**CHAPTER IV**

**FINDING AND DISCUSSION**

**4.1 FINDINGS**

This chapter explained the result of the research that had been conducted to know the effectiveness of mnemonic method on teaching speaking skill of students'. The findings of this research, there were two parts focused on this research. The first part was about the teacher and students perception of mnemonic method on teaching speaking skill and the second one was about the understanding of the teacher in apply mnemonic method to teach speaking English. When it came to the results of the finding, they can be seen in the appendices.

Because of Covid 19 pandemic, the interview was conducted by using whatsapp application where the respondent of the researchcan answere the question by chat whatsapp. The researcher interview with the teacher by personal chat in whatsapp and some students by using group whatsapp and the teacher answer the questionnaire

**4.1.1Teacher and Students Perception of Mnemonic Method**

The data of this research was collected in two instruments. They were interview with the teacher and students and questionnaire by the teacher. Each of the instruments were analyzed separately so that the result of the research can be known clearly

**4.1.1.1 Teacher and Students Perception of Mnemonic Method by Interview**

The first day interview was conducted on May 4th, 2020 with the teacher.

R as a Reaseacher

T as a Teacher

R :”What the method is used most often when learning English? Specially for the speaking?”

T :“many methods are commonly they use but for speaking the methods I use currently are role-play and mnemonic. I use role-play method to improve communication with students and I use mnemonic method to increase the students' memory ability to remember multiple vocabulary so that their ability to speak increases. Because their main problem was the lack of vocabulary (difficulty memorizing vocabulary) so that their speaking ability is bad.”

R :“What are teacher efforts in processing the material of speaking english for students?”

T :“In processing the material I adjusted to the existing syllabus and adjusted to the student handbook. So according to the instruction manual given to students the purpose of the learning will be well accomplished. And the material processing, I always reserve my material content in delivering the material, so that students will not be too bored and saturated when listening to me explain the material.”

R :”Why the teacher choose mnemonic method to teach speaking English?

T : “I think mnemonic method is so easy to master and does not need a lot of media to apply the method because since at school we have a limited media, and i think the students so easy to undestand and enjoy it more”

The first day interview was conducted on May 5th, 2020 with the students.

R as a Reaseacher

S1 as a Student1

S2 as a Student2

S3 as a Student3

R :”What do you think about the method is used by the teacher when teaching speaking?”

S1 :“In my opinion the teacher in presenting meteri by speaking to the class, memorizing, debriefing and had us practice speaking in front of the class. In material delivery he always had us to memorize and speak up in front of class and always had a discussion.

R :”What do you think about the teacher efforts to process the naterial of speaking English for students?”

S2 :“In deliver the material is so easy to understood, as she explain she also gives students an opportunity to explain or ask about the material being presented.”

R :”In your opinion the method is used by the teacher are easy to understood?”

S3 :“I think the method is so easy to master and doesn’t need a lot of media to apply the method because since at school we have a limited media, and i think the students so easy to undestand and enjoy it more”

Based on the above interviews, the english teacher at SMP swasta Tamora 2 Tg. Morawa taught by using mnemonic method and role-play to improve students speaking skill.

 Teachers do well to understand and know a variety of methods of teaching speaking, in order to adapt to the circumstances faced by students.

 Poor teacher teaching methods will affect the learning of bad students as well. That inadequate teaching method may take place for example, because the teacher is less prepared and less adept at the lesson material, so the teacher presents it with clarity, or the teacher's attitude toward the student and or the subject itself is not good, so the student is less pleased with the lesson or the teacher. Consequently students are lazy to study.

And based on the information the researcher obtained, teachers always mastered the material and maintained good communication by the students. The learning materials need to be properly selected to the fullest possible help students in achieving basic competence standards. Each material requires a strategy different from the other. In conveying matter there needs to be a couplet or an order passed along in order not to teach or study the matter.

Whether or not the results of a student's learning can be determined from the learning process in the classroom. During the learning process, educational interaction activities between teachers and students with the various learning models will lead students to more readily understand the material being presented by teachers. Before teaching a teacher is required to master the materials to be presented, there are varied learning styles, using the materials or supports in delivering speaking materials so that learning can take place optimally.The teacher's also selected use of the learning method should certainly correspond to the material to be presented to students. Method selection is chosen so that students train to be active and accustomed to expressing confidence.

* + - 1. **The Data Scoring Based on Questionnaire With The Teacher**

The questionnaire was distributed by the researcher to the teacher on 06th May, 2020 by using What's App.in the SMP swasta Tamora 2 Tg. Morawa the English teacher only one so the questionnaire answered only by one person(teacher)

* + - * 1. **The Result of Questionnaire**

To know the result of this research, the researcher asked the teacher to fill out the questionnaire. The college students' responses to each of the statements of the questionnaire were presented in the form of table.

There were sixteen statements with five numbers of values that the college students can choose. They were: strongly agree (SA), agree (A), undicided (U), disagree (DA), and strongly disagree (SDA).

**Table 4.1**

**The Result of the Questionnaire**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Statement | Score | Explanation |
| 1 | Mnemonic is the easiest method of remembering (mnemonik adalah metode mengingat paling mudah) | 4 | Agree |
| 2 | Mnemonic method is particularly suitable for using teach speaking English(metode mnemonik sangat cocok digunakan untuk mengajarkan berbicara bahasa ingris) | 4 | Agree |
| 3 | Mnemonic method help teacher to make teaching easier (metode mnemonik membantu guru dalam mempermudah pelajaran) Mnemonic method help teacher to make teaching easier (metode mnemonik membantu guru dalam mempermudah pelajaran) | 4 | Agree |
| 4 | The type of mnemonic method is very variative (tipe dalam metode mnemonic sangat bervariasi) | 4 | Agree |
| 5 | The acronym type is not suitable for speaking lesson (tipe akronim kurang cocok digunakan untuk pelajaran berbicara) | 3 | Undicided |
| 6 | Keyword type is better used for speaking (tipe kata kunci lebih cocok digunakan untuk pelajaran berbicara) | 3 | Undicided |
| 7 | Students learn to memorize by mnemonic method more quickly (siswa belajar menghafal lebih cepat dengan metode mnemonic) | 5 | Strongly Agree |
| 8 | The mnemonic method is particularly helpful in honing students speaking skill (metode mnemonik sangat membantu mengasah kemampuan berbicara siswa) | 5 | Strongly Agree |
| 9 | Mnemonic method is a usable method for all lesson ( metode mnemonik termasuk metode yang dapat diigunakan untuk semua pelajaran) | 4 | Agree |
| 10 | Students become bolder and more confident when speaking English (siswa menjadi lebih berani dan percaya diri saat berbicara bahasa inggris) | 4 | Agree |
| 11 | Students are more active when learning speaking uses mnemonic method (siswa lebih aktif saat belajar menggunakan metode mnemonik) | 4 | Agree |
| 12 | Mnemonic method more interisting used for learning (metode mnemonik lebih menarik digunakan untuk belajar) | 4 | Agree |
| 13 | Mnemonic method helps me to convey the material easily (metode mnemonik membantu saya mengajarkan materi dengan cara lebih mudah) | 4 | Agree |
| 14 | The atmosphere that emerges become more active and interisting (suasana yang muncul menjadi lebih aktif dan menarik) | 4 | Agree |
| 15 | The students easily gave off his speaking skill (siswa menjadi mudah mengeluarkan kemapuan berbicaranya) | 4 | Agree |
| 16 | The teacher understand how to apply mnemonic method to teach speaking english (saya mengerti bagaimana cara menggunakan metode mnemonic dalam mengajar berbicara bahasa inggris) | 5 | Strongly Agree |
| SUM | 65 |
| AVERAGE | 4.14.1x100+=41% | Agree |

Here is the data of questionnaire that was given out by the teacher. Based on the data, the teacher showed a good result of the questionnaire.

* + 1. **Teacher understanding to apply mnemonic method based on interview and questionnaire**

Based on the data, the teacher at SMP swasta Tamora 2 Tg. Morawa already understood how to use mnemonic method. The teacher knew how to enhancing student speaking skill with mnemonic method.

Because she is a teacher, she must be able how to apply many method includings mnemonic method. If the teacher don't know how to apply the method, it can make some bad impact to the teaching her taught. The teacher could not master the material and students become inactive. Because they thought about the risk, they made theirselves know how to apply mnemonic method. Prawira (2012:323) states that When somebody tries to do something, their mind will be active and sane. That's why there was an action that was done by the teacher

**Table 4.2**

**The Teacher Responses to “the teacher understand how to apply mnemonic method to teach speaking English”**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Statement | Score | Explanation1 |
| 1 | The teacher understand how to apply mnemonic method to teach speaking english (saya mengerti bagaimana cara menggunakan metode mnemonic dalam mengajar berbicara bahasa inggris) | 5 | Strongly Agree |

Based on the answer the teacher strongly agree with the statement, so the teacher understand how to apply the mnemonic method on teaching speaking skill.

**4.2 DISCUSSION**

In study finding, the researcher has discussed some theories concerning results interviews in SMP swasta Tamora 2 Tg. Morawa, which has been observed and studied in many dimensions. The theories are discussed the result of data analysis. In order to justify the study finding, the researcher tried to discussed the references to theories related to the effectiveness of mnemonic method on teaching speaking skill.

mnemonic method as media part in speaking English subject as suitable strategy in developing students’ ability in speaking. The progress in developing students’ ability in speaking through mnemonic method was quiet convincing because this strategy could encourage the students’ enthusiasm, interest and motivated students to improve their speaking skill.

Typically, mnemonic method are very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking by using the method. Teaching speaking through mnemonic can be enjoyable experience for students. In fact, the students can improve their speaking skill after being taught by mnemonic method.