

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of teachers' technique in teaching speaking English. In order to collect the data, the interview and questioner were used to find out the students' speaking ability based on teachers's technique in teaching that referred into 10 kinds of techniques.

According to the theory, this research used mix method which combining qualitative and quantitative data, the research firstly presents the result of qualitative data.

##### 1. The Teachers' Technique in Teaching Speaking Skill

Teachers techniques basically is very important to be identified, by knowing the teachers technique in teaching, the students can take some action on following the technique used, the effective techniques should be required for perfect result of learning process, teachers technique identified by observation on class activities on Whatsapp application, this materials delivered by online class.

Teachers' technique was identified by observation supported by interview toward the teacher for valid data, the first question was answered by observation and interview.

##### 2. Result of Observation

The table below were the activities on students speaking materials at class, this class activities was observed in online class by the researcher, the observed done in two meeting only, it caused of there were only two meeting in teaching speaking

effectively in corona pandemic situation. The activities on the class were explained below:



Table 4.1 Observation Guide

No	Class	Materials	Activities	Techniques Assumed
1	XI APH 1	Recount Text	Teacher divided students into group	Discussion Dialog Retelling
			Listening process about recount text	
			After listening, students retell the topic on video	
2	XI APH 2	Recount Text	Teachers spread recount text to students	Discussion Dialog Retelling
			Teachers asked the students to write recount text based on their experience than discuss it to their friends	

The researcher did an observation toward the activities on class, which identifying the students and teacher activities during the learning at class, this instrument was become supporting data dor measure of teacher technique. Observation did for accurate evaluation of observing an issue, observation measure of any object clearly for accuration in research.

### 3. Result of Interview

The researcher interviewed 2 different teachers from accommodation perhotelan majoring of SMKN 3 Parepare. The interviewed was conducted on 15 December 2020 and supported by audio recorder. The result data from interviewed that has been processed through data display and coding are representative responds present below:

#### a. Informant 1

From: Ibu SW(Initial)

*“Menurut ibu sitti Ruwaedah speaking sangat penting untuk diajarkan kepada siswa sebagaimana speaking digunakan sebagai alat komunikasi dan diharapkan agar peserta didik mampu berkomunikasi menggunakan bahasa inggris dengan baik dan benar dan teknik yang digunakan oleh ibu Sitti Nurwaedah adalah teknik Retelling, dengan memberikan topic text recount atau pengalaman pada saat liburan dan kemudian siswa diminta untuk menceritakan dengan menggunakan bahasa inggris. teknik yang digunakan pada saat mengajar ini dianggap mampu meningkatkan minat belajar siswa karna siswa lebih terpancing untuk berkomunikasi atau berbicara dan biasanya ibu memberikan nilai atau bintang kepada peserta didik yang bertanya atau peserta didik yang aktif dalam proses pembelajaran dan pada saat pembelajaran guru menggunakan teknik yang saling mendukung dengan silabus pada tujuan pembelajaran” (The result of interview after being reducing)*

#### b. Informant 2

From :BpkER (Initial)

*Speaking sangat penting diajarkan sebagaimana pengajaran, speaking mampu membuat peserta didik berkomunikasi menggunakan bahasa inggris dengan baik dan benar.siswa menyadari bahwa speaking merupakan alat komunikasi yang*

*sangat penting untuk dipelajari, dan teknik yang digunakan atau diterapkan dalam pembelajaran ini adalah Discussion. Siswa yang memiliki pengetahuan tinggi mampu memahami pembelajaran dengan cepat sedangkan siswa yang tingkat pemahamannya rendah agak lambat dalam memahami pembelajaran. Didalam pembelajaran di kelas teknik yang digunakan ini saling mendukung dan cocok dengan silabus dan tujuan pembelajaran yang ingin dicapai serta kegiatan dalam proses pembelajaran menghasilkan feedback atau timbale balik antara siswa dan guru yang dapat terjadi komunikasi di dalam kelas” (The result of interview after being reducing)*

From the interview which had been conducted with the two teachers, the responds above are the representative responds, researcher did an interview as qualitative design to find out the teachers’ technique in speaking.

#### 1. The Students Speaking Skill

This term explained about the students speaking skill, which answered of second question in this research, the researcher took the students speaking score from the teacher and analyzed it, the score were collecting in two kinds, which classifying in different class and different teachers.

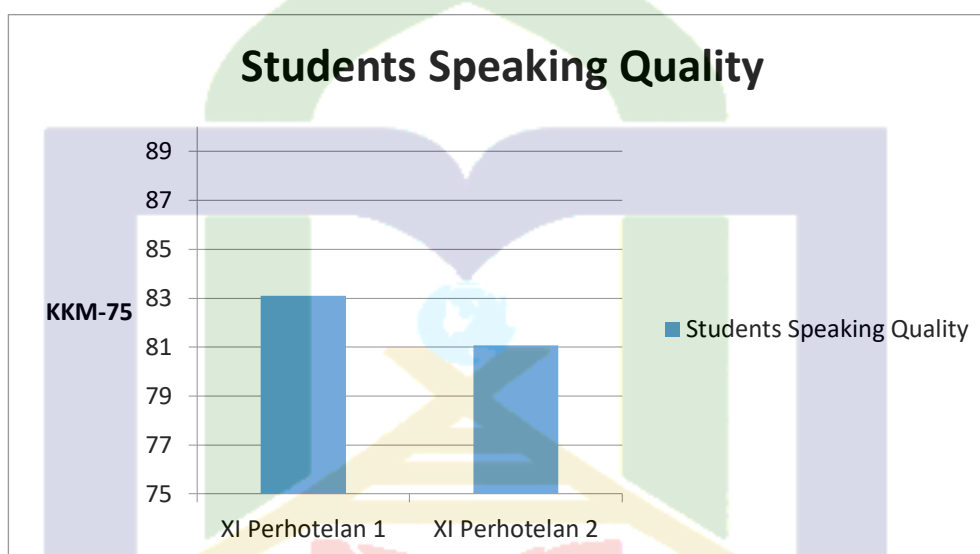
The students’ Speaking skills are present in the table4.2 below:

No	Class	Mean	SD
1	XI Perhotelan 1	83,09	3,15
2	XI Perhotelan 2	81,08	2,18

The students’ speaking skill were from class XI Perhotelan 1 more than 75.00 score which categorized very good while students’ speaking skill from class XI

Perhotelan2 more than 75.00 score which categorized very good based on the criteria of cumulative score (KKM-75.00).

The table above explained about the quality of students speaking skill refereed of class XI Perhotelan 1 and 2, for clearly explanation, the researcher showed the diagram below:



The diagram above was the explanation of the students speaking quality, as we know that, diagrams are the graphic representation used to explain the relationship and connection between the parts of illustration on research.<sup>1</sup> This diagram supported the result of the reseach for representative showed, it can be seen from the diagram that, class XI Perhotelan 1 more than 75.00 score which categorized very good while students' speaking skill from class XI Perhotelan2 more than 75.00 score which categorized very good based on the criteria M-75.00).of cumulative score (KK the

<sup>1</sup>Umoquit, Burchet, *systematic review of the use diagram from research*, (Cambridge:Bio Centre,2011

quality of class XI Perhotelan 1 is better than the quality of class XI Perhotelan 2 which has minimum score of 75.00

## **B. Discussion**

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of teachers technique in teaching speaking skill. In order to collect the data, the researchers asked the document from the teacher and analyze it to find out the description of students quality.

This research, Based on theory of Technique in teaching speaking by Brown it stated that some principles for designing speaking techniques should required technique to cover the spectrum of learners need, accuration on language teaching toward speaking performance. This section were going to find out the answer of the research question mentioned in first chapter, which asked about the teacher techniques' and the second question asked about the students speaking quality.

### **1. Teachers' Technique in Teaching Speaking**

Based on the description of the data through interview that has been explained by researcher in previous section, it has found out the teachers' technique at the second grade of SMK 3 Parepare which explained below:

Based on the explanation of the findings above, the use and application of the speaking technique is very effective and helps students improve their speaking skills. This was explained by the informant (teacher) who explained that the application of techniques really helped them in the learning process in the classroom. On the other hand, this is also shown by looking at the active learning conditions of students and the occurrence of feedback between teachers and students. In addition, students are

also better able to speak in front of the class and talk to their friends. This also shows that learning speaking as a communicative has been achieved, it support that People use speaking for a variety of different purposes. Some people speak, in discussion for distance to make social contact with people, to establish rapport or understanding, or to build social relationships between two people or more.<sup>2</sup>

The application of the learning techniques applied in this classroom can be seen from the lesson plans (RPP) that are applied by the teacher when teaching, the use of certain application nowadays will be very effective in digital learning, it stated that support material in the hands of the human resource involved in the educational process in order to enhance the quality of education.<sup>3</sup>The steps taken by the teacher greatly affect learning activities in the classroom. Likewise with the directions and techniques carried out by the teacher, of course, greatly influencing activity and effectiveness in the classroom. Some of the techniques applied and used by hospitality accommodation teachers majoring of SMKN 3 Parepare in improving students' speaking skills are retelling and discussion techniques.

This retelling technique was used to retell and provide information to friends about student events or experiences without using text in front of the class, as stated that by using retelling technique. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Retelling fosters creative thinking. It also helps students express ideas in

---

<sup>2</sup>A.KaharuddinBahar, *Transactional Speaking a Guide to Improve Transactional Exchange Skills in English for Group Discussion and Interviews*(Gowa:Gunadarmallmu, 2014), p.17

<sup>3</sup>Arulsamy, Sivakumar, *Application of ICT In Education*, (Hyderabad: Neelkamal Publication, 2009).



the format of beginning, development, and ending, including the characters and setting a story has to have.<sup>4</sup>

This technique was very helpful for teachers in providing understanding and explanation to students about the teaching material that will be given especially in the speaking aspect. In learning the teacher only acts as an instructor and motivator.

Meanwhile students played an active role in learning activities in the classroom. The achievement or improvement of students' speaking can be seen from the assessments obtained by students in the classroom and in the evaluations given by the teacher. Evaluation is shown to see the extent to which the development of students' speaking abilities and the components therein include students' vocabulary and pronunciation.

For this reason, learning requires appropriate and appropriate techniques so that learning in the classroom can be carried out properly and smoothly. In addition, the technique carried out by the teacher also provides feedback between the teacher and students in the class so that the class becomes active and effective.

The determination and application of learning techniques is determined from the objectives and aspects to be achieved. These achievements were very beneficial to the abilities and skills of students. Speaking used to express idea, asking and giving information in communication. One of the good techniques that can be used by discussion technique. Discussion was interesting technique because one of technique that can help students when students were talked with other students and also practice

---

<sup>4</sup>Brown, H. D. *Teaching by Principles an Interactive Approach to Language Pedagogy*. Longman, Ny: Person Education, 1999.

to delivering idea.<sup>5</sup> Besides that, discussion technique can help the teacher to reach the goal of teaching. And also, it can help the students to express their idea. So, the students will have much opportunity to practice their speaking.

Discussion technique can improve students' speaking ability by drilling them in argument, question and answer. It can be seen from their scores by using discussion technique. Teachings speaking by using discussion techniques the students were more active, and it increased students' enthusiasm, and made them think critically.

Discussion technique as communicative language teaching benefit used to train stimulate students in communicate and exchange information with interaction intended to familiarize students with speaking and communicating in the classroom using target language.<sup>6</sup>

Another research was conducted in similarly research on previous research findings which stated that the conclusion that discussion Technique improves students' speaking skills as shown by improvement of students' score in every cycle; it explained that students were participating in practice their discussion with their friend. They gave their opinion to questions from their friend. In conclusions, discussion technique can improve students' speaking skills at second grade of SMP Negeri 19 Pontianak in the academic year 2014/2015.<sup>7</sup>

---

<sup>5</sup>Nunan. *Practical English Language*. (New York: McGraw Hill, 2003)

<sup>6</sup>Brown, H. D. *Teaching by Principles an Interactive Approach to Language Pedagogy*. Longman, Ny: Person Education, 1999.

<sup>7</sup>TriaRomauli, Regina and IwanSupardi, *Improving Students' Speaking Skills Through discussion Technique* (Pontianak: UNTAN, 2016) p.8

It state that some principles for designing speaking techniques should required some technique or method to cover the sectrum of learners needs, acuration on language teaching toward speaking materials.<sup>8</sup>

The statement of the expert while supporting the prvioe research, it strongly stated that technique of the teaching on teaching process really determine the respond and the students performing, while having great respond and prforming, the students will be able to achive the materials easily from the teacher.

## 2. Students' Speaking Skill

The teacher was conducted to find out the students speaking skill by applying the teachers' technique in teaching speaking. Retelling is one of the technique that could be used by the teacher in teaching English Specially in speaking.

From the scores of the students XI APH 1, Retelling technique let the students able to speak well. Retelling technique can be progressed to make the students able to speak well. Students were able to retell their unforgettable experience well. In two meetings students were asked to retell their unforgettable experience and also to retell the story that was sent by the teacher. The progress showed that retelling technique in teaching speaking was succesful and be able to make the students speaking well, the Students able to communicate, know how to pronounciate goodly. The technique made most of the students' active In the class because the students relized that speaking was very important in communicate.

After analyzing the students' speaking skill based on the teacher's technique on teaching, the researcher found that most of the students were able to speak well by

---

<sup>8</sup>Brown, H. D. *Teaching by Principles an Interactive Approach to Language Pedagogy* . (Longman, Ny: Person Education, 1999) p. 275

using story telling technique. The data also showed that students felt that storytelling technique could help them in speaking skill.

The result of the students' speaking quality were very good because the scores of 27 students were categorized as very good which above the KKM score of 75.00, so it can be concluded that the speaking skills of the students of class XI APH 1 can be categorized as very good.

The second class was conducted in XI APH 2, the teacher was teaching speaking skill by applying discussion technique. Discussion was one of the technique that could be used by the teacher in teaching English Specially in speaking.

Based on the result of students score in XI APH 2 means = 81,08 . The standard score of English subject for eleventh grade students of SMK Negeri 3 Parepare is 75.00. The progress showed that Discussion technique in teaching speaking was succesful and be able to make the students speaking with others in which the students should produce English orally. In measuring the data. Students performing should be acquasition on the method of learning when it's had high score of quantitative score of criteria score.<sup>9</sup>

Conclusion of the findings was the students' speaking quality were very good because the score of 31 students are very good , so it can be concluded that the speaking skills of the students of class XI APH 2 which categorized as very good.

---

<sup>9</sup> Harmer, Jeremy. *How to Teach English: an Introduction to the Practice of English Language Teaching*. England: Addison Wesley Longman. 1998