CHAPTER IV

FINDING DATA AND DISCUSSION

This chapter presents all data that the researcher finds at SMK PGRI 3 SIDOARJO. The data is from interviewing, observing, and questionnaires and the researcher explains them descriptively. The data focus on the problems faced during the implementation of multi-methods and the effects of using multi-methods for the students' improvement. The documentation of data can see in appendix

A. The Result Of Documentation

Based on the syllabus that the researcher got from SMK PGRI 3 SIDOARJO, the researcher analyzes that school has implemented multi-methods in teaching and learning process. The teacher designs the classroom speaking activity through discussion, role-play, practice the dialogues, presentation (introducing or telling something) in front of the class, and give respond orally.

The researcher analyzes the document in all meeting that are syllabus and lesson plan. However, the syllabus and lesson plan do not match. The data in syllabus show that the teacher implements role-play, practice the dialogues, and presentation whereas in lesson plan the teacher implements discussion. The teacher uses multi-methods step by step. In the teaching and learning process, the teacher implements discussion. Discussion section gives much knowledge for students. The students are able to response orally, active in speaking, and explore their ideas as frequent as

possible. After doing discussion, the students are able to do presentation and practice the dialogues because they had learnt much expression and knowledge in discussion section. In this way, the teacher can measure the students' English speaking skill after implementing multi-methods.

B.   The Result Of Interview

The English teacher at SMK PGRI 3 SIDOARJO explains that multi-methods is one of appropriate technique in teaching speaking. It helps students to be more active in exploring ideas and creative to create topic for discussion. The researcher had implemented multi-methods for about 9 years. She really seems the differences between the use of multi-methods and traditional technique. Multi-methods gives some effects for her students particularly in students' English speaking skill. The activities in multi-methods give influence for them in the tenth grade.

She says that multi-methods can make students more confident in public speaking. Multi-methods also help them to work cooperatively through discussion, dialogue, short conversation, and small talk. The activities which have implemented mention in Douglas Brown. In his book, the activities in multi-methods called responsive and interactive. In responsive activities the teacher can design the activities such as short conversation, small talk, giving comment, and others. In interactive activities, students have opportunity to build social relationship with others. For this reason, the teacher prefers to implement multi-methods to build those relationships. She compares with traditional technique which makes students passive

in doing the activities, and they prefer to learn individually. Thus, social relationship among them can not be built in teaching and learning process.

According Nurhadi (2003), he also mentions in his book, traditional methods make students get the information passively and individually so that they can not build social relationship with others. Beside that, he says teaching and learning process done in the classroom and it makes them bore because there is no new situation. Even, students just read, listen, write, and remember their lesson so that they do not think critically and actively.

The implementations of multi-methods have problems in understanding vocabularies, pronouncing words, and understanding grammar structure for most of students. To minimize those problems, the teacher always motivates them to practice speaking everyday. The practice is not only done in the classroom when they learn English but also they use English for daily communication. During the implementation of multi-methods the teacher tries to use the simple and common words to make the students understand easily. In this way, the students are able to develop their skill through the context. Multi-methods help them to enrich vocabularies and ease in communication. The teacher also gives examples on how to pronounce the words well. The teacher notices and motivates students to practice daily communication because it is one of way to understand grammar structure. The examples of daily communication are asking or giving responding in the presentation, discussion, short conversation, discussion, and others.

Since the characteristic of students are different, the teacher designs varied activities which encourage them to work in group or individual. In the teaching and process learning, there are some active and passive students. Normally, active students will help passive students to motivate them particularly in improving English speaking skill and make the process of teaching and learning language is conducive. The way of active students in motivating passive students are by exploring the ideas in process teaching and learning through discussion and group presentation.

After getting the data from interviewing the teacher, the researcher wants to know process teaching and learning using multi-methods. The researcher wants to know the problems faced during the implementation of multi-methods and the effect of using multi-methods. After that, the researcher does observation in the real situation and condition when the teacher implements multi-methods. From observation, the researcher will know the process and learning using multi-methods technique. She also knows the students' response during the implementation of multi-methods in the teaching speaking. She just focus on two problem, namely the problems faced during the implementation of multi-methods and the progress of students' speaking skill after using multi-methods.

## C.   The Result Of Observation

In the first meeting, the teacher explains multi-methods to improve students' English speaking skill. The teacher will implement the procedure of multi methods for 4 meeting. There are many activities in multi-methods such as discussions,

speeches, role-plays, conversations, audiotape oral dialogue journals, and other accuracy-based activities[1]. The teacher usually implements discussion, short conversation, and presentation. Even though, she sometimes orders students to read aloud or practice dialogue. Reading aloud or practice dialogue is one of example intensive activity. That activity helps students to get knowledge how to pronounce the words well and make them more confident.

The teacher implements multi-methods in teaching and learning speaking. The activities motivated them to participate and active in doing discussion, conversation, and presentation. All of activities have purpose to maintain the students English speaking skill. The activities are designed to create the situation and condition comfortable, enjoy, and active in speaking during the implementation of multi-methods. Because of that school has a big number for each class, the teacher uses an auditorium to implement multi-methods. It can help her to ease control students because there is no obstacle such as tables and chairs and the room is large. The researcher looks the students prefer learning speaking outdoor to indoor. In outdoor situation and condition, they look participate in the activities well because the English teacher can control and motivate them easily if they get difficulties in vocabularies.

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[1] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language,* (Rowley, MA: Newbury House, 1979).

Students' Feeling
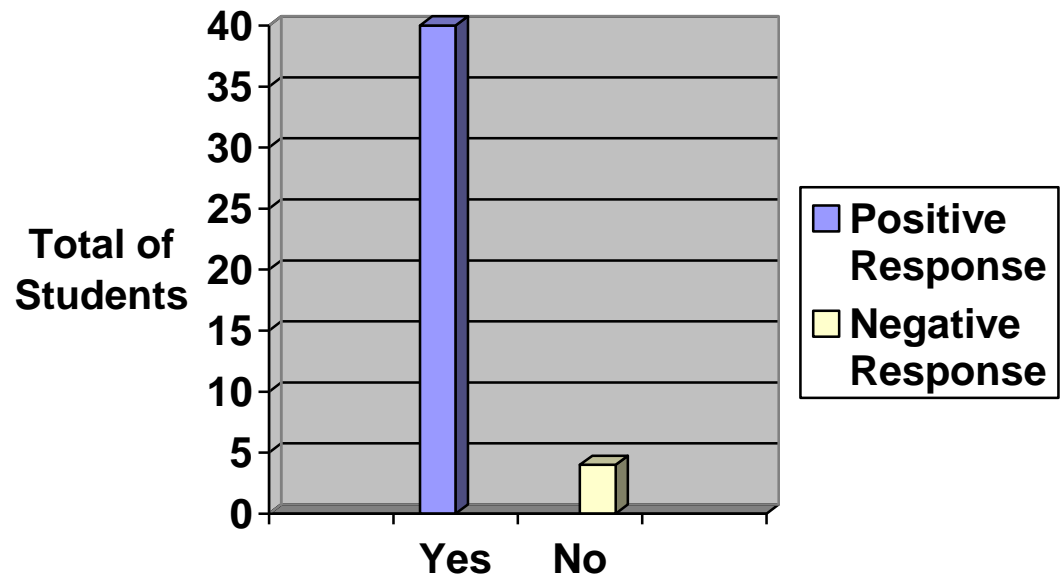
There are 44 students as the object in this research. The horizontal chart explains the total of students in the classroom when their teacher implements multi-methods in teaching process and learning. In the vertical chart, there are two colors that are blue and cream. The blue color shows positive response of students whereas the cream color is negative response. From the result of positive response, the students look happy, comfort, and enjoy during the implementation of multi-methods. They finish the activities related multi-methods well. In discussion section, they explore their ideas fluent and more confidence. They enjoy in giving respond and

participate during the activities. The students are happy and comfort when the English teacher orders them to present the result of discussion. The activities are designed in group so that they more confidence in public speaking when exploring their ideas. The English teacher always motivates 4 students do not feel happy, comfort and enjoy in activities better in the next activities. She gives a time for them to understand with the materials and participate in the activities given. They will feel happy, comfort, and enjoy if they understand with it.

The researcher sees the students like English and speaking class. They look enthusiast when the English teacher applies multi-methods in teaching speaking activities. They do the instruction well. At that time, the English teacher implement 3 types of multi-methods technique in teaching speaking called discussions, presentation, and conversation. They are interested in those activities and look happy. They are enjoy and comfort when she implement multi-methods. All of activities that had been implemented make the students more motivated in speaking activities. They always speak English not only in speaking class but also when they are in outside. However, students will get the information passively if their English teachers use traditional technique.

Multi-methods also helped the students more enjoy in speaking. They enjoy when their teacher orders them to present the result of group discussion, having conversation and presentation in front of the class. They enjoy in speaking because they understand and interest with the activities given. Beside that, the activities can be done in many places, contexts, and setting so that they are not bore. The English

teacher ever do group presentation project in the auditorium. They really enjoy because the room is large and there is no obstacle such as tables and chairs. If the English teachers implement traditional technique, they just do teaching and learning process in the classroom.

During the implementation of multi-methods in the classroom, the students look active and try to use English. The English teacher motivates and helps them if they got problems in vocabularies. She always motivate them to active in discussion section, asking questions when other groups having presentation, giving respond or suggestion for other groups. Multi-methods make students more active in teaching speaking activities. The data will be support by the chart below. According the chart, there are 35 students active in multi-methods technique related the activities that teacher used. However, the 9 students prefer use mother tongue to English during the implementation of multi-methods. They just listen what their friend speak without respond or asking questions.

Students' Activeness
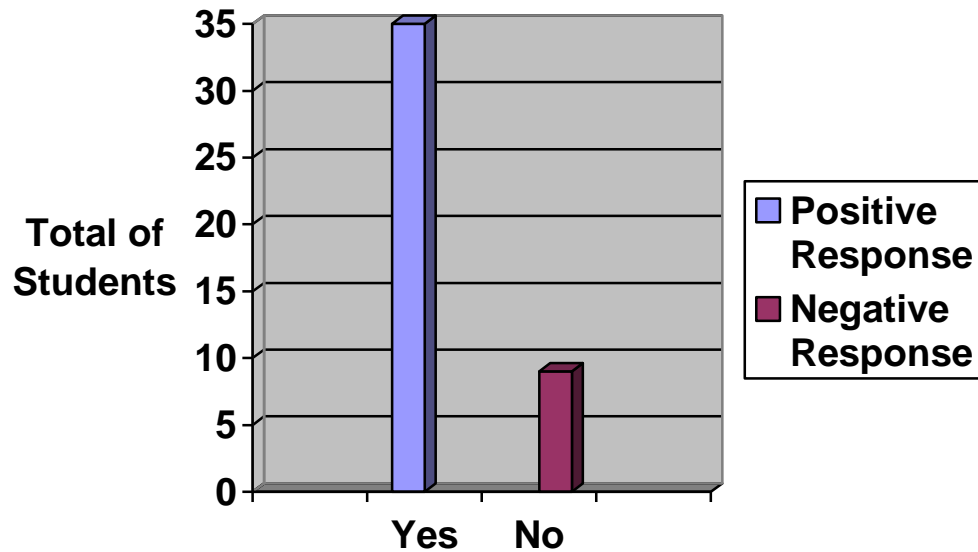
The chart above show, there are 35 students give positive respond that multi-methods can make students more active in speaking activities. They look confidence in exploring their ideas when the teacher orders them to have conversation, discussion, even presentation. However, the English teacher combines the activities that are individual and group. In the individual project the students more active than group project. Because of that classroom is big number, the English teacher often design the activities in group. Based on the theory interactive speaking has the

purpose of maintaining social relationship[2]. The English teacher tries to create the speaking activities conducive and give occasion for students to active in speaking English as many as possible.

The data above shows that multi-methods make the students learn actively. The students always use English during the implementation multi-methods in their classroom. The activities give effect to the students more active in asking question, having conversation or presentation, telling experiences, etc. The data is supported by the resources that had been written in the chapter two. Based on the types of speaking, the activities that had been implemented by the teacher appropriate with extensive oral production task which include speeches, oral presentations and story telling[3].

Multi-methods make students learn from their friends collaborate, discussion, and giving correction each other. In this project, the English teacher designs the activities in group project. Those activities help them to find the vocabularies, knowledge, and finish the project easily. Beside that, those activities will give correction if there is some of students do mistake during the implementation of multi-methods. In discussion section, the English teacher gives occasion for students to

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[2] Douglas Brown, *Language Assessment (principles and classroom practices)*, (America: San Fransisco State University, 2004), p. 141-142

[3] Douglas Brown, *Language Assessment (principles and classroom practices)*, (America: San Fransisco State University, 2004), p. 141-142

create the topic themselves. She is sure, if the topic is interesting the students will

participate in the discussion well.

Interesting Topic
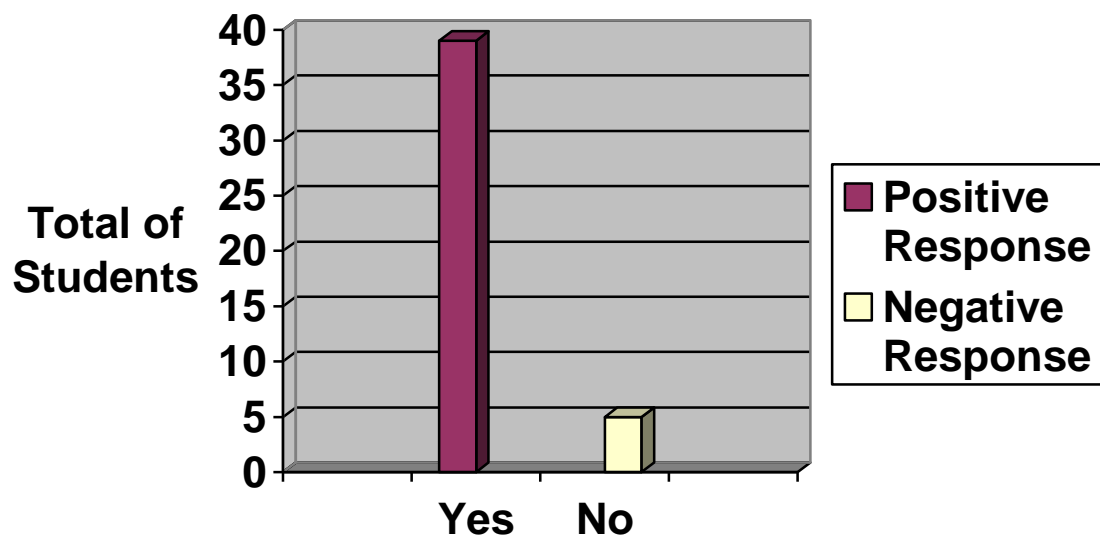
The data above present there are 39 students interest in the activities in

teaching speaking. The activities involve discussion, conversation, and presentation.

The students always do activities and finish the project well. They look comfort and

happy during the implementation of multi-methods in the classroom. They always use

English to communicate with other, asking question or giving respond. The English

teacher always motivates 5 students who do not interest in the activities. She orders

them to participate in the activities and use English to communicate with others. She helps them to explore their ideas. They dislike in individual presentation. However, she always orders them to understand having individual presentation so that they will get the best public speaking individually. She convinces them public speaking give effect for them to get communication the best in the future.

During the implementation of multi-methods, the English teacher can measure teaching and learning result by many ways involve discussion, conversation, presentation, and others. The English teacher gives an occasion for each group to create a topic. She gives for about 15 minutes for discussion and after that they are able to present the result of their discussion. In conversation, she calls two students to come in front of the class. And then orders them to make short conversation. Presentation here is individual project. Each student is able to introduce themselves in front of the class. There are many procedures how to implement multi-methods in teaching speaking. The researcher will give some of examples:

The Procedure of Asking Questions: [4]

- Close-ended questions are designed to clarify, and can be answered with a "yes" or "no" response. Here are examples:

   Did the truck break down?

   Are you feeling ill today?

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[4] Toni Rosenbaum, *Effective Communication Skill for Highway and Public Works Officials, (*New York: Itacha, 2005), p.8.

Can we provide you with more information?

- Open-ended questions are designed to get more information, and cannot
  be answered by a simple "yes" or "no." Here are some examples:

  How did the truck break down?

  How can we provide you better service?

  How are you feeling today?

- One-point solution. The characteristics of the "one-point solution"
  are the following:

1. Identifies an urgent concern

2. Focuses on one issue at a time

3. Forces a choice

4. Leads to a specific solution

   When using "one-point solution" to ask a question, you can use several

   words, such as "one" or "best" or "top." They all have the same

   characteristics. Here are some examples of "one-point solution" questions:

   What is the one thing we can do to increase our safety effectiveness on the

   job?

   What is our top priority in the shop this week?

   When is the best time to conduct safety training?

   One tips for people in using spoken language should

remember these "VALUE"[5]:

Verify what is being used

Acknowledge feelings

Listen "actively"

Use simple language

Eliminate negative words

Based on the theory above, the students can understand how to ask question to other groups after they presenting the result of discussion or ask to their teacher when they got difficulties during the implementation of multi-methods. They are able to ask question well related the structure of sentence. They will get tips in using spoken language appropriate the theory above.
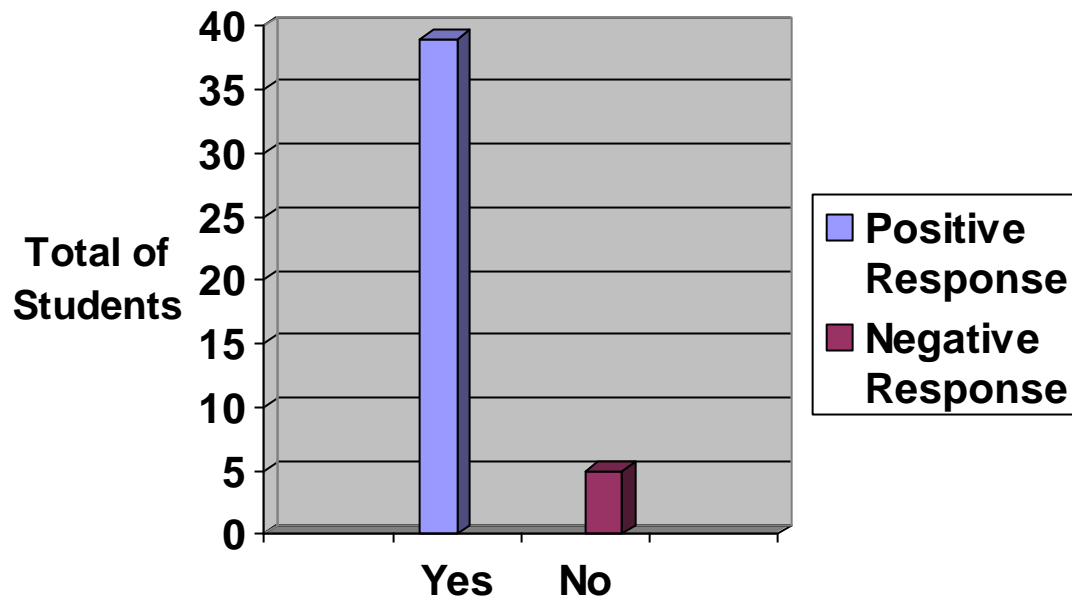
Actually, in the implementing of multi-methods technique, teacher has some problems. The first is faced from the teacher herself, the second is from the students. In this case, teacher not all know how pronounce word by word individually. Then, one of solution is conducted by the teacher is she prepared many examples of the material given, and asked students to imitate continually. She also gives them knowledge about kinds of speech sound, the example of each sound, and adjusted them to pronounce English well.

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[5] Toni Rosenbaum, *Effective Communication Skill for Highway and Public Works Officials,* (New York: Itacha, 2005), p.17.

Secondly, students' learning type influences the teaching learning process. Most of them are too active and difficult to be controlled. They move, make some noisy and sometimes do not give attention. It can bee seen when a group present the result of discussion others do not pay attention and make noisy even using mother tongue. In this case, the English teacher should give punishment for them such as order them to come forward and telling what they discuss with their friend by short conversation. In the activities, she has tried to create interesting topic because the students choose topic themselves so that the students will easy to explore ideas, participate in discussing, even having conversation and presentation.

Multi-methods make students motivated in learning speaking activities. That statement is supported by the chart below:

Students' Motivated

They try to speak English during the implementation of multi-methods. They always

ask to teacher if get the difficulties how to pronounce words or vocabularies. They are

really motivated how to get improvement in English speaking skill. They always

finish the project and having participation the activities well. Based on the chart

above, there are 39 students always sharing their opinion during the implementation

of multi-methods through discussion. In this activity, they also give respond to each

other when there is different opinion even correction if there is mistake. They are also

motivated when the English teacher orders them to have conversation and presentation.

In the conversation project, they want to come forward first and have conversation. They really participate for all of activities when the English teacher implements multi-methods indoor or outdoor. Short conversation here is practicing the dialogue. The process and learning this activity orders students to read aloud in front of the class. It is involved basic types of speaking called intensive. The English teacher is happy because her students have motivation during the implementation of multi-methods although they still get difficulties how to pronounce words well. The researcher also finds the students' motivated in the presentation project. They really understand with the result of presentation so that they can present in front of others group fluent, comfort, and enjoy. After having presentation others group giving respond and asking question. The process in during implementation of multi-methods is conducive because the students motivated to speak English as many as possible.

The students often get difficulties during the implementation of multi-methods. This chart below will support the data:

Students' Problems
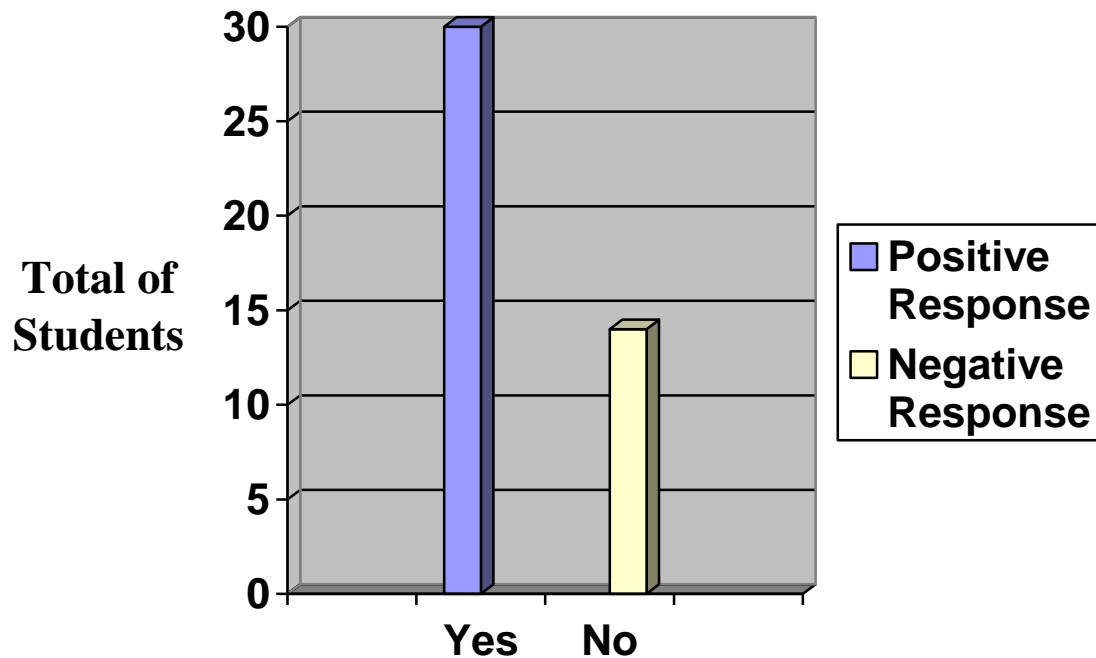
When the English teacher implements multi-methods in process learning and teaching speaking, there are 30 students give positive response if they have problems in vocabularies, pronunciation, and grammar. The students usually ask to English teacher if they do not know the vocabulary. The teacher orders them to find to the dictionary. Multi-methods make students build their knowledge by themselves. The teacher suggests them to bring picture during process learning and teaching speaking. They will speak or share opinion while pointing the picture so that make other

understand. The teacher also give an examples how to pronounce words well through knowledge about kinds of speech sound, the examples of each sound, and adjust them to pronounce well. The teacher suggests them to understand with the English grammar so that they can get progress in English speaking improvement.

The process learning and teaching speaking through multi-methods give progress in Students' improvement particularly in speaking skill. The data below will describe the progress of students' improvement in English speaking skill after the implementation of multi-methods:

Students' Progress
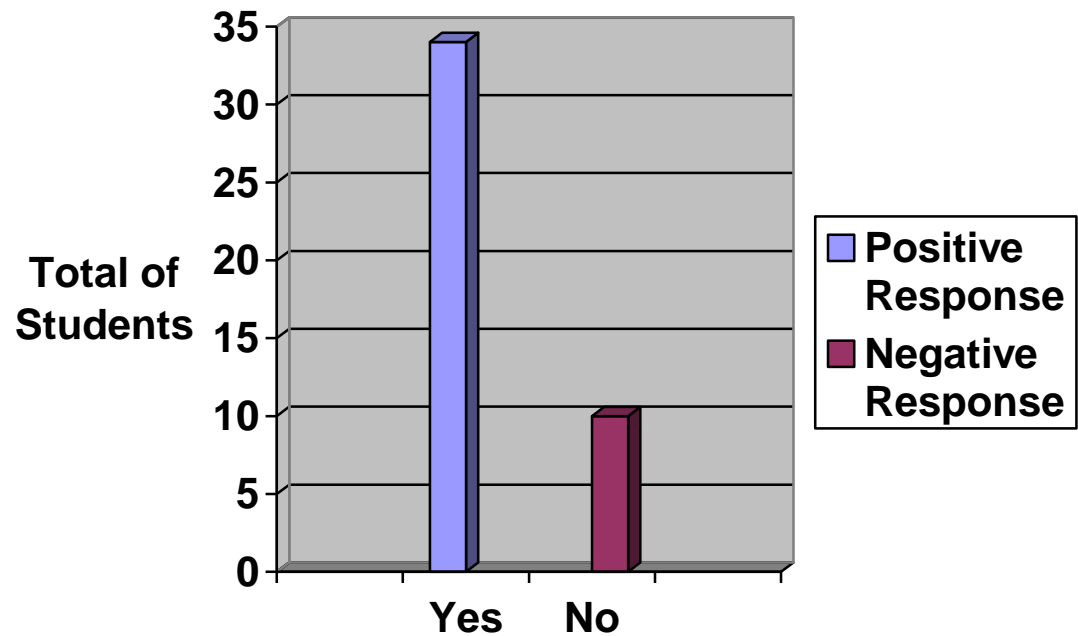
The data above shows that 34 students get the progress after the implementation of multi-methods. It is proven from the score that the researcher gets (see in appendix). The students' score always increase from the first until fourth meeting. The students also have many vocabularies because the activities in multi-methods have purpose for students to speak English. Through all of activities that had been implemented, they

can understand how to pronounce words well because the English teacher gives occasion for them to practice in public speaking as many as possible.

The students look more active and confidence during the implementation of multi-methods. They look active in exploring ideas or opinion when she designs discussion activity. They try to speak English and use simple language and can make others understand. They also more confidence in public speaking so that make the process and learning speaking activities enjoy and comfort. Multi-methods create the situation and condition for students interesting because they are given occasion for her to choose topic and have discussion. They will speak English and share their ideas easily because they understand with the topic they choose. The English teacher just give feed back related pronounce words, grammar and motivate students to speak English fluent.

D.   The Result Of Questionnaires

To support the data about the students' respond, the researcher gives questionnaire to the students and analyzes it. In the questionnaire, the researcher provides 10 questions. Below is the result of questionnaire which is given to the students. To measure about the students' respond, the researcher uses pattern:

The score   =   The total earned

                        Total of the students X 100 %

The question in questionnaire can be seen in appendix and the results of questionnaire are:

For question number 1, do the students like speaking class? The results are:

No	Criteria	Total
1	Yes	88, 63 %
2	No	11, 37 %

For question number 2, do the students like multi-methods technique in teaching speaking? The results are:

No	Criteria	Total
1	Yes	97, 72 %
2	No	2,28 %

For question number 3, do the students often find problems in multi-methods technique? The results are:

No	Criteria	Total
1	Yes	54, 53 %
2	No	45, 47 %

For question number 4, do the students active in all of activities when multi-methods technique are applied? The results are:

No	Criteria	Total
1	Yes	79, 53 %
2	No	20, 47 %

For question number 5, do the students use English when they do multi-methods technique? The results are:

No	Criteria	Total
1	Yes	59, 09 %

2	No	40, 91 %

For question number 6, do the students interest when they do multi-methods technique in teaching speaking? The results are:

No	Criteria	Total
1	Yes	88, 63 %
2	No	11, 37 %

For question number 7, do multi-methods technique can make students more motivate in speaking? The results are:

No	Criteria	Total
1	Yes	97, 72 %
2	No	2, 28 %

For question number 8, do multi-methods techniques help the students more enjoy, happy, and comfort in speaking? The results are:

No	Criteria	Total
1	Yes	100 %
2	No	0 %

For question number 9, do the students pay attention to their friends when they share opinion? The results are:

No	Criteria	Total
1	Yes	84, 08 %
2	No	15, 92 %

For question number 10, are there progressions in speaking when multi-methods technique are implemented? The results are:

No	Criteria	Total
1	Yes	90, 09 %
2	No	9, 91 %

The tables above describe the students' respond after the implementation of multi-methods. There are 44 students participate in the teaching speaking using multi-methods technique. Most of students in that class like speaking class. They always do all of activities well. Most of them like group speaking activity. According them, they can collaborate and giving correction each other. They also can cooperate to finish their project. They look enthusiast when the English teacher implements multi-methods technique involves discussion, conversation, and presentation. They follow the instruction the procedure for each activity so that the process learning and teaching speaking be conducive. That statement is supported that 88, 63 % students like speaking class and others are not.

The data show that 97, 72 % students like multi-methods technique in teaching speaking and others are not. They have gotten the effect after the implementation of multi-methods. They can more confidence in discussion, have conversation, presentation even public speaking. Those techniques make students learn actively so that they can explore their ideas as many as possible. Beside that, they can learn from their friends collaborate, discussion, and giving correction each other so that they have maintain social relationship. Even though, they build their knowledge by themselves and think critically even those techniques can be

implemented in many places, context, and setting which can make students interest in teaching speaking.

The table above describe that 54, 53 % students often find problems in multi-methods technique and others are not. During the implementation of multi-methods the students often find problems in vocabularies, pronunciation, and grammar. The English teacher always helps them to solve those problems. She orders them to bring dictionaries to find the words. Beside that, pictures also help them to pronounce the word easily when they present their result of discussion or presentation. In the case of pronunciation problems, she gives them knowledge about kinds of speech sound and the example of each sound. After that, she adjusts them to pronounce English well. She also gives them knowledge about grammar and the example of a good sentence. Finally, she orders them to understand of it and practice everyday particularly in speaking activities.

The table describe that 79, 53 % students active in speaking activities when multi-methods technique are implemented and others are not. They look active when the English teacher implement multi-methods involve discussion, conversation, and presentation. They explore and share ideas, giving responds to each others, asking questions to each others, and present their result of discussion and presentation fluent. They try to participate actively when the English teacher implement multi-methods in teaching speaking.

There are 59, 09 % students use English when the do the activities and others are not. Base on the data above, the English teacher always motivates students to

speak English during the implementation of multi-methods. In fact, there are some of students use mother tongues when others present the result of discussion, having conversation and presentation in front of the class. She also controls the students' activities so that they can use English as communication way during the implementation of multi-methods technique.

There are 88, 63 % students interest in the activities in teaching speaking through multi-methods and others not. The students interest with discussion because the activity well done in group. Their friends usually help the student got difficulties during the implementation of multi-methods. They also interest when the teacher order them to practice the dialogue in front of the class. It is in pairs activity and make them more confidence to do it because not individual assignment.

There are 97, 72 students answer that multi-methods technique can make them more motivate in speaking and other are not. During the implementation of multi-methods, all of activities motivate students to speak English as many as possible. Those techniques motivate them to share opinion and ideas, giving respond or correction to each other, asking or answering questions, building a good social relationship to each others, and learn language by communication way.

The table above show that 100 % students respond that multi-methods technique helps them more enjoy, happy, and comfort in speaking. During the implementation of multi-methods particularly in presentation project, their English teacher gives occasion for them to choose topic themselves. It can make students more enjoy, happy, and comfort in speaking because they understand with the topic.

Beside that, they present their result of presentation in auditorium so that the process of learning and teaching speaking is conducive.

From the table above, we can be known that 84, 08 % students pay attention to their friends when their friends share their opinion and others are not. During the implementation of multi-methods the English teacher designs individual and groups activities. When the student presents the result of discussion, presentation, or have conversation others pay attention. Others also give respond and question if they have difference opinion or there is misunderstanding from it. The presenters also give clear explanation and try to answer the question to make other understand with the result of their discussion or presentation.

The data above show that 90, 09 students answer there are progression in speaking after multi-methods are implemented and others are not. They can learn language in teaching speaking activities actively. Beside that, they look confidence during the implementation of multi-methods in speaking class. The students can enrich vocabularies in English term. Even though, they can speak English well and fluently.