

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this part, the writer describes about the result of research on the field that collected by technique of data collection, they are observation, oral test, interview, and documentary. Those data will be presented in table from which given category based on statement of problems, and then the table will be explained.

The writer performed the research in 15th June to 23rd June 2015. The process of research can be seen on the table below:

Table 4.1. The writer's research activities

Date	Activity of Research
15 th June 2015	First observation: Observing the process of teaching and learning (first time)
16 th – 17 th June 2015	Interviewing, gather the documents or data
19 th June 2015	Observing the process of teaching and learning (second time)
22 st June 2015	Observing the process of teaching and learning (third time)
22 nd - 23 rd June 2015	Oral test

The writer performed the research in 15th June 2015 to 23rd June 2015. In 15th June 2015, the writer did first observation (observed teacher activity in the classroom) for the first time. In 16th – 17th June 2015 the writer met with the director, English teacher, and administration staff) interviewed and took

documentary to fill the data.. In 19th June 2015, the writer observed teacher activity in the classroom for the second time. In 22st June 2015, the writer observed teacher activity in the classroom for the third time and also the writer did oral test for all of the students from 22nd - 23rd June.

By using observation, oral test, interview, and documentary the writer's answered the statements of the problems.

1. The strategies that used by the teacher in teaching speaking at Banua Avia Education

When observe the class and interviewed to English teacher, the writer observed the teacher's strategies in teaching English actually in teaching speaking. The writer also checked the steps that he used in teaching speaking by using observation sheet, so that the data here can be complete, in other words the writer wants to know about what are the strategies that applied by the teacher in teaching English actually in teaching speaking to the student from the process of teaching learning has done by him.

The detail of observation process which the writer has done can be seen from the teaching learning process as followed:

a. First meeting with the topic about "Verb to Be"

Table 4.2. Observation sheet on 1st meeting

THEME	STRATEGY
• Opening	Greeting, check the attendance
• Preparing the class	Prepare the material, brainstorming
• Explaining the lesson	Drilling and repetition, role play

• Reassuring the students	Ask the students one by one
• Praising and giving warning	Give some appreciation to the students
• Clarification	Give the students opportunity to speak first, then the teacher will clarify later
• Asking questions	Direct question for individual or general
• Ice breaking (when the situation of the class become stuck or boring.	-
• Closing	Ask the students to conclude the lesson, Review in brief

Based on the table above, **in the first observation**, on June 15th 2015, The English teacher talked about “Verb to Be”. The teacher opened the class by greeting to the students; ask the students’ condition and checking their attendance by calling their names one by one and every one will raise their hand if they have present, then the teacher prepares the material.

Before the teacher start his lesson, he asked the students about something which related with the material. He explored their background knowledge about material that they would learn. In other word we can call this warming up or brainstorming.

On the explanation, the teacher explain the material first. Then, he asked the students to repeat some words and sentences that he said. The teacher says something, and the students will be repeat later. The process always continuing and repeating like that. There are some conversations, the teacher asked the students to go to in front of the class and do role play.

To make sure that the students understand what the teacher have already taught, he asked some questions related the material one by one. And the students answered it. The teacher always appreciate everything that done by them. Usually he said “good job”, “great”, “excellent work”, etc. The teacher always say these words because he wanted their students felt comfortable and much appreciated. So the students became more confident. But if during explanation some students made some mistakes, gave wrong or not appropriate answer, for example, the teacher did not blame directly, but he gave opportunity to another students to answer the question. After another students answered the question, the teacher would re-explain and clarify it.

Based on the writer’s observation, the writer saw the activities that has done by teacher, before the class ended, the teacher asked students to remember the lesson that they have learnt before, the teacher asked them to close their books or modules, and asked the students about the material that they just have learnt, the students answered the questions from the teacher, he also read some words on the white board loudly and asked students to repeat after him

Then, the teacher asked one students to conclude their lesson that they have learned. At the end of teaching and learning process, the teacher reviewed the lesson in brief, and gave the students opportunity to ask some questions, and then the teacher answered the questions, after that the teacher closed the lesson by Hamdallah.

b. Second meeting with the topic about “Personal Pronoun”

Table 4.3. Observation sheet on 2nd meeting

THEME	STRATEGY
• Opening	Greeting, check the attendance
• Preparing the class	Prepare the material, brainstorming
• Explaining the lesson	Drilling and repetition, role play
• Reassuring the students	Ask the students one by one
• Praising and giving warning	Give some appreciation to the students
• Clarification	Give the students opportunity to speak first, then the teacher will clarify later
• Asking questions	Direct question for individual or general
• Ice breaking (when the situation of the class become stuck or boring.	-
• Closing	Ask the students to conclude the lesson, Review in brief

Based on the table above, **in the second observation**, on June 19th 2015, The English teacher talked about “Personal Pronoun”. The teacher’s activities were same as in the first observation. The teacher began with greeting, asked student’s condition and prepared what he needs for teaching.

Like in the first observation, before the teacher start the lesson, he used brainstorming strategy to explore the students’ background knowledge of material that they would learn. After the teacher started to explain the material, then he asked the students to repeat some words and sentences that he said. The teacher says something, and the students will repeat later. The process always continuing and repeating like that. There are some conversations, the teacher asked the students to go to in front of the class and do role play.

He also asked some questions related the material one by one to make sure that his students understand what he has already taught. And the students answered it. The teacher also always appreciate everything that done by them. Usually he said “good job”, “great”, “excellent work”, etc.

In closing the class, the teacher’s activity was same as in the first observation. He reviewed all lessons that he has taught and order one or two of his students to conclude the lesson. He also made sure students about their note taking.

c. Third meeting with the topic about “Demonstrative Pronoun”

Table 4.4. Observation sheet on 3nd meeting

THEME	STRATEGY
• Opening	Greeting, check the attendance
• Preparing the class	Prepare the material, brainstorming
• Explaining the lesson	Drilling and repetition, role play
• Reassuring the students	Ask the students one by one
• Praising and giving warning	Give some appreciation to the students
• Clarification	Give the students opportunity to speak first, then the teacher will clarify later
• Asking questions	Direct question for individual or general
• Ice breaking (when the situation of the class become stuck or boring.	Take a rest for a while, share some stories, e.g: story of life
• Closing	Ask the students to conclude the lesson, Review in brief

Based on the table above, **in the third observation**, on June 22th 2015, the writer did the last observation earlier because the teacher would be busy for next some days, he had some business that he cannot left. So, he asked the writer to gain an observation earlier than the schedule.

In this observation, the English teacher talked about “Demonstrative Pronoun”. In opening the class, the teacher’s activities were same as in the first and second observation. The teacher began with greeting, asked student’s condition and prepared what he needs for teaching.

Like in the first and second observation, before the teacher start the lesson, he used brainstorming strategy to explore the students’ background knowledge of material that they would learn. After the teacher started to explain the material, then he asked the students to repeat some words or sentences that he said. The teacher says something, and the students will be repeat later. The process always continuing and repeating like that. If there are some conversations, the teacher asked the students to go to in front of the class and do role play.

He also asked some questions related the material one by one to make sure that his students understand what he has already taught. And the students answered it. The teacher also always appreciate everything that done by them. Usually he said “good job”, “great”, “excellent work”, etc.

Sometimes the situation of class could change become boring or less-attention. In the last observation, the situation in the class was a little different. The students look tired, they lost their attention. Therefore, in facing problem like this situation, the teacher did not continue the lesson, but he took a rest for a while. After that, he continued the lesson again. But, it just for a minute. The teacher stopped explained, and he shared some stories, and at that time, he told story of life of him.

He told to the writer (when he interviewed by the writer) the reason why he like shared his story because he want to share his experiences, his success story, to encourage their spirit and then also to motivate their passion. The teacher wanted his students to always keep spirit, always try the best and never give up.

The same activities also like the first and second observation can be seen in closing the class. He always reviewed all lessons that he has taught and order one or two of his students to conclude the lesson. And he also made sure that the students have taken note the material.

From the observations that the writer hold, it can be concluded teacher planned the lesson, prepared materials, achieved the learning goal and the students condition well. The teacher can control the classroom activity well in teaching speaking, although in the last observation the writer found that the students look little bit bored, but the teacher can solve it with some strategies. For overall, it can be concluded that the teacher has given his best shot. It can be seen from students' responses too, that were very interested and enthusiastic in teaching and learning process appropriate with teaching material and purpose of teaching and learning. However, still there was weakness of his teaching style. The weakness was the time he spent for teaching the students. The teacher always do drilling and then he will repeat his explanation if some students still did not clear about what he taught. It took a lot of time and it made the allocation time of learning became so long.

2. Students' ability in speaking at Banua Avia Education

After the observation time, the writer gave an oral test to the students. This test was done by the writer to know more about students' ability in speaking.

To know the students' ability in speaking at Banua Avia Education, the writer got the data from an oral test. There are 33 students at Banua Avia Education. According to Arikunto (2002), he said that if the population is less than, it is better to take all of the population. That is why the writer took all off the students as his subject of research.

Table 4.5. The result of the students' oral test

NO	NAME	SCORE					TOTAL
		Pronun ciation	Gramm ar	Voca bulary	Fluen cy	Compre hension	
1	Rizwan Elfikrie	12	13	13	12	13	63
2	Rizwan Alif Utama	12	14	15	13	16	70
3	Dian Rosita	14	13	13	14	13	67
4	Bayu Pratama Putra	19	19	20	20	19	97
5	M. Fajar Maulana	15	16	15	15	16	77
6	M. Indra Fajar. F	12	13	14	12	14	65
7	Henny Herawati	8	7	7	8	8	38
8	Tri Utari Ningsih	7	8	8	7	8	38
9	Ilham Maulidin S	12	14	15	13	17	71
10	Hairiah Novita Sari	17	14	15	13	16	75
11	Kadek Swerniasih	16	17	16	16	18	83
12	Ana Susanti	12	14	15	13	16	70
13	Muliyana	20	16	16	18	16	86
14	Yuneari	17	14	15	14	16	76
15	Nur Mailani	9	8	9	8	8	42
16	Muhammad Ghozali Rahman	12	14	13	12	12	63
17	Wulan Sundari	14	13	14	14	13	68
18	Rifaldy Auliansyah	10	12	10	11	10	53
19	Muhammad Fitryan	12	10	10	11	11	54
20	Dudi Wahyudi	13	12	12	13	12	62
21	Nor Hikmah	12	13	13	12	12	62
22	Faisal Hasanudin	11	10	11	10	12	54
23	Toyyib Faisal Riyadi	13	14	14	12	13	66
24	Romi Ramadhan	14	13	12	14	13	66

25	M. Resmar Rezaldy	11	10	10	11	10	52
26	Masruddin	10	10	11	10	11	52
27	Gazali Rachman	13	14	14	13	14	68
28	Dina Rosalida	12	14	14	13	13	66
29	Deni Saputra	16	16	16	17	15	80
30	Andika	15	16	16	15	15	77
31	Rizwan Alif Utama	11	12	13	12	13	61
32	M. Ikhsan Rifani	13	15	15	14	14	71
33	Romadhon Ernanto	3	4	4	3	4	18
TOTAL SCORE		417	422	397	413	431	2.111

The mean of the score of oral test:

$$M = \frac{\sum X}{N}$$

N

$$= 2.111 / 33$$

$$= 63.9$$

As shown in the table above, it is found that the highest score of the data is 97 and the lowest score is 18. The whole gotten scores are 2.111 from 33 respondents. The mean score is 63.9. It is in fair category.

From the table above, the writer can conclude also that the most difficult aspects of language is vocabulary. It proved from the total score of each aspects. Total score of pronunciation is 417, total score of grammar is 422, total score of vocabulary is 397, total score of fluency is 413, total score of comprehension is 431. Therefore, the writer said that from the result of total score of all of aspects of language, vocabulary is the most difficult aspect that faced by the students.

B. Discussion

The data that have been collected from the observation, test, interview, and document are processed and presented on the table and described in findings. Then the data is analyzed and reported systematically based on the statement of the problems that are about the teacher strategies in teaching speaking and the students' ability in speaking at Banua Avia Education. For further description, it is known from analysis below.

1. The strategies that used by the teacher in teaching speaking at Banua Avia Education

From the observation, in the teaching and learning process, previously teacher always prepared what he need for teaching in the classroom.

The several ways in teaching speaking that the teacher used in the first, second and third meeting are brainstorming, drilling or repetition, and role play. Sharing stories is also become an alternative way when the students feel little bored. The techniques can help the teacher to explain the material easily and can be understood more easily by the students about the material. The teacher can give some interesting activity to make students active in teaching and learning process.

From the interviewed the English teacher, he told that brainstorming, drilling, repetition, and role play is useful and good strategy in encourage students' improvement especially in helping teaching and learning speaking. It can be seen on the observation process that the students become more active in the classroom. That is why the teacher always tries and asks the students to talk and talk.

2. The students' ability in speaking at Banua Avia Education

To know the students' ability in speaking, the writer carried out an oral test which consists of 10 questions. It is divided into 4 parts. The first part is opening questions which consists of 2 questions. And then the second part that is the check-in desk situation consists of 2 questions. At check-up equipment security situation consists of 3 questions as the third part and the last part is at the gate situation consists of 3 questions. There are 33 students that writer taken as subject of this research. Based on the calculation, it is known that the highest score is 97 and the lowest is 18.

Table 4.6. Classification of students' ability in speaking

No.	Score	Category	Frequency	Percentage
1	80 – 100	Excellent	4	12.12%
2	70 - <80	Good	7	21.21%
3	60 - <70	Fair	13	39.39%
4	50 - <60	Low	5	15.15%
5	0 - <50	Very Low	4	12.12%
Total			33	100%

Based on the classification above, it shows that there are 4 students (12.12% from the total subjects) is in classified excellent category, 7 students (21.21% from the total subjects) got the score between 70 - <80 and classified into good category, 13 students (39.39% from the total subjects) got score between 60 - <70 and classified into fair category, 5 students (15.15% from the total subjects) got score between 50 - <60 and classified into low category, also 4 students (12.12% from the total subjects) got score between 0 - <50 and classified into

very low category. From the calculation is gotten that the mean score of students' ability in speaking is 63.9. It is gotten from the total score of students' ability in speaking that is 2.111 and divided with the number of students that is 33. Based on this result can be concluded that the students' ability in speaking is 63.9 and included in fair category. It means that the students' ability in speaking at Banua Avia Education is fair category.