CHAPTER 1V

FINDING AND DISCUSSION

4.1. The Strategies of Teacher in Teaching Speaking

Based on the explanation in chapter III, the researcher applied descriptive research as the method in conducting the research. The researcher collected data of research by doing classroom observation, interview, and questionnaire. The researcher used classroom observation and interview with English teacher as respondent to get data and to answer what strategies the teacher use in teaching speaking at the eleventh grade of science immersion students in MA. Hasyim Asy'ari Bangsri.

There were some strategies in teaching speaking at eleventh grade of science immersion class in MA. Hasyim Asy'ari Bangsri. The teacher applied some strategies which could improve the students's skill in teaching speaking skill. The teacher implemented seven strategies to improve students's speaking skill in learning process. ***They were morning chatting, debate, communication games, discussion, role play, interpreting and drilling.*** In immersion class, actually there were formal class and tutorial class. The students of science immersion had to join a formal class in the morning and tutorial class in the afternoon. So, the teacher implemented seven strategies in formal class and tutorial class.

4.2. The Implementation of the Strategies in Teaching Speaking

In conducting the research, the researcher used classroom observation and interview with English teacher as instrument to get data and to know how the implementation the strategies in teaching speaking at eleventh grade of science immersion students in MA. Hasyim Asy'ari Bangsri. Before the researcher conducting the observation, the researcher also discussed with English teacher about the time and the setting of the research. The observation was conducted at eleventh grade of science immersion class in MA. Hasyim Asy'ari Bangsri and the duration were 2x40 minutes. The observation was conducted in five times.

Table 4.1. The Times of Observation

Observation	Date	Times
First Observation	Thursday, 18 January 2018	08.30- 10.00
Second Observation	Thursday, 25 January 2018	08.30- 10.00
Third Observation	Thursday, 1 February 2018	08.30- 10.00
Fourth Observation		14.00-15.30
Fifth Observation	Thursday, 15 February 2018	08.30- 10.00

The researcher discovered five strategies from classroom observation and two strategies from interview because the teacher did not always teach speaking in every meeting so, the researcher could not observe all of the strategies in formal class and tutorial class when the researcher was

conducting the research in the classroom. The researcher analyzed the implementation seven strategies that used by the teacher in teaching speaking.

a. Morning Chatting

In the first meeting, the teacher used morning chatting as the strategy in teaching speaking. There were some steps to implement this strategy ''morning chatting'' and there were also some activities in learning process in the classroom. They were opening activities, while activities, and closing activities. In morning chatting activities, the teacher has done all of activities of teaching process orderly. *In opening activities,* the teacher gave ''salam*''* and greeted the students in the classroom. All of students gave a responds to the teacher together. After that, the teacher checked the attendance list. Next, the teacher reminded the material in the last meeting and checked the homework by accusing some students to write their answers on the white board, the teacher chose some students to come forward and then gave a mark to them. After that, the teacher informed to the students about the strategy in teaching speaking at the day.

In while activities, the teacher gave a theme or topic before implementing morning chatting in the classroom, then, the teacher asked to the students to make a pair randomly. Next, the students had a talk and shared with their partner based on the theme or topic that given by the teacher. And then, the teacher gave instruction to the students to find other partner for 3-4 times, the teacher observed every group in the classroom. Then, the teacher asked to the students to go back on their seat. After that,

the teacher accused some students to share the information from their partners in front of the class. The students who were to be their partners had to give answer (true/false) to the students who came forward in front of the class. The teacher gave a punishment to the students who gave wrong answer.

In the closing activities, the teacher made conclusion about the material. Then, the teacher gave times to the students who wanted to ask question and the students gave some questions to her. Then, the teacher closed the learning activities in the classroom.

Morning chatting was interesting strategy in teaching speaking, because this strategy gave good influence for the students to improve their speaking skill. In morning chatting activities, there was a good view in the classroom because all of students spoke English enjoyably. The students were more active, interactive and confident in learning activities. They made good communication with others. The students could improve their speaking skill freely because they had a talk with their partner that accused by them self. It was a good strategy that was implemented in teaching English especially for speaking.

Table 4.2

Observation Sheet in the First Meeting

Indicator	Result
	Teacher
Theme/Material	Music and Sport
Strategy	Morning Chatting
Media	White board, marker, papers, pen
Opening Activities	- The teacher said salam and greats the students - The teacher checked the attendance list - The teacher reminded the material in the last meeting by giving some questions and checked a home work - The teacher announced the strategy that will be used and
While Activities	- The teacher gave a theme or topic to the students - The teacher asked to the students to make a pair randomly - The students had a talk with their partner - the teacher gave instruction to the students to find other partner for 3-4 times - The teacher observed every group in the classroom - The teacher asked to the students to go back on their

	seat
	- The teacher accused some students to share their information in front of the class.
Closing Activities	- The teacher made conclusion about the material
	- The teacher gave times to the students who wanted to ask question
	- The teacher closed the learning activities in the classroom.
Supporting Factors	-The students were very active and interactive
	- The students were confident with their skill in speaking
	- The students could speak freely with their classmate
Obstructing Factors	The classroom would be noisy

b. Debate

In the second meeting, the teacher used debate as the strategy in teaching speaking. There were some activities in teaching process, the teacher worked step by step to implement debate as strategy in teaching speaking in the classroom. They were opening activities, while activities, and closing activities. The teacher have done all of activities in teaching process orderly. *In opening activities*, the teacher gave ''salam'' and greeted the students, after the students gave respond to the teacher, the

teacher checked the attendance list, next, the teacher asked to the students to make debate based on the motion that given by the teacher in the last meeting in front of the class. Motion was the theme or topic in debate. The motion was newest and update in now days. Every meeting had different motion to make debate in front of the audiences. So, every group had to prepare their material based on the motion that given by the teacher.

In while activities, the teacher asked the groups which got a turn to make debate in front of the class. In debate activities, there were two groups that had to make debate in every meeting. The groups were pro and contra group, every group consisted of three students. There was a master of ceremony to open debate, after the groups prepared in front of the class, a student who was a master of ceremony opened the agenda and read the motion. The motion was ''This House Would Ban under 16 to Have A Date''. Then, the groups started to make a debate; every student in the group gave the argument in other group one by one. The audiences watched the performance in debate activities. The audiences could remind the speaker who spoke with wrong pronunciation. So, the students could improve their speaking skill together. In debate, there was a student who had a job to count the time when every student in group gave the argument to the other group one by one until debate finished.

In closing activities, the teacher announced the winner, and then the teacher gave a comment for every group. After that, the teacher made a conclusion based on the motion in debate as strategy in teaching speaking.

In debate, the students's willing was very good; the students were very appreciating to improve their speaking skill. The students were active to speak up in front of the audience. So, the students were more confident to speak English to keep their opinion based on the motion in debate. But, the students who were to be audiences felt bored and they were sleepy because they were passive in debate activities. The main activities in the classroom are the groups that made debate in front of the class. Debate also needed much times and the teacher only gave two groups to perform in every meeting. Debate was interesting strategy in teaching speaking because this strategy gave good influence for the students in improving their speaking skill.

Table 4.3

Observation Sheet in the Second Meeting

Indicator	Result
	Teacher
Theme/Motion	This house ban under 16 to have a date
Strategy	Debate
Media	White board, marker, papers, pen, material, chairs
Opening Activities	- The teacher said salam and greats to the students - The teacher checked the attendance list - The teacher asked to the students to make debate based on the motion that given by the teacher in the last

	meeting in front of the class
While Activities	- The teacher asked to the groups that must come forward to make debate in front of the class (The teacher divides the groups in last meeting) - The master of ceremony opened the agenda - The groups started to make a debate - The audiences watched the performance in debate activities.
Closing Activities	- The teacher announced about the winner - The teacher gave a comment for every group - The teacher made conclusion about the material - The teacher gave times to the students who wanted to ask question - The teacher closed the learning activities in the classroom
Supporting Factors	- The students were active to speak up in front of the audience - The students were more confident to speak English to keep their opinion based on the motion in debate. - The students could improve their speaking skill and their knowledge because every meeting, the group

	would get different motion.
	- The audiences could remind the speaker who speaks with wrong pronunciation
Obstructing Factors	-The students who were to be audiences feel bored and sleepy because the students are passive in debate activities.
	- This strategy needed much time so the teacher needs some meeting to finish all of groups.

c. Communication Game

In the third meeting, the teacher used communication game as the strategy in teaching speaking. There were some ways to implement this ''communication game strategy'' and there were some activities in learning process in the classroom. They were opening activities, while activities, and closing activities. In communication game activities, the teacher have done all of activities of teaching process orderly. *In opening activities,* the teacher gave ''salam'' and greeted the students in the classroom then the students gave respond to their teacher. After that, the teacher checked the attendance list.

In while activities, first, the teacher gave the students a theme or topic for example: '' How Far You Know Your Chair Mate''. After that, the teacher asked to the students to make a pair and gives a time to find the information from her/his partner. Every student had to prepare a paper and

a pen. Then, every student asked a question to their partner based on the theme or topic that given by the teacher next, every student wrote the information from the partner on the paper.

In closing activities, the teacher asked some students to present in front of the class. Next, the teacher had to find a student who got information very much about her/his partner. A student who knew her/ his partner very much would be the winner in this game. Next, the teacher closed the learning activities in the classroom.

This strategy made the students communicate with others to get much information. Communication game was good strategy in teaching speaking because the students could practice their speaking and improve their speaking skill with their friend. Communication game made the students more active and communicative in learning process. Communication game was appropriate strategy in teaching speaking because this strategy gave good influence for the students to improve their speaking skill.

Table 4.4

Observation Sheet in the Third Meeting

Indicator	Result
	Teacher
Theme/Material	How far you know your chair mate/ expression
Strategy	Communication Game

Media	White board, marker, papers, pen
Opening Activities	- The teacher said salam and greats the students - The teacher checked the attendance list
While Activities	-The teacher gave the students a theme or topic - The teacher asked to the students to make a pair and gave time to find the information from her/his partner. -The student had to prepare a paper and a pen - The students had a talk with their partner -The students wrote the information from the partner on the paper.
Closing Activities	- The teacher asked some students to present in front of the class -The teacher had to find a student who gets information very much about her/his partner - The teacher informed the winner - The teacher closed the learning activities in the classroom.
Supporting Factors	-The students were very active and communicative - The strategy trained the students to speak fluency - All of students participate in the class
Obstructing Factors	The classroom would be noisy

d. Discussion

In the fourth meeting, the teacher used discussion as the strategy in teaching speaking Discussion was the strategy in teaching speaking in tutorial class. In immersion class, there were two programs in learning English, especially at eleventh grade of science immersion class. They were formal class and tutorial class. The teacher implemented discussion as strategy in teaching speaking in tutorial class. Because, discussion was one of strategies that appropriate to improve the student's speaking skill.

There were some activities in teaching process, the teacher worked step by step to implement discussion as strategy in teaching speaking in the tutor class. They were opening activities, while activities, and closing activities. The teacher have done all of activities in teaching process orderly. *In opening activities*, the teacher gave ''salam'' and greeted the students, after the students gave respond to the teacher, the teacher checked the attendance list.

In while activities, the teacher showed the power point to the students about the material. The material is about ''how to make argument in debate'' and the motion was happening at the time. After that, the teacher explained the material to the students. Then, the teacher asked to the students to make a group, every group consisted of 3-4 students. Next, the teacher asked to the students to discuss about how to make arguments based on the motion that given by the teacher. Then, the teacher observed every group.

In closing activities, the teacher asked to the groups to present their discussion randomly. Then, the teacher made a conclusion about the material. After that, the teacher asked to the groups to submit their assignment. Then, the teacher gave times to the students who wanted to ask question. Next, the teacher closed the learning process in tutorial class.

In discussion, the students were more interactive in teaching speaking. Because, they made communication with their friends to do the assignment from their teacher. The students were more active to speak with the others so, the teacher got a good feedback from the students because the students were very spirit to improve their skill especially in speaking. But some students did not have high concern in learning process because the class was conducted after formal class. Actually discussion was very good to be implemented in teaching speaking.

Table 4.5

Observation Sheet in the Fourth Meeting

Indicator	Result
	Teacher
Theme/Material	How to make argument in debate
Strategy	Discussion
Media	Projector, LCD, PPT
Opening Activities	- The teacher said salam and greats the students - The teacher checked the attendance list

While Activities	- The teacher showed the power point to the students about the material. The material is about ''how to make argument in debate'' and the motion was happening at the time - The teacher explained the material to the students - The teacher asked to the students to make a group, every group consisted of 3-4 students - The teacher asked to the students to discuss about how to make arguments based on the motion that given by the teacher - The teacher observed every group
Closing Activities	- The teacher asked to the groups to present their discussion randomly - The teacher made conclusion about the material - The teacher askedto the groups to submit their assignment. - The teacher gave times to the students who want to ask question - The teacher closed the learning activities in the classroom.
Supporting Factors	- The students were more active to speak with the others - The teacher got a good feedback from the students

	because the students are very spirit to improve their skill especially in speaking
Obstructing Factors	Some students didn't have high concern in learning process because the class was conducted after formal class

e. Role play

In the fifth meeting, the teacher used role play as the strategy in teaching speaking. There were some activities in teaching process, the teacher worked step by step to implement discussion as strategy in teaching speaking in the tutor class. They were opening activities, while activities, and closing activities. The teacher did all of activities in teaching process orderly. *In opening activities*, the teacher gave ''salam'' and greeted the students, after the students gave respond to the teacher, the teacher checked the attendance list.

In while activities, the teacher asked to the students to make a group, every group consisted of four students. Then, the teacher asked to the students to make story based on the expression that given by the teacher. After that, the teacher asked to the groups to practice their story in front of the class. Every group had to write the story on the assignment book and then they submitted the book to the teacher. Next, the teacher made a correction and gives point and signature on their book. *In the*

closing activities, the teacher gave some comment and made a conclusion. Next, the teacher closed the learning activities.

Role play was interesting strategy in teaching speaking because this strategy gave good influence for the students in improving their speaking skill. The students could act with their friends based on the story; they could be antagonist, protagonist, etc. The teacher implemented role play as strategy in teaching speaking to teach some expressions (asking and giving opinion, expressing love, asking, giving and responding the suggestion, etc).

Role play was one of strategies that appropriate in teaching speaking. Role play also trained the students to speak English in front of the class freely. So, the students were more confident and active in learning process. The students's willing were high, they had high motivation to improve their English, especially in speaking skill. The teacher was easier to implement this strategy at eleventh grade of science immersion class. But this strategy needed much time so the teacher needs some meeting to finish all of groups.

Table 4.6

Observation Sheet in the Fifth Meeting

Indicator	Result
	Teacher
Theme/Material	How far you know your chair mate/ expression

Strategy	Role Play
Media	White board, marker, papers, pen
Opening Activities	- The teacher said salam and greats the students - The teacher checked the attendance list
While Activities	-The teacher asked to the students to make a group, every group consists of four students -The teacher asked to the students to make story based on the expression that given by the teacher -The teacher asked to the groups to practice their story in front -Every group had to submit transcript of the story to the teacher. -The teacher made a correction and gives point or mark and signature on their book.
Closing Activities	- The teacher gave some comment and makes conclusion - The teacher closeed the learning activities in the classroom
Supporting Factors	-The students were active and more confident -The students trained to act in some character based on the story -All of students improved their speaking skill enjoyably

Obstructing Factors	This strategy needed much time so the teacher needs some meeting to finish all of groups.

f. Interpreting

Interpreting was the sixth strategy that applied by the teacher in teaching speaking at eleventh grade of science immersion class in MA. Hasyim Asy'ari Bangsri. There were some activities in teaching process, the teacher worked step by step to implement discussion as strategy in teaching speaking in the tutor class. They were opening activities, while activities, and closing activities. The teacher have done all of activities in teaching process orderly. *In opening activities*, the teacher gave ''salam'' and greeted the students, after the students gave respond to the teacher, the teacher checked the attendance list.

In while activities, the teacher asked to the students to read a text that prepared by the teacher. Then, the teacher asked the students to interpret directly. *In the closing activities,* the teacher gave some comment and makes a conclusion. Next, the teacher closed the learning activities.

Interpreting was interesting strategy in teaching speaking too. Because, interpreting was a strategy that collaborate of two skill in English. They were speaking and reading. Interpreting was very easy to implement in teaching speaking. It was very useful for the students to improve their speaking skill in front of the audiences. Interpreting also

made the students think fast because they have to interpret after they read the text.

g. Driling

Drilling was the seventh strategy that applied by the teacher in teaching speaking at eleventh grade of science immersion class in MA. Hasyim Asy'ari Bangsri. There were some ways to implement drilling as strategy in teaching speaking. The ways are simple. First, the teacher divided the students to be two groups. First group was speaker one and second group was speaker two. Next, the group repeated what the teacher said based on their turn. Then, the teacher read the conversation based on dialog in the English book for eleventh grade. Next, the students repeated what the teacher said together.

Drilling was one of appropriate strategies in teaching speaking because, the students could improve their pronunciation, intonation, and stress in speak English The teacher sometime applied drilling as strategy in teaching speaking. But, the students would feel bored when the teacher was applying this strategy in one meeting drilling applied in teaching speaking when the teacher needed it. So, drilling was interlude strategy in teaching speaking at eleventh grade of science immersion class .The teacher implemented drilling as strategy in teaching speaking in specific situation.

4.3. The Student's Perception about Implementation of the Strategies in Teaching Speaking

In conducting the research, the researcher used a questionnaire as instruments to know the student's perception about implementation of the strategies in teaching speaking. It consisted ten questions with four choices in questionnaire (strongly agree (SA), agree (A), disagree (D), strongly disagree (SD)).

Table 4.7

The Questionnaire Sheet

No	Statement	SA	A	D	SD
1.	English is interesting subject				
2.	I like the English teacher in immersion class				
3.	I am interested in speaking				
4.	Before using the new strategyI get some difficulties in improving my speaking skill				
5.	I like the strategies that used by the teacher in teaching speaking				
6.	I can improve my speaking skill by using the strategy that applied by the teacher				
7.	I understand easily the material in learning speaking by using strategy that applied by				

	the teacher				
8.	I am always active in learning speaking by using strategy that applied by the teacher				
9.	I always ask question when I haven't understood the material				
10.	My speaking skill is better by using strategy that applied by the teacher in teaching speaking.				

Table 4.8

The Result of Questionnaire

Question Number	Strongly Agree	Agree	Disagree	Strongly Disagree
1	12	13	-	-
2	19	6	-	-
3	6	17	2	-
4	3	14	6	-
5	8	17	-	-
6	5	20	-	-
7	6	20	-	-
8	4	17	4	-

9	3	12	9	1
10	4	21	1	-

Based on data in the result of questionnaire above, almost of students at eleventh grade of science immersion class had good perception about the implementation of strategies in teaching speaking used by the teacher. So,the strategies could be used by an English teacher especially in teaching speaking.

4.4. Factors that Influence the Implementation of Strategies of Teaching Speaking

Based on the interview with the English teacher, the researcher got the data about the factors that influence the implementation of strategies in teaching speaking. They were supporting factors and obstructing factors.

The supporting factor while the teacher was implementing the strategies was the students's willing. The students's willing was high in learning English especially in speaking. The students also had high motivation in learning speaking by applying those strategies. Science immersion class was English area. In the classroom, they were confident to show their skill when they were learning in the classroom although they sometimes forgot about the aspects of speaking like pronunciation, intonation, grammar, etc. But, every student didn't forget to remind to others. So, they could improve their speaking skill with others together.

Then the obstructing factors while the teacher was implementing the strategies were not all students had a brave enough to speak English and there were some students who had little vocabularies. So, they had to practice very much to enrich their vocabularies. As we know that English would be effective and be better especially speaking will if we tried to practice speak English continuously. But actually, it was difficult to do like that. For some students, they were easier to speak Indonesian language than speak English when there was no teacher. Then, there were some students who had low awareness in improving their speaking. They have not had a motivation that ''I should speak English every time when there was a teacher or not''.

Actually there was students's habit of learning at eleventh grade of immersion class. Before the teacher applying every strategy in teaching speaking, the teacher mentioned what the strategy that would be used to the students in opening activities. It would introduce to the students about strategies in learning English especially for teaching speaking. So, the students would know the strategy that used by the teacher in every meeting.