

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents and describes the result of this study. The data obtained from the observation, interview, and questionnaire are analyzed and elaborated to answer the research problems mentioned in chapter I.

#### **A. Description of Data**

The researcher describes the data of this study from the instruments to answers the problems.

##### 1. The data from observation

Because of the limitation the researcher, so the researcher observes a group of five groups in grade X of MA Mambaus Sholihin and observes three times when students are doing English speech training activity in class. English speech training activity is held once a week on Friday for three hours.

- At first observation, on 27<sup>th</sup> July 2012. For two hours, students implement the agendas of English speech training. The researcher finds some unsatisfying indicators, such as lack of confidence, mispronunciation, the fluency of speaking in English not good, and the anxiety of students to convey all programs of English speech training. Those can be known from data below:

Some unsatisfying indicators	Such as
Lack of confidence	1. Students only stand stiffly when deliver speech 2. Students do not use their gesture when deliver speech and sing a song at entertainment section.
Mispronunciation	3. Students say “prez” at sentence “ <u>praise</u> be to Allah”. Students should say “preiz <sup>1</sup> ” 4. Students say “propet” at sentence “ <u>peace</u> be upon <u>Prophet Muhammad, his family...</u> ”. Students should say “`prɒfɪt <sup>2</sup> ” 5. Students say “honor-ebel” at sentence “ <u>honorable audience</u> ”. Students should say “`ɒnərəʊbl <sup>3</sup> ” 6. Students say “realais” and “wit-out” at sentence “ <u>all of us realize that we cannot live alone, without help from others</u> ”. Students should say “`ri:əlaiz <sup>4</sup> ” and “wiðaʊt <sup>5</sup> ” 7. Students say “indirekli” and “obligid” at sentence “ <u>Indirectly, we are obliged to master science.</u> ” Students should say “,ində`rektli <sup>6</sup> ” and “ə`blaɪdʒd <sup>7</sup> ”

<sup>1</sup> Oxford University, *Oxford Learner's Pocket Dictionary, third edition*, (Oxford University Press, 2005), 336.

<sup>2</sup> Oxford University, *Oxford Learner's...* 344.

<sup>3</sup> Oxford University, *Oxford Learner's...* 207.

<sup>4</sup> Oxford University, *Oxford Learner's...* 357.

<sup>5</sup> Oxford University, *Oxford Learner's...* 498.

<p>Fluency in speaking is not good</p>	<p>8. Students often pause in the middle of sentence.</p> <p><i>“In this globalization (hm.....) we obliged to communicate _____each other well. _____ in order we get other science. (hm.....) with science we can do anything.”</i></p>
<p>The anxiety of students</p>	<p>9. Students deliver speech hesitantly.</p> <p><i>“the progress of science and technology we imitate to ____ maybe China or Singapore or Japan.”</i></p> <p>10.Students’ eyes look at one direction.</p> <p>11.Students hold microphone in front of chest, it causes low voice.</p>

The audiences follow this activity quietly and little crowded because the speakers do not give interesting performance and the tutor monitors students in that activity and makes a little note of their mistakes. After students have implement English speech training for two hours, tutor gives feedback about the correct pronunciation such as, *praise, prophet, etc*, suggestion for holding microphone in front of mouth and do not look at one direction. This feedback and suggestion is given to students from their performance in English speech training for an hour in order to students will not do same mistake in the next week.

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<sup>6</sup> Oxford University, *Oxford Learner’s...* 219.

<sup>7</sup> Oxford University, *Oxford Learner’s...* 293.

- Second observation, on 3<sup>rd</sup> August 2012, students get little progress in speaking fluency. Students do not implement the agendas of English speech training nervously, such as students' eye contact, they look at all of audience and hold microphone in front of mouth. But their pronunciation and grammar are not good, such as word "government" at sentence "*our government sends the students abroad to the study*", students say "govermén", they should say "`gʌvənmənt"<sup>8</sup> and students say "*we are can study science from English book writing or speaking*". Students still do not have variation in spoken, their intonation is flat and is like read a paragraph when the master of ceremonies says "*time is yours*" and the speaker close the speech. Sometimes students wrong in choosing words, it is like "*I think the importance of English is important*". Their vocabularies are still little, so sometimes they use same words or sentences and repeat the previous sentence in their speech. At this week the audience follow this activity quietly and enthusiastically because the speakers deliver the speech with loud voice. And tutor still monitors, makes a little note, and gives feedback to the students after they have passed all agendas of English speech training. Tutor tries to give some tips to increase their confident and right the wrong pronunciation

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<sup>8</sup> Oxford University, *Oxford Learner's...* 186.

such as students ignore the audience in order that they are not nervous, they wear elegant clothes, and give right pronunciation “*Goverment*”.

- The third observation, on 10<sup>th</sup> August 2012, researcher finds some progress in students. As increasing fluency in English speaking, student attitude, confidence, and grammar in speaking English. Students look fluent in speech because they feel comfort with wearing elegant clothes and sometimes they use proper gesture based on the situation. So it can make students confident in speech. Students use grammar better than last week although there are some wrong in using, especially to different the noun, adverb, adjective such as at sentence “... *every family and nation of the country are education and building by Islamic morals*” and “*as Moslem we must study with good*”.

The audiences also follow English speech training well and little crowded. When English speech training activity is implemented by students, tutor give motivation to speak loud voice and give feedback about grammar and some pronunciations such as *improvement, nation,* and *carry out* to make it better next week.

## 2. The data from interview

The researcher interviews Miss Rochimah Indawati who is the leader of English Speech Training activity’s tutor to collect the data about English

Speech Training activity to improve students' fluency in English speaking and the learning process of English Speech Training activity.

The researcher interviews respondent at the last meeting of observation, on 10<sup>th</sup> August 2012. From the result of interview with respondent, researcher finds information about the English Speech Training activity. The purpose of English speech training activity is to help develop students' English language skills especially in speaking skill because English speech training activity focuses on speaking ability. Such as, being a master of ceremonies, translator al Quran in English, and delivering some speeches. To realize the purpose of English speech training activity above, tutor gives guidance to improve students' speaking skill and gives knowledge about English pronunciation and grammar, and then they practice in the agendas of English speech training activity.

There are some agendas in English speech training activity, which are being a master of ceremonies, translator al Quran in English, delivering speeches, entertainments such as reading a poem, singing a song or telling story. English speech training activity is held on Friday for three hours. For two hours students implement all agendas of English Speech Training activity and an hour later tutor gives guidance and feed back to students about what students do when implementing the agendas of English Speech Training activity. Tutor provides an opportunity for other students to perform on next week in rotation by lucky draw. So in a meeting or a week there are 7 - 9

students who perform the agendas of English Speech Training because in a group there are 25 - 30 students. The other students that do not perform will be the audience in order that they do not make the same mistake in implementing the agendas of English Speech Training on next week and can improve listening skills little by little.

The whole agendas of English Speech Training can help to improve their fluency in speaking English because the basic this activity is speaking. Students must get used to speaking English because it makes students fluent in speaking English little by little. The development of speaking fluency in grade X of MA Mambaus Sholihin in every week is getting better if it is compared with the first meeting to following the English Speech Training activity although sometimes they do little mistake in pronunciation and grammar.

Tutor faces some problems in English Speech Training activity. It is students not confident and shy with their English ability when student is selected to carry out one of the English Speech Training agenda, such as speech. To solve these problems the tutor tries to motivate the students and gives tricks and tips in order they are not shy, confident, and fluent in speaking.

### 3. The data from questionnaire

To find out the students' response towards English Speech Training activity the researcher use questionnaire that is given at the last meeting. The researcher takes a group consists of 29 students from first grade of MA

Mambaus Sholihin. The formula is used to find out the result of the questionnaire as follows:

$$\frac{\text{The sum of students' responses of one question} \times 100\%}{\text{The number of the students}}$$

In each statement, the researchers summarize the answer from questionnaire to four options, they are very like, like, like enough and dislike. Where the four options can represent the four options contained in the questionnaire paper. Below the result of questionnaire obtained in the list and the percentage form:

Table 1  
The Result of Questionnaire in list form

No	Statement	Very like	Like	Like enough	Dislike
1	Siswa suka bahasa inggris	5 students	16 students	8 students	-
2	Siswa mengenal kosakata baru selama mengikuti kegiatan English Speech Training	-	16 students	10 students	3 students
3	Pendapat siswa tentang kegiatan English Speech Training	10 students	14 students	-	5 students
4	Siswa percaya diri ketika berbicara di depan selama kegiatan English Speech Training	1 student	17 students	9 students	2 students



5	Tutor melaksanakan kegiatan English Speech Training dengan baik	12 students	17 students	-	-
6	Kegiatan English Speech Training membantu siswa dalam kelancaran berbicara bahasa Inggris	4 students	16 students	9 students	-

Table 2

## The Result of Questionnaire in Percentage

No	Statement	Very like	Like	Like enough	Dislike
1	Siswa suka bahasa Inggris	17,2 %	55,2 %	27,6 %	-
2	Siswa mengenal kosakata baru selama mengikuti kegiatan English Speech Training	-	55,2 %	34,5 %	10,3 %
3	Pendapat siswa tentang kegiatan English Speech Training	34,5 %	48,3 %	-	17,2 %
4	Siswa percaya diri ketika berbicara di depan selama kegiatan English Speech Training	3,4 %	58,6 %	31,1 %	6,9 %
5	Tutor melaksanakan kegiatan English Speech Training dengan baik	41,4 %	58,6 %	-	-
6	Kegiatan English Speech Training membantu siswa dalam kelancaran berbicara bahasa Inggris	13,8 %	55,2 %	31 %	-

The table above describes that the students attitude toward English speech training is increasing. It looks at the results of the percentage at number 1 and 3, they are very like 17,2% and 34,5% while like 55,2%, and 48,3%. The other students, enough like 27,6% and dislike 17,2%.

By following English speech training activity students have felt the progress in English language skills, as seen in the number 2, 4, and 6. Students have known new vocabularies during following English speech training with the percentage of 55,2 %. Students feel confident when they are speaking in front of audience, with the total percentage of 62 %. English speech training activity has helped students in their speaking fluency, with the total percentage of 69 %. From the three of the result, more than 50% of students feel the benefit of English speech training activity.

Based on students at first grade of MA Mambaus Sholihin, the tutor has implemented the English speech activity well. It is proven with percentage at number 5, it is 58,6 % and 41,4 %.

## **B. The Finding of The Research**

The findings of the study are discussed in accordance with the problem statement stated previously in chapter. The findings of the research that are taken from instruments result will be described below.

1. The description of English speech training activity

English Speech Training activity is one extracurricular activity that can improve students' speaking skill and must be followed by all of students' MA Mambaus Sholihin because this school emphasizes on international language.

By following English Speech Training activity students can develop their English skills especially in speaking skill because the agendas in English Speech Training focus on improving the ability to speak English in accordance with the purpose of English Speech Training activity which was described by the researcher above.

The implementing of English Speech Training activity at every grade of MA Mambaus Sholihin is divided 4 - 5 groups. Every group consists of 25-30 students.

English Speech Training activity is held every Friday for three hours. In the first on two hours, students implement agendas of English Speech Training as being master of ceremonies, translator Quran in English, deliver speeches and entertainment. And for an hour, it is used by the tutor to give feedback and guidance for what students did in agendas of English Speech Training activity and provide an opportunity for other students to perform on next week in rotation through a lucky draw. So, there are 7 – 9 students perform the agendas of English Speech Training in a week. And the other students are being the audience so they do not make the same mistake and can improve their listening skills little by little.

2. The effort of the English speech training to improve students' fluency in English speaking

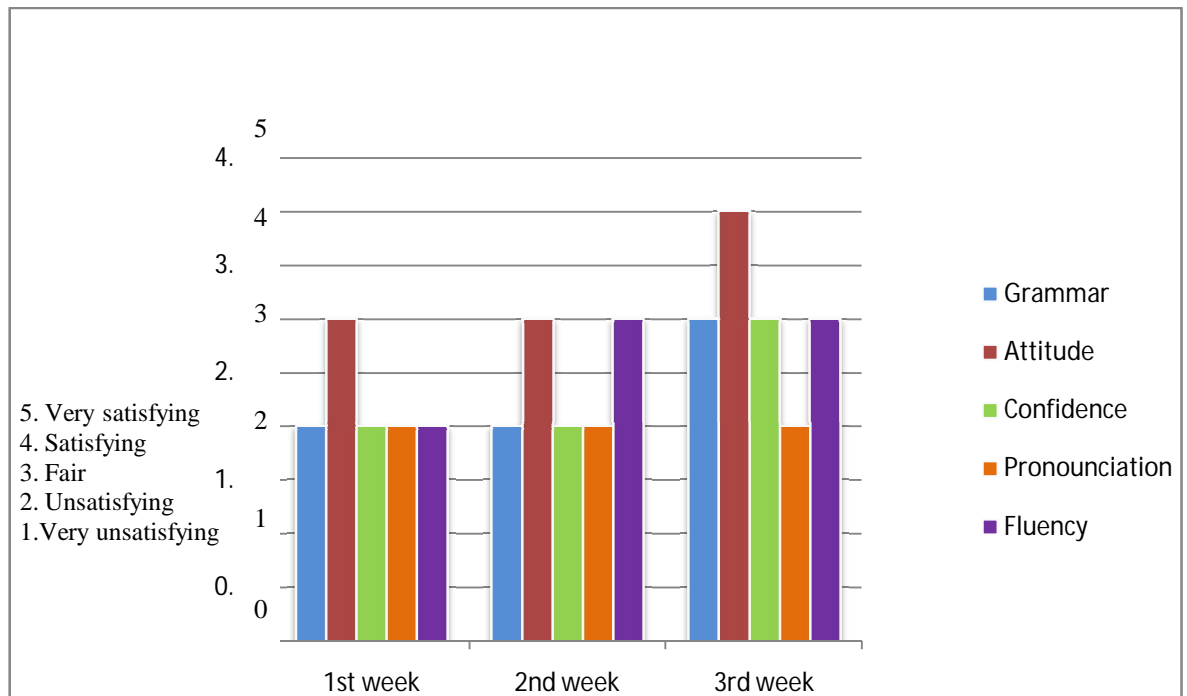
To improve student fluency in speaking English and achieve the purpose of the English Speech Training activity, the tutors give training, guidance, knowledge of English to students and practice it through the agendas of English Speech Training. By following the whole agendas of English Speech Training students can improve their fluency in speaking English because this activity focuses on speaking skills. Students must get used to speaking at this activity so it can make students fluent in speaking.

Giving feedback to the students for what they have done in agendas of English speech training and motivating students so that students feel comfortable, spirit and keep to learn to improve their self in speaking ability. So, every week students have increased in fluency to speaking English.

Students get progress during they do the English Speech Training activity not only in the fluency to speaking English, but also in other cases as mentioned in the description of the data. And it will be illustrated by the following diagram.

### Diagram

The progress of students followed English Speech Training activity  
for three weeks



From the diagram above shows that the students have progress little by little from various aspects, as follows:

- Attitude

In the first week in delivering agendas of English Speech Training activity, such as speech, students do well and not do anything that impolite even though they look nervous. Students stand in front of audience inelegant and not able to use their gesture well when speaking. After students receive feedback and guidance from tutor every week at

the end of the implementing of all English speech training's agendas, they are being good and their nervous decrease.

- Confidence

As others aspects, at the beginning of the meeting and the first time the students follow English speech training activity, they are not confident that it influences their speaking fluency and attitude when implementing English speech training activity. Therefore tutor gives tricks and motivation to improve their confidence. As the third week, students wear clothes that are elegant and comfortable, so it can increase their confidence to speak and do English Speech Training activity better than first week.

- Grammar

In implementing the agendas of English Speech Training activity in the first week, students do not use appropriate grammar and not good, students just talk nonsense. But after guidance and feedback given by tutors, students have progress little by little. So at the end of researcher observation, the using of grammar when students deliver speech more organized than the first week.

Based on the American FSI speaking proficiency measurement, score of students' grammar is three. It is frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.

- Pronunciation

At the beginning of the meeting, pronunciation's students are not so good, students just talk nonsense and use low voice, so it cause crowded from the audience. Students' pronunciation must often be trained and practiced routinely. So if they do mistake in pronunciation, tutor will give the right pronunciation directly.

For score of students' pronunciation based on the American FSI speaking proficiency measurement is three. It is Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

And the score of their vocabularies is three. It is choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics

- Fluency

Based on the diagram as the result of observation above, it shows student progress in fluency speaking English. Although at first time the students implement the agendas of English Speech Training, they have difficulty in speech. Students often stop in the middle of speech, think for a moment, and then continue to speech again. But the students' fluency is getting better with the help of tutors and several factors, which are confidence and their grammar better little by little. Students' fluency in

speaking English will better, if their pronunciation are good. Their speech will clear and can be understood by audience.

Score of students' fluency in speaking based on the American FSI speaking proficiency measurement is four. It is their speech occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

### **C. Discussion of Research**

From the data analysis and the research finding, it can be found about the application of English speech training to help students' fluency in speaking English at MA Mambaus Sholihin and the responses of student about English speech training activity.

1. The application of English speech training to help students' fluency in speaking English at MA Mambaus Sholihin

Based on the data is obtained the researcher above. There are some aspects to get fluency in speaking English, they are:

- Confident
- Pronunciation
- Vocabulary
- Grammar
- And student attitude



If students have the fifth of aspects above well, so their fluency in speaking English is good because those aspects and the fluency in speaking influence one another. It is proved by the results of the observation checklist for three weeks in diagram above that getting progress little by little in the fifth aspects.

To improve students' fluency in speaking, English speech training activity must help students to develop that fifth of aspects. Based on A. J. Hoge, there are requirement in order to speak English fluently, it are students must have confidence and vocabularies.<sup>9</sup>

Tutors of English speech training activity try to improve it with giving feedback, knowledge, and motivation to students at the last section of English speech training after students practiced in the agendas of English speech training for two hours such as being master of ceremonies, translator al-Quran in English, speeches and entertainments.

By following English speech training activity every week students will be able to develop that fifth of aspects little by little and automatically their speaking fluency in English improves.

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<sup>9</sup> A. J. Hoge. "Speaking English Fluently" *Effortless English*, (<http://effortlessenglishclub>, accessed on august 29, 2012)

2. The students' response toward English Speech Training as extracurricular activity

Based on the result of questionnaire that is given in the last meeting. It describe that the students' response toward English speech training as extracurricular activity is good through in the first time they feel shy, not confidence, and have no motivation.

We can see in description of data above that more than 50% of students feel the benefit of English speech training activity such as in their vocabularies (55,2%), confidence (62%), and fluency (69%). Based on students at first grade of MA Mambaus Sholihin, the tutor has implemented the English speech activity well. It is proved with percentage at number 5, it is 58,6 % and 41,4 %.