive or some instruction about how to order with good expression and right, it can be their friend is imprinted and make the different between an average and awesome experiance for dinner. When the attendant asking or give question like “Are you ready to order?” or “Can I take your order?” so, if you are ready, you can give your order or answer the question of an attendant with phrase or use “I would like lemon tea” or “I will have roasted chicken” miliana and putrid give the manner to their friend in the class, so that their friend or other student can using idiom of miliana and putrid which have been describer or in practice.

Nabila and Ning protest about judgment of Putri, they tell that expression ordering not only to ask about food in a restaurant, in daily

life need to ordering when we are but we not realize. Such as we need the help of a person or mother at home when we lost, surely we asked the mother to help us to out goods lost.

Next, the teacher gives announcement from student to continue this discussion on tomorrow because the time is near finish, and before closing this material, the teacher order to student for make simple conversation and perform in front of class with the partner.

The description of debate strategies, the researcher took the observation data on February 03, 2020 at X class. The topic in this method is “order” consist of 21 students. Teacher made some groups, one group consist of two students. It could be seen that methods are very difficult to be implemented that class.

**b. The Second Meeting on February 04, 2020 at 08.30 – 10.00am**

Before teacher started to teach the student about the material of the day, teacher began the class by greeting, say salam to the whole students. Then the teacher asked one of the students to lead praying to open the lesson according to their beliefs, the teacher take attendance every student who is absence on that day. Then the lesson was started. Because the day was the time to check the student’s homework, the teacher asked to them about the last material. They had done their homework or not, teacher checked their homework after their students were opened their assignment and perform in front of class with the partner.

The teacher is continue about the lesson on yesterday, there are teen group from twentyone students. Each of the group given each time 3 minutes to display the result of the conversation that have been made. So overall teacher gives the 30 minutes to complete and assess the conversation in every student.

The teacher tell some story or the picture reflects a real life to make the students focus on his strategy, but in the story of course there is a matter related to expressing ordering. After that the teacher give score to every group and give the prize for the highest value in three levels, in first prize there are three book, pen, and tools stationery other. The second prize there are three small book and pen. In the last prize there are three book only.

After finishing the results of the task of the group, the teacher gives a game in the class in order to be a active and not boring in learning, like the teachers ignite a conversation in three times in a row, then the student told noted or listening to the conversation that has been a teacher move by using the speakers, after that students read dialogue repeating the conversation. Look back on ordering and sorts of things.

The teacher gave motivation to their students if they got difficulties about each material. So, the students gave more attention when the teacher some material in front of class. The result of learning methods that are applied some methods appropriately.

**c. Kind of strategy that implementing of teacher**

**1. Pair and Share**

Before the teacher teaches in class, he prepared what material would be to his students, he was entered in X class, teacher began the lesson by greeting and greetings to the students in class. During he Explained some material last day; he asked the students to see their laptop. The gambits materials, "Expressing of ordering"

Main activities done by the students are: Answering questions about expressing of ordering becoming the conversations model or dialogue by perform or communication the teacher in front of the class, and the next day, the teacher as usual he prepared what the material was given to his students, he was entered in X class again, her began the lesson by greeting and salaam to the whole students in The second main activities carried out by the students are: making dialogue individually about answering questions about expressing of ordering, practicing dialogue through role play from those expressions, doing peer assessment each group to know and correct the mistakes that their friends made. The writer observed, teacher success implements think pair and share strategy in that class. In this case, the student did not get some problems.

They might practice English habitually in using TPS playing method. Therefore, they could express their own ideas and the teacher more dominated in mastering the implementation of some methods in learning activities. In fact, SMK Nahdliyatul Islamiyah Blumbungan Pamekasan was implemented this method as a teacher to teaching English speaking appropriately. Think, pair, and share is one of the best methods used by the teacher in that school to teach English and improve their student especially in English specific also mastering their vocabulary. They were practiced spontaneously in mastering English language correctly.

## **2. Effective Discussion**

In this section, the researcher would explain about the implementation of effective discussion more clearly. The teacher asks the topic to discuss about firecracker. In this case, the students did not get one problems. Although, there are some students made mistakes or error sentences when they were explored in orals ability. The teacher tries to understand about that, therefore, he would correct some mistakes done by the students.

The teacher was anticipated using some media to teach speaking in class. This is aimed at making the student more interesting and enjoying. Actually, effective discussion is very good for improving student speaking. But in fact, this student practices it rarely. And this method did not use to teach speaking in SMK Nahdliyatul Islamiyah Blumbungan Pamekasan.

### **3. Daily Conversation**

Daily conversation used by the teacher to practice English everyday not only in school but also teachers hope their students could n anywhere. The researcher presents daily conversations which are l for students. The fact, the daily conversation was not used in supplementing this school also, because in SMK Nahdliyatul Islamiyah that is still implemented yet. Actually, this school sill uses two languages, those are Indonesian and English.

In conclusion, the discussion above showed that the teacher implemented the pair and share as the best strategy in teaching English speaking. Because this strategy was gradually good and the student looked more interesting in using this strategy. Thus, this strategy was useful for them.

## **2. Advantages and Disadvantages From The Strategies Used ByTeacher in Teaching Speakingat The Tenth Grade of SMK Nahdliyatul Islamiyah**

### **1. Advantages**

#### **1. Increase student participation in learning**

Student complicity constitute very important think to determine the success of learning. Participation of students in constitute learning of engagement students in learning process to reach a goal that the result student study is satisfying

The researcher have done interview with the student to know the use TPS strategy in the class activity

“In using this strategy, I think it’s very comfortable because it make me know about participation of me as member in a group will not make us sleepy or bored in the classroom when the lesson takes place. For me speaking is the most difficult subject, because the speech with the writing is different and I also don't really know about vocabulary, so I am happy with this strategy.

We can do anything, like exchanging opinions, sharing information, and helping each other.

If the teacher ask me to speak the conversation, I feel clumsy and ashamed all mixed up, because I am most nervous to be told to come forward let alone do a conversation the difficulty is that it may lie in the lesson that is not understanding for me.”

This statement it was supported by the lings statement where the students said bellow. The students very interesting when the teacher teach about the TPS strategy because with this strategy the students easy to understand about material and student like it, the student said that she's very comfortable, bad make her is not sleepy in the classroom. When the teacher ask her to speak the dialogue, she is clumsy and ashamed.

## 2. Suitable for simple tasks.

We can make a group with copulation formerly, and we must suit to student’s ability, because every student not all capable or having high consideration, certain in the class there are passive student, so we can integrate the passive student with the active student to increase knowledge and insight student.

The researcher have done interview with the student to know the use TPS strategy in the class activity.

“For me, having a group like this makes it comfortable with each other, because I am also easy to blend in with other friends and I think with this strategy, it make me simple for think. The explanation from the teacher is also easy and comfortable because the details are enough to make me understand.

Whether you understand it or not, I still have to go forward. Understanding or not about what the teacher explained if the teacher told me to go forward, I would have moved forward, because for me if there's no courage the more I don't know about what I don't know.

For me the difficulties may be, like being told to come forward to have a conversation but I don't understand, but I have never felt complicated about it.”

This statement it was supported by the nabila's statement where the students said bellow. The students have simple feeling when the teacher teach about the TPS strategy because with this strategy the students easy to in with other friends. But the student not understanding when the student being told to come forward to have a conversation.

### 3. Interaction between younger couples.

With the talk together, students so more easy than master the material, because if taught himself, perhaps the student will be confused. While if together, will be more opinion enriches the answer on group assignments

To work on group assignments, students can also learn to socialize and dare issued a dissent. Perhaps in the classroom with the number of students who many, the students so ashamed and more silent, but when the work on group assignments, where there is only about 2 person. Indirectly this makes moved to study communicate with friend who else. The task of the group means if there is not do it

correctly, will affect the value of all members of the group. With the students and a friend of his group Will be study to answer and remind each other.

The researcher have done interview with the student to know the use TPS strategy in the class activity.

“In using this strategy, It's delicious, makes the atmosphere crowded, not boring, yes I hope the teacher often creates groups like this for discussion, because I can interaction with other my friend, not only focus to my friend of one bench and also if I don't understand I can ask my group friends first before asking the teacher directly. I also like being told to be in groups like this because of groupings in class, passive students can also mingle with other active students.

We can Helping one another my friend or other people, sharing ideas. If the teacher ask me to speak the conversation, I feel a little clumsy when told to come forward, but I'm sure it can. If I can't, I'm afraid to be a laughing stock in front of the class.

Maybe the lessons are too complicated for me, because I do not know speaking.”

This statement it was supported by the imel's statement where the students said bellow. The students can be interacting when other people when the teacher teach about the TPS strategy. She said It's delicious, makes the atmosphere crowded not boring, she hope the teacher often creates groups like this for discussion, she being told to being groups like this because of group in class. Passive students can also mingle with other active students.

#### 4. It's easier and faster to form groups

In the learning process, of course there is the difficulty and ease of doing a task, or understanding the material, in forming groups like this, they can also share information, so if there is something that is

not understood from one member of the group, certainly the other members help to explain how his group friends can understand.

Every student must also experience ease in learning, especially in carrying out group assignments, of course they feel easier than individual assignments, because the responsibility of the assignment is not for one person but a group, and in one group there may not be one person, of course there are two people or more. Therefore normally group assignments are easier and faster to understand.

The researcher have done interview with the student to know the use TPS strategy in the class activity.

“I as a student in class X really like learning in this way, in an application like this, it certainly helps me in doing a thing or assignment. In using a strategy like this can make it easier for me to understand a material and easier to do the task, because the person who did the task was not just me, but my friend also described it.

If my teacher tells me to come forward to do my work or practice the material in the book, I sometimes feel awkward and not confident, because I am a very shy person. But I have a little courage to move forward even though it was wrong, because I was in the learning class, of course the teacher would guide me the part that I could not. The difficulty in learning like this may be a little uncomfortable when asked to share information with my group, because I'm afraid my knowledge or my opinions shared in the group are not appreciated, because my abilities may be very minimal”.

This statement it was supported by the yanti's statement where the students said bellow. In an application like this, the student feel enjoy and interesting with this strategy, it certainly helps her in doing a thing or assignment. In using a strategy like this can make it easier for her to understand a material and easier to do the task

## b) Disadvantages

### 1. More groups will report and need to be monitored.

Every student not all feeling good about TPS strategy, there are some student feel that the teacher not equitable, but it's not true. The teachers do equitable for every student. However, the students don't understand about manner of the teacher giving motivation.

Sometimes, every group will report and monitoring to the teacher when in the group not suitable with the material, or because in the group there are not agree between member each other, so the researcher have done interview with the student to know the use TPS strategy in the class activity.

“I am an introvert, so I don't really like being told to make groups or something. I will notify to the teacher when I give a group that the member is same with me (introvert) if I allied with the introvert student or have passive student, I don't have a dialogue conversation with his team to produce good result.

If the teachers ask me to speak the conversation I'm shy and nervous. I never like being told to go forward, let alone to practice about the text in the worksheet / book. The difficult for me when I study English learning in speaking, reading. Because I also don't really like this lesson. Sorry.”

This statement it was supported by the hasyim's statement where the students said bellow. The students can be report when the member is same with him (passive/introvert student) when the teacher teach about the TPS strategy

### 2. Fewer ideas emerge.

In teaching learning process, sure we have same problem that we found. Especially in TPS strategies. In this strategy, there is no many

finding or ideas. Such as in work of group. Every member must be complain toward a little idea.

The researcher have done interview with the student to know the use TPS strategy in the class activity.

“I am as member of group. I’m not agree about this strategy. Because I think it’s not interesting for me. I hate when I have a member and the member in my group not broad think. I feel so bored when the teacher make a group but in this group must suddenly 2 people, because there is a few an ideas I think.

If the teacher ask me to speak the conversation I’m not shy and nervous. I like being told to go forward, let alone to practice about the text in the worksheet / book. I belief that teacher’s directive it is so best for us and other student. The difficult for me when I study English learning in speaking, just in pronouncing, intonation and vocabulary, because I know just a little vocabulary that I study.

This statement it was supported by the putri’s statement where the students said bellow. The students not agree about this strategy. Because she think it’s not interesting for her. she hate when she have a member and the member in her group not broad think. Maybe she accustomed do assignment just be herself.

### 3. If there is a problem there is no mediator

The use of the TPS strategy in class is impossible to run straight without any problems, there is also a problem which is certainly caused by one member of the group. In using this strategy, if there is a problem that mediates maybe only the teacher, but if in each group there is a problem, then it is very unlikely that the teacher can mediate in a short and concurrent time, of course it is very difficult for teachers to deal with problems like this.

Students also sometimes cannot control emotions so that is why there is a problem of misunderstanding that exists in the group, as a student must also be able to maintain and control the conditions and situations in their own groups, because if the teacher cannot mediate or help alleviate it, then the student others must be able to mediate or become someone who can ease existing problems

The researcher have done interview with the student to know the use TPS strategy in the class activity.

“I, Rizal, really like learning English like this, because maybe someone can help me if I don't know anything. But what if I have a problem with my group friend? Can the teacher be responsible and make me and my friends solve the problem? If there must be more than two people in a group, so if one of them has a fight, then the other can help separate the students who are fighting. Why two people in a group? Is the regulation from TPS strategy really like that? Sorry because I don't know much about things like this.

And if the teacher tells me to make a presentation to the front of the class, I might feel unhappy, because it's already in the form of a group, why should I move forward? Why not just stand on the bench? Because this is a discussion model, then others must join in mingling the implementation of tasks or sharing a number of things.

My difficulty in learning English like this might be in terms of speaking, because I'm not good at using foreign languages, let alone English. The writing and spelling is different, of course it is very difficult for me, I prefer to choose rather than being told to speak English, or when the teacher sets the music and we are told to listen in detail and rewrite the song lyrics we heard earlier, the teacher has applied it like that in class, I really like it.”

This statement it was supported by the rizal's statement where the students said bellow, he really like learning English like this, because maybe someone can help him if he don't know anything.

But he ask about what if he have a problem with his group friend? Why two people in a group? Is the regulation from TPS strategy really like that? He said that if the teacher tells him to make a presentation to the front of the class, he might feel unhappy. The difficult in learning English like this of him might be in terms of speaking, because he is not good at using foreign languages, let alone English. He tell that the writing and spelling is different, of course it is very difficult.