CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents findings and discussion the role of language learning environment and the different of each gender language learning environment at eighth grade in Integrated Bilingual Junior High School Al-Amanah Krian.

A. Research Findings

The researcher has conducted the research from 2 December – 16 December 2016 through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research question as follows:

1. What are the differences of each gender language learning environment that support speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian?

2. What is the role of language learning environment on students’ speaking skill development at eighth grade students of Integrated Bilingual Junior High School Al Amanah Krian?

The researcher observe eighth grade students of Integrated Bilingual Junior High School Al-Amanah Krian to show the result of the research clearly, those findings are categories based on the research question of the study:
1. The Differences of Each Gender Language Learning Environment that Support Students’ Speaking Skill

In analyzing the different of the gender language learning environment that support students’ speaking skill, the researcher used interview guideline and observation. The data of the observation taken by checklist of language learning environment and closed question. In addition, the language learning environment have mentioned in the limitation of the research. There are the teacher, monitor, fellow learner and the school (e.g. the environment, curriculum and the administration). There three subject of this research. There are students in eighth grade (VIII A and VIII D), English teacher and the dormitory administrator. There are 12 students that researcher observed, consist of six female students from VIII A (students who get high, moderate, and low score) and six male students from VIII D (students who get high, moderate, and low score). The raw data of transcript interview can be seen in appendix 1 and 2.

The observation data was gotten on December 2016. The researcher used the closed question in observation checklist to fill the other data. The observation data about the elements of the language learning environment. The elements of the language environment that include in the observation of

The first data taken from twelve students consist of 6 female and 6 male students use observation checklist consist of fifteen closed-questio
<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does your teacher speak English all the time during the lesson?</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Does your teacher always give a clear instruction?</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Does your teacher have a good rapport with the students?</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Does your teacher often have games during the lesson?</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Are you enthusiastic in English lesson?</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Are you enthusiastic in speaking English?</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Do you speak English with your English teacher?</td>
<td>-</td>
<td>6</td>
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<tr>
<td>8</td>
<td>Do you speak English with all of teacher?</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Does your teacher gives students chance to speak during the lesson?</td>
<td>6</td>
<td>-</td>
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<tr>
<td>10</td>
<td>Does your teacher guide you if you make mistake in speaking?</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>Is there any rule from the school for speaking English?</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Is there any punishment for breaking the rule?</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>Do you speak English with your friend during the lesson?</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Do you speak English with your friend out of the class?</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>Do you remind your friend when they forget when they must speaking English?</td>
<td>5</td>
<td>1</td>
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</table>

Then the table above were taken from female students that also have given fifteen closed-question in observation checklist assessment.
From the table above we can make the result that a half of them agree and the other disagree of their teacher using English all the time during the lesson. Then, most of them said that the teacher always gives clear instruction, has good rapport with the students and often make a game. Then, next result is a half of the students do not enthusiastic in English lesson, but all of them enthusiastic in speaking English. All of female students do not speak English with all of teacher including their English teacher. But the English teacher gives them a chance to speak English in class and guide them when make mistake. There is a rule of speaking English and the punishment for breaking it. Most of female students speak English with their friend during the lesson but out of class just a half of them who speak English and most of them remain their friend when they forget to speak English.

Table 4.1
### Male students’ observation checklist assessment

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Does your teacher speak English all the time during the lesson?</td>
<td>5</td>
<td>1</td>
</tr>
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<td>15</td>
<td>Do you remind your friend when they forget when they must speaking English?</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

From the table above we can make the result that the teacher using English all the time during the lesson, give clear instruction, have good rapport with his students and often gave a game. Then, the a half of students are enthusiastic and the other do not enthusiastic in English lesson, but all of
them enthusiastic in speaking English. Then, all of students are not speaking English with all of teacher, including with their English teacher. Although the students do not speak English with their teacher, the teacher give them the chance to speak English and correct their speaking when make mistake. There is a rule of speaking English and the punishment for breaking it. Even there is a rule and the punishment of speaking English, a half of the students do not speak English during the lesson, and when out of the class. Most of them do not remind their friend when forgetting to speak English.

<table>
<thead>
<tr>
<th>Male Students' Checklist Observation Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>YES</td>
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</tbody>
</table>

Table 4.2

There are some different data from male students and female students. The different data are in the first, second, thirteenth, fourteenth and fifteenth questions. The first question is about the teacher speaks English all the time
but most of male students agree that their teacher speaks English all the time during the lesson. The second question is about the clearness of teacher’s instruction. Most of male students do not agree if they teacher gives clear instruction in teaching, but all of female students agree that their teacher gives clear instruction The thirteenth question is about speak english with fellow learner. A half of male students agree and the other do not agree if they speak english with their fellow learner during the lesson, but most of female students agree if they speak english with their fellow learner during the lesson. The fifteenth question is about reminding their friends to speak English. Most of male students do not remind their fellow learner to speak english, but most of female students remind their fellow learner to speak english.

2. The role of language learning environment on students’ speaking skill development at eighth grade students

After knowing the different of gender language learning environment in Integrated Bilingual Junior High School Al-Amanah Krian. The researcher conducted interview for English teacher, students (as fellow learner) and dormitory administrator (as monitor). First, the researcher interview English teacher to know the language environment at the classroom and out of classroom, and the students’ behavior in speaking English. Second, the researcher interview 12 students of eighth grade consist of six male students and six female students for knowing the role of fellow learner, English teacher
and their behavior of the school. Third, the researcher interview the dormitory administrator to know the students’ behavior and the supporting program that support the students’ language learning environment.

It is important to create supporting learning environment for language learner. The environment should make the language learner feel comfort, confident and capable of accessing the language and the content, and teachers feel more competent, and know they have done their best to fulfil the students’ need. Because environment is take a role in the students’ achievement.

In developing speaking, learners need to support from the learning environment around them. It is better when language learners developing their speaking skill and practice it in a community among inside class, outside class and other places without teacher but with friend.

The learning environment of language learners can be known as language learning environment. In language learning environment, there are seven elements that help the language learner to develop their speaking skill. Based on the limitation of the research and observation, researcher take four elements that most have a role in the eighth grade students speaking skill. There are teacher, fellow learner, monitor and school. The researcher will explain and categorize the findings of the role of those four elements based on the interview script. You can see appendix 4.

1. The role of language learning environment based on students’ interview
a. The role of teacher

The roles of teacher in supporting students’ speaking skill can be known from the first, second and third question of students’ interview.

The roles of the teacher are categorized below

1. Teacher

   Teacher is who possess professional skills and teaching methodology. Based on the findings, teacher here is the knowledge transformer to the students and teaches use methodology.

   Based on the interview data, most of the students said that the way the English teacher explain the material is undesirable, fun and exciting.

2. Facilitator

   The English teacher tries to break the invisible wall and communicate with students in time so that the previous opposite two sides can be changed into a harmonious group. As the facilitator, teacher is also skillfully manipulate students from loving language classes and attract students to participate actively.

   Based on the interview data, the teacher said that he usually make a group in his lesson based on the system that applied in K-13. The Students also said that the teacher usually ask to make a
group for playing game to support the students’ understanding the material. The teacher also invites two students to dare to speak by asking the students to tell a story in every meeting. Sometimes the teacher gives a song or movie as the reward for their game or for their good achievement.

3. Organizer

As organizer, the teacher should be able to create a situation, lead, stimulate, mobilize, and direct teaching and learning activities in accordance with the plan, in which it acts as the source (resource person), consultants wise leadership in the democratic sense & humanistic (human) during the process (during teaching problems).

From the result of students’ interview, the researcher know that the teacher is be able to create a situation to invite the students to speak such as telling story, lead the students to understand to the material, stimulate the students such as make a game and giving them a reward to invite the students to speak, mobilize, and direct teaching and learning activities in accordance with the plan.

4. Assessor or evaluator

Teachers as assessor or evaluator should collect, analyze, interpret and eventually had to give judgment, on the level of
success of the learning process, based on defined criteria, both regarding aspects of the effectiveness of the process and product qualification.

Based on the students' interview result, the teacher as evaluator will know which students who understand to the material by asking them. If some students say understand, but some others students keep silent means that most of them do not understand. Then the teacher will give the explaining again.

5. Mentoring

Mentoring becomes a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning.

As the result of students’ interview, mentoring can be seen by the opinion of the students that explain that the teacher is a kind person, nice and fun. His lesson is always fun, exciting, interesting and understandable.

b. The role of fellow learner

Based on the result of the students’ interview, there are two roles of the fellow learner.
a. As the facilitator

As the facilitator, the language learners utilize their fellow learners as the media to practice their speaking ability.

b. As the sign trouble

As the sign trouble, the students may correct their fellow learners’ speaking and instead remind them.

Most of the students said that they feel comfort if they speak with their fellow learner. Their fellow learners can correct their speaking and they will get some inputs in their conversation such as new vocabulary.

c. The role of monitor

Monitor based on this research is the language rules and the supporting program of the speaking (vocabulary program). Its have two roles in supporting students’ speaking development.

1. Rule as the organizer

Rule as the organizer means that, with the existences of the rules so will create an environment where the language learner must obey it and practice their speaking English.

2. Vocabulary program as facilitator
Facilitator in this research means the rule program that facilitate the students to practice their speaking in their environment and to support them in developing their speaking skill.

d. The role of school (learning environment)

1. As developer, the school develop the intelligence of the students’ mind and impart their knowledge. In addition to the task of developing a thorough students’ personality, the more important function of school is impart knowledge and actually implementing intelligence education. In this research, the role of the school is help the students to develop their speaking ability. From the students’ interview result, the researcher can conclude that school has many advantages for their speaking. in the school environment also has many written sign and written expression in English language that help the students in their developing speaking skill be better.

2. As facilitator, the school gives students facilities to help them in get knowledge about speaking and practice it. the facilities such as, has many books that written in English language, written sign and written expression that put in almost places in school, and so on.
Based on the interview result, the researcher conclude that school facilitate the students to get more knowledge in English and train them to speak with all of people, include their teachers.

3. The role of teacher, fellow learner, monitor and school based on English teacher’s interview result.

2. The role of language learning environment based on teachers’ interview

Every elements of the language learning has different role in supporting students’ speaking development, but it complements each other. Based on the teachers’ interview result, the researcher knows that the teacher hold the important role in developing students’ speaking skill.

a. The role of English teacher are

1. As the facilitator, the teacher facilitate the students to develop the students’ speaking skill by giving many chances to make students dare to speak, such as ask two students to tell a story in every meeting.

2. As the organizer, the teacher create some situation to invite the students in speaking English such as telling story, making a game and quiz.

3. As the assessor, the teacher can assess the students, he knows which students who do understand and do not understand. He will
give more explanation to the students who do not understand what is delivered by him.

4. As the mentoring, the teacher encourages students to strive to be the best they can. This is also includes encouraging students to enjoy learning. Such as making a group work or quiz, then gives a reward to the students who won the quiz. It can encourage students to interest in English then they enjoy with the lesson.

b. The role of fellow leaners are as the media or facilitator for students in practicing speaking skill. They also give the turn-taking to their friend when speaking practice, such as a new grammar and vocabularies, it can be simplify that the role of fellow learners also as sign trouble. As sign of trouble, they will remind their friends if their friends have mistaken in their speaking or forget some vocabularies.

c. The role of monitor includes the language and vocabulary program. The advantages of the vocabulary program is be able to enrich students’ vocabularies stock to help them in practicing speaking. The role of the language rule is to keep the students in practicing their speaking skill.

3. The role of language learning environment based on dormitory administrator’s interview result
Monitor based on this research means the language rules and the vocabulary program (the supporting program for students in Islamic boarding school).

The main purpose of vocabulary program is to enrich the pupils’ vocabulary to help them in developing and practicing their speaking. They are given three vocabularies every day and we ask to them to repeat it many times until they remember it.

Then, the language rules keeps students in always practicing their speaking. The rule is also applied in the school. First, they must use language that dormitory administrator have been set. Two weeks for Arabic and then the two weeks after for English. Then, they are not allowed to using bahasa Indonesia and Javanese. If they cannot speak English, they are allowed using Arabic or mix Arabic with English. Then, if they break the rule, they will get punishment.

There is little different. The punishment depend on how many times the students break the rule. Once, he must be a jassus. Twice, he must write 20 vocabularies and memorize it. Three times, he must write vocabularies with the theme that have determined and stood in the field. Four times, he will face dormitory administrator and get punishment from him. Usually if female students use a special veil from administrator, if male students use a vest with
bright color. Five times, if male students, their hair will be shaved and if female students will get special punishment and stood in the field while bringing a board. Six times, the parents must face the dormitory administrator and make a deal among the students, the parents and the dormitory administrator. The last, he will face to the headmaster of Islamic boarding school.

In short, the roles of monitor includes the language rules and vocabulary program are the language rules as the organizer of making language learning environment that support students’ speaking skill and vocabulary program as the facilitator that support the students in developing their speaking skill by supplying vocabularies.

B. Discussion

In this section, the researcher discusses the result of finding data on the field study compare with some theories which related with the research of the problem. In the field, for the first research problem, the researcher found that there are some different of language learning environment between female and male students. Then for the second research problem, the researcher found that teacher, fellow learner, monitor (language rules and vocabulary program) and school (the system and the curriculum) have roles in supporting students’
speaking development. Thus, the discussion is categorized based on the research question of the research:

1. The Different of Female and Male Students’ Language Learning Environment

In theory of gender and communication skill in Rafiul Shazu’s journal, there are some differences in gender communication. The differences are in pronunciation, politeness, interruption, topic of the conversation, question, turn-taking, self-disclosure, cooperative and competitive, and attentiveness of listening. From the result of the observation, the researcher found the different between female and male.

a. In female students’ language learning environment, they more cooperative with their friends in practicing speaking more than male students.

b. Female students are more careful than male students in using grammar in their speaking. In other hand, male students do not give attention on grammar in their speaking. Based on the Robin Lakof theory explain that female is hypercorrect on grammar.98

c. Female students are more capable in getting the teacher’s instruction.

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98 Rafiul Islam Shazu, Student of M.A., “Relationship between Gender and Language”.
d. Female students are more active in speaking English than male students in group work.

e. In language learning environment, female students give more notice to their fellow learner in reminding speaking English. Based on the theory of Rafiul shazu’ journal, women are more supportive and cooperative conversationalists, and men are more competitive conventionalists.

From those result above and the students’ score (see appendix 1 and 2), the researcher conclude that female students are more capable in english lesson and speaking english than male students.

2. The Role of Language Learning Environment on Students Speaking Skill

Based on the interview result, language learning environment support is have important role in supporting students’ speaking development. The research from Michigan Department of Education inform that environment is also take a role in the students’ learning success.\textsuperscript{99} In this research, the environment of students as language learner, include environment inside and outside the school. According to Sandberg there are several elements

\textsuperscript{99} Michigan Department of Education, \textit{Creating a Supportive Teaching and Learning Environment for English Language Learners}.
of learning environment that should be there to optimize learning, but the researcher take four elements based on the limitation of the research. There are teacher, fellow learner, monitor (language rules and vocabulary program) and school (the system and the curriculum) have roles in supporting students’ speaking development.

The roles of four elements of language learning environment are

1. The roles of teacher is as facilitator, organizer, assessor and mentoring students in their language learning environment.

2. The roles of fellow learner is as facilitator and sign-trouble of students’ speaking in their language learning environment.

3. The roles of monitoring is as organizer and facilitator of students’ speaking in their language learning environment.

4. The role of school is a developer and facilitator of students’ speaking in their language learning environment.

In addition, there are three kinds of English lesson that students of eighth grade learned. They are pure English lesson based on national curriculum 2013, vocabulary program and English intensive. Those three English lesson give different input on students’ speaking. The English lesson from the school gives many skill to the students include speaking.

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skill and grammar. English vocabulary program from Islamic boarding school just focus on giving the students vocabularies in their daily conversation. Then, English intensive from the school program just focus on learning grammar and structure.