**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

Most of the important thing in a research is research finding and discussion. In this chapter the writer is going to present the data which has been collected from the classroom observation and interview to the English teacher of eighth grade students MTs N Bandung. The important point of this chapter is to describe the process of teaching speaking by using cards at the eighth grade students of MTs N Bandung.

1. **Data Analysis**
2. **Teaching Speaking****by Using cards**

Media is very importance for a teacher in teaching a language. The reason is because learning a language will be more exiting if there are some media. There are many teaching media that may be used by the English teacher in teaching speaking such as a radio, language laboratory, video, pictures and cards, board, and etc. In this research, the researcher focuses in card as teaching media. The teacher states that:

*“Saya memiliki banyak kartu untuk media, tapi yang saya sering pakai adalah kartu yang saya buat dari kartu Permainan Remi yang bagian depannya saya kasih stiker putih, jadi saya bebas mau buat apapun dan terkadang saya meminta murid-murid untuk membuat media buat mereka sendiri” (Siti Hasanah, 1 Juni 2012).*

“I have many cards. I often use the blank cards which made from Remi game card. So, I can make everything with that bank card or I ask my student to make it” (Siti Hasanah, 1 June 2012).

1. Teacher’s activities for using cards
2. Memorizing vocabularies

Teacher gives student blank card then ask them to write same vocabularies that have been tought. After finish the student make rotation with their cards. The teacher states:

*“Dengan kartu siswa lebih tertarik dalam hafalan vocab, salah satu caranya dengan memberikan mereka kartu kosong dan meminta mereka menulis vocab yang mereka dapatkan dari materi sebelumnya, kemudian diputar” . (Siti Hasanah, 1 Juni 2012)*

1. Arrange the paragraph orally

Teacher gives student card that contain clues. Then students elaborate the clues orally in the front of class. Teacher says:

“*Saya menulis beberapa clu di kartu kemudian siswa menjabarkan langsung di depan kelas. Atau bisa juga dari siswa untuk siswa, jadi mereka lebih aktif” (Siti Hasanah, 1 Juni 2012).*

1. Describing event

The card contain picture of event. For example is the picture of motor accident. Student describes the person, setting, the reason why they get accident, etc. Then student gives suggestion to other student some advices to avoid accident. Teacher’s statement:

*“Kita dapat mencetak atau beli untuk kartu-kartu yang menarik. Untuk discribing event saya mengunakan yang ini (sambil menunjukkan kartu cetakkan pabrik). Kita ambil contoh kartu yang ini, siswa dapat menggambarkan situasi kecelakaan ini” (Siti Hasanah, 1 Juni 2012).*

1. Telling story

Same cards contain interesting story. The student tells the story in front of the class. Teacher says:

*“Ada juga story kartu mas. Cara gunainnya dengan menunjukkan ke salah satu siswa kemudian menceritakannya di depan kelas” (Siti Hasanah, 1 Juni 2012).*

1. Games
2. Empty Chair

Teacher prepares four chairs. The player is five. Other students sing a song until the teacher says stop. When the song has stopped, players directly sit down. So, there is a player who still stands up. Then he will take a card from the table and describe it.

1. Guessing Card

Teacher give clues about a card then student guess what card that teacher means. Teacher says:

*“Ada banyak permainan yang bisa dihasilkan menggunakan media kartu, contohnya emthy chair dan guessing card. Guru ditantang kreasinya untuk menciptakan game-game yang menarik” (Siti Hasanah, 1 Juni 2012).*

1. **Teacher’s Problems in Teaching Speaking**

In teaching a language sometimes the teacher faces some problems. The English teacher states that:

*“E...kendala itu pasti ada ya!. Satu, tidak semua siswa itu pandai jadi mereka perlu extra perhatian. Pembimbingannya satu-satu harus saya kasih tahu karena mereka malu atau takut salah” (Siti Hasanah, 1 Juni 2012).*

“The problems faced by the teacher, for example: the student’s capability. The teacher should pay full attention to the slow learners, because sometimes they feel shy or nervous” (Siti Hasanah, 1 June 2012).

After analyzing the teacher’s statement, the writer finds that there are some problems in teaching speaking:

1. Student’s mentality

It refers to the student’s courage. Student’s courage is very crucial in speaking class because without this feeling the lesson will be failed. The teacher asked them to learn the material before and gave many exercises.

*Teacher: Students, I’m glad with your performance today, but I hope you’ll never stop to practice a dialogue with your friends at home. Tomorrow, I’ll invited some of you to present a dialogue once more and I hope each of you be ready. So, prepare it as best as possible at home.*

1. Student’s capability

Each person has different capability and either for students in learning speaking. The students who have low capability cannot follow the material successfully. To force this problem the teacher is supposed to be creative to create enjoyable situation during the teaching learning process. For example:

*Students: Sorry, Mum. I have no idea. I’m afraid if I Should speaks in English.*

*Teacher: Don’t be afraid. I’ll help you and everything Will be alright. Come on!*

1. **Student’s Problems in Learning Speaking**

Based on the classroom observation, the writer find the student’s problems in learning speaking:

1. Performance

In practicing the dialogue, the students must stand in front of the class. Because of this situation they are afraid if they have bad performance. Consequently, he or she is feared if her or his friends insult or laugh at their performance

1. Nervousness

A problem that mostly faced by the students is nervousness. They feel that they cannot comprehend the material well and make mistakes. Finally, some of them prefer to be passive in the class.

1. Pronunciation

It means that the students commonly produce unclear pronunciation. They feel difficult to pronounce certain words, moreover, if they do not recognize them yet. As a result, it often happens slip of the tongue from the students.

1. **Problem Solving Used By the Teacher**

There are some ways used by the teacher to overcome the student’s problem. They are as follows:

1. The teacher gives advice and motivation about the students performance. She explains the important of learning speaking is to communicate to others and it will create a good relationship between the human being. Meanwhile, the advantages of speaking activity is to build interaction between the speaker and the receiver.
2. The teacher gives the example how to practice and give an opportunity each student to practice speaking.
3. She gives more attention about the four speaking elements. She gives correction to the student’s pronunciation by asking them to imitate her pronunciation.
4. **Testing**

Parts of teaching evaluation are comments, marks and grades, and reports. However, to evaluate the speaking skill the English teacher gives some comments and marks in the last meeting to their student’s performance. The English teacher states that:

*“Biasanya ada juga yang diberi nilai, misalnya pronunciation, performance, kosa kata, dan grammarnya. Kadang-kadang saya juga memberi komentar, jadi tidak semuanya dinilai. Komentarnya ya…paling harus belajar lagi atau belajar lagi di rumah” (Siti Hasanah, 1 Juni 2012).*

Based on the teacher’s statement, the writer concludes that for a teacher to evaluate the student’s performance is needed, moreover in speaking activities. First, comments may cover the pronunciation, performance, vocabularies, grammar, and others. Hopefully, this way will increase the student’s speaking ability. Second, student scoring is needed to know the student’s development in mastering knowledge.

The teacher used three ways to evaluate students. First is giving quiz, for example teacher said “ there is old man brings big bag, what will you say?” Please up your hand!. If the student give true answer teacher gives two points. And if student give not appopriate answer teacher gives one point. Second is question answer. Teacher asked student one by one while other are waiting. Third is role play. Teacher gived setting of event then ask them to perform.

**B. Discussion of the Research Findings**

1. Teaching Speaking by Using cards

Media is any extension of man which allows him to effect other people who are not in face to face with him. Thus include letters, television, film, and telephone and even the roads and railway as there are extensions by which man can communicate with another. It is also carrying the message to the students (Sunyoto. 2004: 33).

Media is such things that can be used to distribute the message from sender to receiver to stimulate the sense, mind, attention, and the student’s interest to build the teaching learning process. The English teacher of MTs N Bandung uses a media namely cards. Teacher’s activities for using cards are:

1. Memorizing vocabularies

Teacher gives student blank card then ask them to write same vocabularies that have been tought. After finish the student make rotation with their cards.

There are many ways to improve student’s vocabularies in the speaking class by cards. For example Place a selection of flash cards on the floor in a circle. Students have one minute to memorize the cards. In groups, they have two minutes to speak as many of the vocabularies as they can remember (Budden. 2004).

1. Arrange the paragraph orally

Teacher gives student card that contain clues. Then students elaborate the clues orally in the front of class.

After memorizing vocabularies teacher ask students to make sentences by their new vocabularies. Or in other way, teacher gives every student a card. Students have a minute to think then say aloud in front the class.

1. Describing event

The card contain picture of event. For example is the picture of motor accident. Student describes the person, setting, the reason why they get accident, etc. Then student gives suggestion to other student some advices to avoid accident.

1. Telling story

Same cards contain interesting story. The student tells the story in front of the class.

1. Games
2. Empty Chair

Teacher prepares four chairs. The player is five. Other students sing a song until the teacher says stop. When the song has stopped, players directly sit down. So, there is a player who still stands up. Then he will take a card from the table and describe it.

1. Guessing Card

Teacher give clues about a card then student guess what card that teacher means.

4. Evaluation System of Teaching Speaking

Evaluation is needed for a teacher to give feed back for the learner during their learning activities. In teaching learning process the English teacher evaluates the students’ performance by giving comment and mark. However, there are at least three evaluations: comment, mark or grade, and report. The advantages of teacher’s evaluation are to know the student’s capability, and the result of using cards is satisfying.

According to Lark (2000) There are four types of task on testing speaking those are:

1. Interviewing activity

In this section teacher will be interviwer and student as interviwee. Each of students will be asked basic questions about their home town/village, family, leisure and future plans as their simplest topic to do so.

1. Individual Task

In this section student will shoe their performance monologue. Each of students will be asked to compare two photographs and explain their personal feelings and observation about them (you will be asked to speak for 1 minute, without any interruption). They will also be asked to give their opinion about the other student's photographs (they will be expected to speak for about 20 seconds).

1. Joint Task

In this section student will be shown some pictures. They will be asked to discuss these with the other student and to make a decision. Sometimes they will be asked to agree on the conclusion, and sometimes they will be told that they may make different decisions. In some instances student can show their preference and short opinion in agree or disagree.

1. Three-Way Discussion

In this section student will be asked to discuss (together with the other student and the examiner) some ideas that are connected with the joint task. Teacher gets involved to interrupt student talking in order to find meaningful communication.