

## **CHAPTER IV**

### **RESULT OF THE STUDY**

#### **A. Data Finding**

##### **1. Teachers' strategies on overcoming students' problems English speaking at MAN MODEL Palangkaraya**

The data about teachers' strategies on overcoming students' problems of English speaking at MAN model Palangka Raya, the writer found out the data through the result of observation during the teaching learning process, analysis of the lesson plan, and interview with an English teacher.

During the observation, the writer that found that English teacher used combination ways in teaching English. Because of that, the students' language skill in English can be practiced. Due to the research only focused on the teachers' strategies on overcoming students' English speaking, the following discussion showed up whether or not the teacher's strategies on overcoming students' speaking run effectively.

To obtain the data related to the research the writer did the observation twice in class XI of MAN MODEL Palangka Raya. The first observation was done on Wednesday 05-03-2014 at 10.00-11.30, and the second observation was done on Wednesday 26-03-2014 at 12.00-13.30 a.m. The English teacher of the eleventh students of MAN MODEL Palangka Raya is Siti Masniah.

Based on the result of the observation that found that by the writer about time allocation, day, and material can be seen as follow:

**Table 4.1**  
**Time Allocation, Day, and Material**

No	Day/Date	Time	Material
1	Wenesday,05-March-2014	10.00-11.30 a.m	Narrative text
2	Wenesday,26-March-2014	12.00-13.30 a.m	Warning

The process of Teaching English at MAN MODEL Palangka Raya. The writer wanted to describe overall study result below:

Before starting the lesson the teacher is always opens the activity by trying to remind the students about the lesson of yesterday which had been thought, in order to determine the ability of the students in understanding the material that have been taught to them. Then the teacher started the lesson by using a new lesson topics or different, for example about how to write and speak narrative text or very good story, then the teacher gave an example of narrative text to the students sheet in order to be understood first about how or language in making the right narrative text. In teaching and learning the Teacher uses two languages in English and Indonesian It is Because when teacher uses or explain the matter with the English Language the students sometimes do not really know or comprehending to the material taught if the teacher more dominant used English rather than used Indonesia language.

The writer classified teachers' procedures to three steps are Pre-activities speaking, Whilst- activities speaking and post – activities speaking. There are discussed in the following ways:

### 1. Pre –Activities

Based on the observation, the English teacher started the class by greeting. Then the teacher stimulated using narrative text to remind what the topic they had discussed in previous meeting. The writer also found that the teacher did brainstorming first before starting the topic in order to give stimulation for the students.

Based on the observation, the english teachers activity in Pre-activity can be seen follow:

**Table 4.2**

#### **Teaching Learning in Pre- Teaching Activities**

No	Activities	
	The teacher	The Students
1	The teacher opened the teaching learning by greeting the students said "Assalamualaikum wr.wb and good morning"	The student answered the teachers greeting by saying walaikumsallam wr.wb and good morning together loudly
2	The teacher checked the presence list by mentioning the students's name one by one	They raised their hand if they were present
3	The teacher did not directly present the material ,but she did brainstorming first.She asked her students several question related to the topic last meeting	The students told what they had done in previous meeting one by one

<b>4</b>	The teacher mentioned the goal of lesson introduced the topic	The students prepared their condition,they prepared their books ,dictionary,and their attention.
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Based on the table above, It be know that the teacher did Brainstorming to begin the lesson by giving question. In this case,the teacher practised writing and speaking skills for her students.

Beside that, the teacher's activity and integrated language skills in pre-activity in teaeching speaking using teacher's strategies can be seen as follows:

**Table 4.3**

**Teachers' Activity in teaching Speaking**

NO	Teacher's activity in teaching speaking	SKILL			
		L	W	R	S
1	Teacher's opened the lesson by greeting to students	✓			✓
2	The teacher checked the presence list by mentioning the student's name one by one	✓			✓
3	The teacher did not directly present the material ,but she id brainstorming first. She asked her students several questions related to the last meeting	✓			✓
4	The teacher mentioned the goal of the lesson then introduced the topic	✓			✓
	TOTAL	4			4

Based on the table above it can be know that speaking and listening skill appeared simultaneously. Meanwhile other skill such as reading and writing did not appear.

## 2. Whilst- Activities

In whilst Activity, the first thing did by teacher : The teacher gave a students teks narrative to students to be able to understood well the concept of the right narrative text. The teacher reads a first the students listen carefully, The teacher explained about the narrative text, in teaching learning teacher give guidance or material to their students by combining English and Indonesian language support. Then the teacher explained clearly how to make a good narrative text.

Then the teacher gives opportunity for the students to advance in front of class to explain about the function and how to make narrative text correctly. after that the teachers assigns to students to answer teacher question that have been reads.

Based on observation, the Teacher teaching activity in whilst activity can be seen as follows:

**Table 4.4**

### **Teaching behavior in english lesson for Whilst-Teaching Activity**

NO	Activity	
	Teacher activities	Students Activities
1	The teacher give the students a texts	The teacher opened their book

2	The teacher read a first	The students listen carefully
3.	The teacher explains what the texts contained in the book	Students listen and pay attentions to teachers explanations
4	The teacher asked the students forward one by one to reads the texts	Students come forward in front of class to reads
5	The teachers assigns the students to answer teachers questions that have been reads	Students reads and prepare to answer questions orally

Based on the teaching behavior above, it can be seen that the teacher as facilitator in teching learning had various ways in order the students to be involved.

The examples of the teacher as facilitator in teaching learning had various ways in order the students to be involved.

1. The students were asked to read the narrative text.
2. The students were asked to explain about narrative speaking text.
3. The students were asked to read narrative text.
4. The students were asked to listen when the teacher read loudly
5. The students were asked answer the questions from the speaking teacher.

Based on the result of the activities above the students had oppurtunity to practice their skills in whilst activity.

Related to table of teaching behavior above, The teacher activity and integrated language skills in whilst activity of teaching Speaking using Teacher's strategies on Overcoming students as follow:

**Table 4.5**

**Teacher activity in teaching Spaking**

NO	Teacher's activity in teaching speaking	SKILL			
		L	W	R	S
1	Teacher's gave instructions to students a. To open the English book b. To listen teacher when reading the text c. To explain the Materi about Warning d. To read the text in front of class one by one	✓ ✓ ✓ ✓		✓ ✓ ✓	✓ ✓ ✓
2	Teacher read the text	✓			✓
3.	Teacher gave questions to make the students active involving in teaching learning process	✓	✓		✓
4.	Teacher explained how to make the warning	✓	✓	✓	✓
5.	Teacher listened to the students a. Reading the text of Warning b. Make examples of Warning c. Answering the questions	✓ ✓ ✓	✓	✓ ✓	✓ ✓ ✓
6.	Teacher pronounced the word if the students got wrong pronuontiation	✓		✓	✓
7.	Teacher wrote some sentences from the text warning		✓		
8.	Teacher gave the students task to write about Invitation text	✓	✓	✓	✓
TOTAL		12	5	8	12

Note : L=Listening, W=Writing, R=Reading, S=Speakig

Based on the result of the study the writer it can be known some strategies were used by the teachers' to overcome English speaking problems those are :

First, to Overcome the problems related to the activity in teaching speaking, The teacher used switching to the mother tongue when the teacher gave instructions to the students.

Seconds, to Overcome the problems related to the activity in teaching speaking, The teacher getting help the students involvessomeone for help in conversation when the teacher pronounced the word if the students got wrong pronounciations.

Third, to Overcome the problems related to the activity in teaching speaking, The teacher Using Mime and gesture to expressions during learning to conversations.

Fourth, to Overcome the problems related to the activity in teaching speaking, The teacher avoiding communication partically or totally during learning English.

Fifth, to Overcome the problems related to the activity in teaching speaking, The teacher selecting the topic before learning the students.

Sixth, to Overcome the problems related to the activity in teaching speaking, The teacher adjusting or approximatting.

Seventh, to Overcome the problems related to the activity in teaching speaking, The teacher Coinning words.



Eight, to Overcome the problems related to the activity in teaching speaking, The teacher using a circumlocation or synonym.

Based on the table above it can be known that speaking and listening skill appeared simultaneously. Meanwhile other skill such as reading and writing were less appearing. It was caused by the goal to make the students active, the teacher would speak and ask some questions in order were not only as listener.

### 3. Post- Activities

At the last activities, the teacher order to submit their task. After that the teacher reviewed the material with giving questions that would conclude their teaching learning that day. The class was closed by saying “see you next week”.

Based on the observation, The teacher activity in the post-activity can be seen as follow:

**Table 4.6**

#### **Teacher behavior in english lesson for Post-Teaching Activity**

NO	Activity	
	Teacher activities	Students activities
1	The teachers answered together	Students correct their answers
2.	The teacher explains again the narrative text	Students listen to explanations from the teacher again
3	The teacher gives the students the chance to ask again about the material that is not clear	Students ask the teacher about the material that is not yet clear
4	Teachers provide motivations and advice to	Students receive advice from the teachers

	students to always keen learn	
5	The teacher give homework to next meeting	Students receive homework from the teachers
6	The teacher closes lesson with say “Good bye or See you next day/walaikumsallam wr.wb	Students answered the greetings of the teachers

Based on the table above, it can be known that the teacher did question answer to make the conclusion. In this case, the teacher practiced listening and speaking skill for her students.

The teacher activity and integrated skills in pre activity in teaching speaking using teacher strategies on overcoming students can be seen as follows:

**Tabel 4.7**

**Teacher’s Activity in teaching speaking**

NO	Teacher’s activity in teaching speaking	SKILL			
		L	W	R	S
1	Teacher’s gave to the students motivation and suggestion	✓			✓
2	Teacher concluded the topic	✓			✓
3	Teacher closed the lesson	✓			✓
TOTAL		3			3

Note: L=Listening, W=Writing, R=Reading, S=Speaking

Based on the result of teacher’s activity in teaching speaking in pre-activity, while activity, and post activity above, it can be seen that the teacher often communicate with giving instruction and question with the students in order the students involved activity in teaching learning process. From the description above, the writer concluded that the teacher

used productive skills to make the students involved actively in the teaching learning process even though the purpose of teaching speaking.

Based on the result of the data analysis some strategies were used by the teachers to overcome students' English speaking. Learning strategies applied by the teacher in teaching speaking skills in class XI MAN MODEL Palangkaraya shows that learning strategies applied by the teacher is a teacher-centered strategy. Judging from the message management activities or learning materials, based on those results interview Tuesday 1 April 2014.

*" Biasanya saya melihat di syllabus pelajaran apa yang ingin disampaikan hari ini, ambil tema paling mudah dan juga menarik, misalkan memilih teks dengan kosakata yang tidak terlalu sulit dan terlalu panjang agar siswa tidak bosan dan tidak meluncurkan suggesti bahwa mereka berpikir ini sulit "*<sup>1</sup>

strategies adopted by teachers categorized as expository learning strategy. Strategy is realized with the use of learning methods that dominate the discourse. In accordance with the results of interviews of teachers in teaching speaking skills have implemented various strategies to cope with students' learning difficulties. Strategy adopted by the teacher is directly teaching strategy (expository), learning strategy centered on the teacher (teacher center strategies), strategy deduction learning and heuristic learning strategies implemented by various methods, techniques, and instructional media and by applying certain aspects of assessment. Based on the interview

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<sup>1</sup> Result of interview with Miss Msnh ( it was conducted on April 2014 )

*" Untuk mengajar saya menggunakan strategi pembelajaran langsung dan dilaksanakan dengan metode tanya jawab, diskusi, ceramah, yang saya gunakan serentak di pembelajaran itu ".<sup>2</sup>*

In the English language support to overcome learning difficulties of students of class XI MODEL MAN Palangkaraya teachers take the following steps:

1. Using a variety of methods in teaching
2. Provide motivation to students
3. Often provide individual or group assignments
4. Ask students to discuss the English dictionary to bring every hour lessons

Based on interviews with teachers in class XI it can be seen, the teachers strategies Overcoming english speaking students:

1. Teacher gives motivation to the students to continue learning English
2. Teachers apply multiple methods of learning that can attract the attention and interest of student learning so that students would be Happier in English
3. Teachers give assignments to students in the form of individual and group assignments every meeting as an exercise

## **2. The teachers' problems in teaching English Speaking**

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<sup>2</sup> Result of interviews with Miss Msnh ( it was conducted on April 1-2014 )

Learning achievement of students achieved a result of interaction of various factors that influence both from inside (internal factors) or from outside (external factors) to determine the teachers' problems in teaching speaking following class interviews with English teachers first XI MODEL MAN Palangka raya:

*“Halangan/hambatan dalam mengajarkan speaking biasanya kita cuma perlu mendorong siswa untuk berbicara karena siswa masih banyak terlihat malu dalam berbicara, takut salah ngomong, siswa sebenarnya mengetahui jawabannya tapi kurang percaya diri untuk menjawab, jadi kita sebagai guru cuma perlu mendorong mereka untuk berani berbicara“.*<sup>3</sup>

*“ Kendalanya siswa kadang merasa masih malu menyampaikan dan mengucapkan, sebagian ada yang mau mengulangi dengan suara pelan karena merasa takut salah dan takut didengar temanya bahwa ucapannya salah “.*<sup>4</sup>

Student learning outcomes in school activities is strongly influenced by the teacher and other students. Teachers should make learning English especially speaking it should be interesting to happen good communication between students and teachers. In fact they do not take pleasure in learning English, especially speaking and still feel nervous due to lack of confidence to speaking. Following the interviews the students of class XI :

*“ Tergantung gurunya, kalau gurunya ngomong terus menjadi bosan “.*<sup>5</sup>

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<sup>3</sup> Result of Interview with Miss Msnh ( it was conducted on April 1-2014 )

<sup>4</sup> “ ibid.....

<sup>5</sup> Result of interview with one of astudents AGPF(it was conducted on March 26-2014)

*" Kalau belajar speaking itu lebih rame seharusnya karena Cuma ngomong tapi aku masih belum terlalu bisa merangkai kata-kata sesuai tenses yang benar karena pengetahuan kosakatanya juga sedikit .<sup>6</sup>*

Based on the results of English teachers and students of class XI teachers'problem it can be seen speaking in english teaching, among others:

1. lack of motivation to learn in students
2. low center of attention when the students learning process takes place
3. Time constraints in the process of learning English
4. lack of knowledge and vocabulary in the English language lessons
5. lack of media that are less attractive

## **B. Discussion**

The results showed that the motive / motivation of students with learning difficulties in learning speaking skills are low. It can be seen from the low student interest in participating in learning speak for speaking skills based on interviews between the author and teacher.

*" Halangan / hambatan dalam mengajarkan speaking biasanya kita Cuma perlu mendorong siswa untuk berbicara karena siswa masih banyak terlihat malu dalam berbicara karena siswa masih banyak terlihat malu dalam berbicara, takut salah ngomong, siswa sebenarnya mengetahui jawabannya tapi kurang percaya diri untuk menjawab, jadi kita sebagai guru cuma perlu mendorong mereka untuk berani berbicara “.*

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<sup>6</sup> Result of interview with one of astudents Da(it was conducted on March 1-2014)

Finding of this study are consistent with opinion that the Sardiman learning outcomes will be optimal if there is motivation in chapter. The result of study are is in line with the opinion that Sardiman in chapter II page 30. Therefore, it is correct to say that motivation is very important in learning

The results of this study also showed that students were less excited to be learning though students know the importance of having skills speaking. The results of this study are not in line with the opinion that Yamin in chapter II page 30 "People will be motivated if he believes that the results have a positive value for him". Responding to the findings in this study, the teacher demanded to raise students' motivation in learning with a variety of techniques.

The results showed a low student motivation. Research results indicate that the ability of students about the components of language, which is related to:

- (a) pronunciation, tone, intonation, joints, duration,
- (b) diction
- (c) the structure of language, and
- (d) the language style is still very low.

The main goal of the student when speaking in front of the class was able to quickly finish the conversation. This resulted in pronunciation, tone, joints, and duration are often overlooked students.

Linguistic components that also affect learning difficulties in learning to talk is the diction. Students often feel out of words in conveying speaking. Such as what is perceived by students nervous if asked to recite. This study found that students shy, scared, and nervous when performing in front of his friends. Students lack confidence in speaking.

Low self-esteem in students due to lack of preparation and lack of understanding of the linguistic elements and nonlinguistic influential in learning speaking skills. In addition, a lack of confidence is also due to the low content of students' understanding of the components and the lack of experience of performing in public speaking. Implications for teachers of speaking anxiety experienced by students is working on ways to overcome the anxiety.

Wendra advice should be considered to deal with this situation in chapter II page 36, namely:

1. seeks to increase students' knowledge of rhetoric preparation, preparation, and delivery of the conversation, and
2. creating opportunities for students to practice speaking
3. Use of Teaching Methods

Learning methods that have been used by teachers in teaching speaking skills are lectures, assignments, questions and answers, and discussion. From these methods, the teacher recognized that the most widely used method. The reason teachers choose methods such as classroom atmosphere that is passive. No



student dared to ask or answer questions the teacher. Another reason is because the teachers expressed limited knowledge about the innovative methods.

The use of learning methods that dominate the discourse seems to have become one of the causes of students' learning difficulties in learning speaking skills.

The results of this study and in line with Zain Djamarah the opinion in Chapter II page 32 that the use of the lecture method with the purpose of learning so that students are able to demonstrate something, in this case able to talk, not well-suited because it will only create less conducive learning yan (less effective and efficient), because of the method used limited support for the objectives to be achieved.

Fitting together the lecture method with other methods such as the method of question and answer, assignments, and discussion is a good move done by the teacher. In a study to address the problem so that the goal can be achieved must be given as a system of learning.

Sanjaya in chapter II page 33 defines the system as an integral component of the inter-related to each other and interact with each other to achieve an optimal expected results in accordance with its intended purpose. That's why learning is seen as a standard system in the educational process. If one part of the system is not functioning properly, learning objectives that have been set can not be achieved with good anyway From interviews with students and teachers have not obtained that teachers using media in learning.

The absence of media in teaching students recognized that they feel are not excited in learning to talk. Less excited learners affect learning on result speaking skills are still low. Learners have difficulty in learning speaking skills. From result of interviews with students and teachers in the learning result that speaking skills, relationship / interaction between the student and the student is still low.

This is evident from the attitude of students who are busy with their own work and are reluctant to discuss with her. Such students' attitudes affect student learning outcomes. Dunkin as quoted by Sanjaya, says in chapter II that the nature of the factors of students (pupils properties) can affect the learning process. From interviews with students and teachers seen that the passive attitude of the students in learning speaking skills. Handling such student attitudes is certainly involves several things such as methods, media, infrastructure, teachers, and so forth.

The involvement of the various components in a learning to overcome the problem so that the goal can be achieved must be given as a system defines learning as an integral component of the system that are related to each other and interact with each other to achieve an optimal expected results in accordance with its intended purpose. That's why learning is seen as a standard system in the educational process. If one part of the system is not functioning properly, learning objectives can not be was use achieved well too Based on the findings and discussion done on the causes of students 'learning difficulties some revealed that of these factors, the most dominant factor causing students' learning difficulties class XI MAN Model Palangka Raya learning speaking skills is a factor mental

attitude. This is evident from the results of observations and interviews with teachers and students. Shame, fear, anxiety, and lack confidence in the result is very depressed student learning.