

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter showing findings of research and data explanation.

#### **A. Preliminary Observation**

Before doing research at MTs Darul Hikmah Tawang Sari Tulungagung, the research is doing interviewed. In interviewed, the researcher asked about the teaching speaking at MTs Darul Hikmah Tawang Sari Tulungagung in teaching learning process. This step is needed to prove the trustworthiness of teaching speaking in teaching learning process at MTs Darul Hikmah Tawang Sari Tulungagung. The researcher presented the background of MTs Darul Hikmah Tawang Sari Tulungagung as research place.

#### **1. History of MTs Darul Hikmah Tawang Sari Tulungagung**

Madrasah Tsanawiyah Tulungagung Darul Hikmah is an Islamic educational institution under the auspices of the Darul Hikmah Modern Islamic Boarding School. This madrasah is 4 km north of the city of Tulungagung, precisely on Jl. K. H. Abu Mansyur I Tawang Sari. So that the establishment of MTs Darul Hikmah must also declare the establishment of the Darul Hikmah Modern Islamic Boarding School as the forerunner of MTs Darul Hikmah. The beginning of the establishment of this cottage began with a langgar or prayer room. Break or prayer room was founded and raised by the late. H. Ridwan Musban since 1930. Apart from being a reciting teacher at this mosque, he is also a big trader in the Tulungagung area. Mr. H. Ridwan is the son-in-law of a well-known person in Tulungagung, namely Romo K. H. Abu Mansyur, who is well known as a person who cut the land of Tulungagung including as the first Islamic announcer in Tulungagung. Mr. H. Ridwan, driven by his great desire to develop Islamic education and preaching, he sent his two sons, Nurul Hadi.

Ridwan and Masyhudi Ridwan to Pondok Modern Gontor Ponorogo to study Islam. In 1996, Mr. H. Ridwan made a testament to his sons that the land he owned was for the benefit of

Muslims. After returning from Pondok Modern Gontor, his son, Nurul Hadi Ridwan, arranged language and religion courses, while the language courses held at that time were Arabic and English. Although only limited to courses, this institution already has its own foundation even though it is small in shape. As time went on, the increasing number of students who entered the course was motivated by his father's will and the aspirations of Tri Murti (KH Ahmad Sahal, Zaenal Panani, Imam Zarkasi Gontor) to establish a thousand Modern Shelters in Indonesia, so his son and IKPM ( The Association of the Modern Pondok Modern Family Association of Tulungagung and the previously formed Foundation agreed that the Pondok Modern Darul Hikmah was founded in 1991. Since the same time with the establishment of Madrasah Tsanawiyah Darul Hikmah.

## **2. Geographic Condition of MTs Darul Hikmah Tawang Sari Tulungagung**

MTs Darul Hikmah Tawang Sari Tulungagung Kedungwaru Tulungagung is an Islamic education institution that functions as a forum or place for teaching and learning activities, insight assessment as well as perfect mental messages and personality. Regarding the location of MTs Darul Hikmah, it can be described that, MTs Darul Hikmah is located on the main road of Tawang Sari Village, Kedungwaru District, Tulungagung Regency, precisely on Jalan KH. Raden Abdul Fatah RT 01 RW 01 Tawang Sari Kedungwaru Tulungagung, Postal Code 66228, Telephone (0355) 334557. Tawang Sari is a village which is still close to the city of Tulungagung, so its location is easily accessible. Meanwhile, the boundaries of Tawang Sari village are; to the north is the village of Winong the south is bordered by Mangunsari village, the east is bordered by the village of Plandaan , the west side is bordered by Batangsari village. Because the area is small, there are no hamlets or hamlets in this village. The majority of the population is Muslim, and Tawang Sari village has long been known as a village inhabited by devout Muslims. So that Islamic educational institutions are growing rapidly starting from the kindergarten, elementary / MI, junior high / MTs, high school / MA, there are even madrasah diniyah, Islamic boarding schools salafiyah and even Al-Qur'an Islamic boarding schools. Of the many surrounding areas and its strategic location, an atmosphere is created that supports the education program launched by MTs Darul Hikmah as an institution to initiate professional and reliable human cadres.

## **3. Vision, Mission, and Purposes at MTs Darul Hikmah Tawang Sari Tulungagung.**

#### a. Vision of Madrasah

- 1) To form people who are faithful, devoted, knowledgeable, virtuous, intelligent, skilled and have a strong national personality.
- 2) Opening the widest possible opportunity to create the nation's successor in the 9 year study completion program.

#### b. Mission of Madrasah

- 1) Active, creative, effective and fun learning (pakem). So that students are able to develop optimally.
- 2) Mastery of science, technology and informatics techniques based on faith and piety as well as good morals. Provision of a curriculum that is able to meet the needs of students and society.

#### c. Purpose of Madrasah

The objectives that are applied are to create people who are faithful and devout, have good character, are intelligent, skilled, responsible, master science and technology, have a strong national insight so that they can build themselves, are useful for the country, nation and religion.

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

In this chapter the writer would present some points of aspect involved in teaching speaking at MTs Darul Hikmah Tawang Sari Tulungagung which covered (1) materials, (2) methods, (3) media, (4) strategies, and (5) evaluation. Basically, the teacher before teach English always prepares to their material. Based on the interview of the teacher, “prepares the lesson before teaching English is important thing to get success of teaching and learning” (interview with English teacher of MTs Darul Hikmah Tawang Sari Tulungagung) it means that a teacher should prepare thing to teaching English process. The preparation on teaching English certain interest on teaching English based on the material. The teachers prepare for example lesson plan that include a media as one of ways to teach English, for example the teachers prepare some explanation about text. The teacher prepare from book or from internet. The preparation from the English teacher was made by the idea of English teacher self. By good preparation on teaching English process the students will easy to understand to the students of MTs Darul

Hikmah Tawangsari Tulungagung. And then, the students are asked by the teacher to explain about material from this media. By using media, the students will be able to understand the material easily from the teacher. The preparation English teacher before teaching learning process, teacher has to make lesson plans, sometimes the teacher usually make two lesson plans. Although the second lesson plan is not written only planning if the first lesson plan do not effective in the class. Lesson plan is important to know what indicators that has to reach by students after learning process. After that, teacher has to prepare learning material which related with the preparation in lesson plan.

### **1. The teacher materials are used in teaching speaking at MTs Darul Hikmah Tawangsari Tulungagung.**

The materials are used in teaching learning process based on the topic and Curriculum from which is suggested by the government and Gontor Islamic Boarding house (interview with English teacher of MTs Darul Hikmah Tawangsari Tulungagung). In teaching speaking of formal education at MTs Darul Hikmah Tawangsari Tulungagung is decided by the teacher. The teacher always pays attention when he makes materials which were given to the students. The teacher explained the material in detail elements at the classroom in order the students understand. Moreover material selections based on the instructional objectives that need of the learners.

The type of materials are divided into two types, they are the authentic materials and the commercial materials. Commercial materials are the material that used by teachers or learners that is meant to be created for the teaching learning activity and available in the market, They can be for general English and English for specific purposes. the examples are ; EFL/ESL textbook, grammar book, listening audio tape, and other things that are made for pedagogical purpose (Gracia: 2014). In other hand authentic materials are spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching (Nunan: 1999). Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of-address forms, job applications, menus, voice mail messages, radio programs, and videos.

In this research, the researcher found that in teaching speaking at MTs Darul Hikmah Tawangsari Tulungagung used two types of materials. Firstly The Authentic Materials The application of authentic materials, teacher in teaching speaking at MTs Darul Hikmah

Tawang Sari Tulungagung are conversation in daily activities, narrative texts, speech text, vocabulary list and role play text, story for story telling. The teacher used the topic in order made the students interest, usual to speak English, and improve their confidence. By using the authentic materials the students got good speaking ability. From the elements can show how to understand the material.

The second, Commercially Materials In creating an interactive English speaking classroom, teachers at MTs Darul Hikmah Tawang Sari Tulungagung used commercial materials to support their authentic materials. The used commercial materials such as commercially produced texts, audiotapes, videotapes, and projector. The teachers used commercially materials when they took news from internet. In MTs Darul Hikmah Tawang Sari Tulungagung sometimes the material used internet and the students practice more to increase teaching learning speaking process (interview with English teacher of MTs Darul Hikmah Tawang Sari Tulungagung). The teacher instructed to the students that the material can be accessed from learning source (book), because students is prohibited to bring phone.

The material of teaching speaking was government book, teacher note, and internet, because the news on internet always up to date and new information about all of the material (interview with teaching English of MTs Darul Hikmah Tawang Sari Tulungagung). The book package that is English Ring Bel have written by Education Ministry Curriculum on year 2014. The researcher did observation the teacher of MTs Darul Hikmah Tawang Sari Tulungagung had having workshop about Curriculum of 2013 and Gontor Islamic Boarding House Curriculum which will applied on teaching learning process. Internet used with related material which the teacher used is news from google, and download video from you tube., and fable story. All of the materials didn't always use internet.

## **2. The methods used for teaching speaking at MTs Darul Hikmah Tawang Sari Tulungagung.**

Method here means the way that is used by the teachers to teach speaking English to the students. It is a tactic which is designed to help the teachers to transfer their knowledge to the students. The success of teaching learning process depends on the teaching method which we use (interview with English teacher of MTs Darul Hikmah Tawang Sari Tulungagung). The researcher found some methods which used by the teacher. The English teacher at MTs Darul Hikmah Tawang Sari Tulungagung used some methods, such as Communicative language teaching, Total physical response, and Audio Lingual method. Therefore, CLT

(Communicative language teaching) focuses on students' practices in communication. CLT is In creating an teaching speaking English, the teacher English at MTs Darul Hikmah Tawang Sari Tulungagung applied conversation each students before enter a class and other practice to stimulate students communication.

#### **a. Communicative Language Teaching (CLT)**

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. When the students of MTs Darul Hikmah Tawang Sari Tulungagung practice speaking used role play in a group and speaking ability individual, the students practice a role play like the activity around them example one student as seller and others as consumer. In the role play activity students used real object to practice. When practice to be seller they use something to be sold. The students more serious when practice in the class. The teacher makes the students more active to speak. When the students get difficult to speak, the teacher gives clue to the students in order they easy to speak.

#### **b. Total Physical Response (TPR)**

Total Physical Response is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress (Wikipedia:2020). This method, the researcher found that the teachers also used Total Physical Response as the teaching method for teaching listening in order the students spoke. The majority of class time in lessons of this method is spent doing drills in which the teacher as instructor gives commands. The teacher explained about tsunami is taken from ABC program (American Broad Cast). The topic about tsunami from the book package is expired for the students because it happened in years ago. From that reason the teacher use internet to find out about tsunami news. Then, the teacher download in you tube of ABC program (American Broad Cast). Beside, that the teacher can explain to students the first the student can get listening and reading skill, the second the students can differentiate between British English and American English, the third the teacher can explain about text more (interview with English teacher of MTs Darul Hikmah Tawang Sari Tulungagung). In total physical

response, students are not forced to speak. Instead, the teacher waits until students acquire enough language through listening that they start to speak spontaneously.

### **c. Audio Lingual Method (ALM)**

The audio lingual method is a method used in teaching foreign languages that advise students to taught a language directly, without using the students' native language to explain new words or grammar in the target language (Wikipedia:2020). From interview, it can be seen the application of this method such as teachers asked to his students to use and practice speak English language during teaching and learning process dominantly with little grammar explanation. Then, the structural patterns are taught by repetitive drills. When teaching learning process, Teacher show to students a short dialogue , then tudents listen to a dialogue and repeat its lines. The dialogue is adapted to the students' interests through changing certain keywords or phrases.

the English teacher give them print media for example about general elections in Indonesia to read aloud as the instruments to help students to produce language, teacher instruct students to respond and produce language as they can with their own words in speaking ability. The teacher also download Fairy Tale on internet, then the teacher asked to the students to answer what the teacher asked to them. Other method in speaking skill the teacher gave them to make a sentence as like as the chapter orally. The purpose of the teacher in order the student can tell something using English.

### **3. The media are used in teaching speaking at MTs Darul Hikmah Tawangsari Tulungagung**

The media are used in teaching English at MTs Darul Hikmah Tawangsari Tulungagung is kind. The researcher will divided into three kinds of media. They are visual, audio, and audio-visual media. Audio media are media that can be listened, while visual media are media that can be seen. Moreover, media that can be listened and seen are audio-visual media. The researcher divided based on the kind of media which used in teaching speaking at MTs Darul Hikmah Tawangsari Tulungagung, the teacher used internet (for example: Fairy tale text, news), videos, pictures, magazine and hand book.

Visual Media From interview, the teacher used visual media, the students used print media such as news printed by teacher, and hand book during the book still up date with new information (interview with English teacher of MTs Darul Hikmah Tawang Sari Tulungagung). The teacher used this media in order to the students have new information. Kind of text such as narrative text, recount text, description text, favorite picture and report text. The students must know the different of text. After they get the text, the teacher asked to read aloud the text then drafting or write the outline of the text them (interview with English teacher of MTs Darul Hikmah Tawang Sari Tulungagung). The English teachers of MTs Darul Hikmah Tawang Sari Tulungagung have effort to make students creative in order they can good at speaking ability.

Audio media is used the teacher in teaching speaking ability in order the students know the pronunciation of native speaker and the teacher easy to prepare and to use. The English teachers of MTs Darul Hikmah Tawang Sari Tulungagung use audio media is tape recorder. Tape recorder consists of genre of text. When the teacher played the tape recorder the students has attention to the sound. And then the teacher asked one by one to repeat after the sound from tape recorder in order the students speak fluently based on the sound.

Audio Visual Media, at this media is used the teachers in teaching speaking ability in order the students enjoyable with the teaching speaking. Before the teacher asked to the students practice speaking. The teacher show a video after that students make a summarize about the video, then students asked them to practice speaking ability. The teachers always give his students media to listen story from youtube that related with curriculums in order they speak better like native (interview with English teacher of MTs Darul Hikmah Tawang Sari Tulungagung). For example ; video Snow white story, fairy tale, prices, cinderella, and other story. the teacher used video from youtube and other video which related with education and the material at that time through LCD and sound. Then the teacher asked to the students of listening what they listen to write or sometimes teacher give some question about the video (interview with English teacher). The teacher uses media LCD, laptop, and sound to show a video. Then the students speak and read aloud what they have summarized or they answer about the question. The teacher wants the students to understand the video. The understanding of the video will make easy the students to write the summarizing.



#### **4. The strategies are used in teaching speaking at MTs Darul Hikmah Tawang Sari Tulungagung.**

Basically, the English teachers have strategies are used to teach English in the classroom. Based on interview, the researcher found the strategies are used in teaching speaking at MTs Darul Hikmah Tawang Sari Tulungagung are oral interview, story / text retelling, conversation / role-plays / simulations, describe a favorite person.

##### **1. Oral Interview**

Based on the interview with the English teacher at MTs Darul Hikmah Tawang Sari Tulungagung, speaking activity in the classroom used oral interview. When the teacher give the explanation include story from storynory and news from magazine or internet, then the teacher asked one by one. The other word the teacher drills the students in order the teacher give question and the students answer what the teacher asked them. The teacher gave interview to the students in individuals and in pair group. After the teacher gave them interview like questions-answer then the teacher asked to the students to discuss what they got from the explanation from the story. Before learning, usually teacher also ask students to do interview with their seatmate about their activity before go to school.

##### **2. Story / Text Retelling**

The English teacher at MTs Darul Hikmah Tawang Sari Tulungagung used fairy tale from storynory and text retelling strategy. The teacher read the texts about the material which used at that time. When the teacher read the texts, the students was attention to the teacher and student repeat each sentences. Then the students make summarizing from the text. After the students made summarizing, the teacher asked to the students to speak in front of the class based on their own summarized.

##### **3. Conversation / Role-plays / Simulations**

Based on the interview with the English teacher at MTs Darul Hikmah Tawang Sari Tulungagung the researcher found that role play in the classroom activity. Role plays which used example about legend of the region and fairy tale, dialog about daily activity. When role play, the students look enthusiastic, they enjoy with the practice because the teacher doesn't near with them when role play the teacher just observe far from the place but the teacher is on the class. This aims to the students don't dizzy then they blank with their each characters in the role play. Next is dialog about real

live of daily activity, the students practice as seller and consumer in the market who offer their product. The students enjoy with this condition although they are crowded but they are speak fluently.

#### 4. Describe A Famous People

Based on the interview with the English teacher at MTs Darul Hikmah Tawangsari Tulungagung the researcher found describe a famous person in the classroom activity. In this strategy, the teacher devide student to be some group, and a group consist three person. Then the teacher as students to discuss some clues about their famous people. After that each group read the clue loudly, and then others group guess the name of the famous people. the students look enthusiastic, they enjoy with the learning strategy.

### **5. The evaluation in teaching Speaking at MTs Darul Hikmah Tawangsari Tulungagung**

Evaluation must detail and have consequence clearly. In this research, the evaluation in teaching English at MTs Darul Hikmah Tawangsari Tulungagung used oral language assessment, writing assessment. The researcher would present the evaluation that used by the teachers by Oral Language Assessment In evaluating students' role-plays, broadcasting, and hortatory activity, the English teacher of MTs Darul Hikmah Tawangsari Tulungagung used Oral Language Assessment. Roleplays assign distinct roles to each students and ask them to speak through those roles. Role-plays tend to be more structured than improvisations but less scripted than plays. When they play, the teacher know whether students good at speak or not. For example when the students practice role play in the class, then the teacher observe the students pronunciation far from the students but this situation the teacher always careful to give them score. When role play run, the students who less at speak and get mistake at pronunciation. The teacher give them score how the students communicate with other students to inform to their friends in the class (interview with English teacher of MTs Darul Hikmah Tawangsari Tulungagung). So the students who get mistake didn't embarrass with their students in the class. Here the teacher observation the practices of role play, and hortatory of students to give score them carefully