

## **CHAPTER V DISCUSSION**

This chapter presents the ideas of the researcher in interpreting the research findings.

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

The materials are used in teaching learning process based on the topic and Curriculum from which is suggested by the government and Al-Gontory Islamic Boarding School curriculum. In teaching speaking of formal education of the classroom process at MTs Darul Hikmah Tawang Sari Tulungagung decided by the teacher. According to Gebhard (2009:90) reveals that “for teacher who teaches in public school in a country conducted their teaching with materials produced by a government education agency or committee”. It means that the teacher in MTs Darul Hikmah Tawang Sari Tulungagung used syllabus as a guide for selecting text books or a text series for teaching speaking. The teacher always pays attention when the teachers make materials which were given to the students. The teachers 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 divided into two types, they are the authentic materials and the commercially materials.

In this research, the researcher found that in teaching speaking at MTs Darul Hikmah Tawang Sari Tulungagung used two types of materials. Firstly is The Authentic Materials, The application of this material in teaching speaking at MTs Darul Hikmah Tawang Sari Tulungagung are conversation in daily activities, narrative texts, their family, and hortatory. The teachers use the topic in order to made the students interest and enjoy the learning. By using the authentic materials the students got good speaking ability. It can be showed by the students achievement as the winner of some competition. According to Gebhard, 2000:102) states that “the aim of using authentic materials is to get beyond the limitation of the text”. Based on that explanation, the material is not just in textual or text book like student sheet. The material can be looked for in current life, for example; what the event which happened commonly is or what the trending topic is.

The sccond is 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 of commercial materials such as commercially produced 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 is taken from internet, and then the teacher pint the material, then give the material to the students. The students practice more to increase teaching learning speaking process (interview with English teacher of MTs Darul Hikmah Tawang Sari Tulungagung). According to Brown (2001:137) reveals that lecturing (and other form of orally providing information) and having students read a text is part of the process of creating and maintaining and interactive classroom. The teacher instructed to the students that the material can be accessed

from learning source (books and notes from teacher). The teacher have divided the material when he taught the material used internet and used book package. The book package used English Ring Bell have written by Education Ministry published by Government and used 2013 Curriculum and some book from Al-Gontory Islamic Boarding School

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

Method here means the way that is used by the teachers to teach English to the students. Here are some different methods used by the teachers of MTs Darul Hikmah Tawang Sari Tulungagung. The methods used for teaching English are based on the material. After identifying information from the teacher and students, the methods used by the teacher are Communicative Language Teaching, Total Physical Response, and Audio Lingual Method. That is through games, music, film, authentic media, and suitable competence.

Firstly, Communicative Language Teaching (CLT) Communicative Language Teaching (CLT) is activities in CLT typically involve students in real or realistic communication, where the successful achievements of the communicative task they are performing is at least as important as the accuracy of their language use. Thus role play and stimulation have become popular in CLT (Harmer: 2007:69). Therefore, CLT focuses on students' practices in communication. In creating an teaching English, the teacher English at MTs Darul Hikmah Tawang Sari Tulungagung applied role play and other practice to stimulate students communication. 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. 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. When the students get difficult to speak, the teacher gives clue to the students in order they easy to speak. According to Brown (2000:171) "the most important key to create an interactive language classroom is the initiation of interaction by teacher". The lesson easy to understand because, if the teacher is not made they enjoy the lesson will not response to them.

Based on the explanation above, English teachers of MTs Darul Hikmah Tawang Sari Tulungagung give them creative with their idea to make activity. The aim of this method is notonly the ability to compose correct sentences but also the ability to communicate. Language learners should do more than working in groups to learn to use the language in communication. Marshall in Froyen (1993:105) states that meaningful students' engagement can be increased if the teacher uses variety of activities, select and sequences activities that was promote defensible educational aims, and prepare students to make the most activity".

The second total Physical Response Total physical response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Richards and Rodgers, 2001:73). Dealing with this method, the researcher found that the teachers also used Total Physical Response as the teaching method for teaching listening to speaking. The majority of class time in lessons of this method is spent doing drills in which the teacher as instructor gives commands. 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.

The third is Audio Lingual Method It is equipped with knowledge and skill for effective communication in a foreign language. This method focuses on speaking and listening, and then reading and writing (Harmer, 2007:63). The majority activities were indicating to Audio Lingual Method was founded in this research. From interview, it can be seen the application of this method such as teachers asked to his students to use and practice English language during teaching and learning.

When teaching learning process, the English teacher gave them print media about general elections in Indonesia as the instruments to help students to produce language, teacher instruct students to respond and produce language as they can with their own words. It is related to Brown (2000:21) that reveals “second language learning should be more like first language learning, and little or no analysis of grammatical rules”. Teaching speaking in MTs Darul Hikmah Tawang Sari Tulungagung through any methods makes the score of the students good and success. It is increase the score in every semester. The students of MTs Darul Hikmah Tawang Sari Tulungagung often follow Olympiad and they always get good achievement especially in speaking English. The teacher’s persuade the students in order they can communication with other, because study language can communication with other.

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

Literally, media are tools or transmitter. It means that media are means of communication to transfer learning message or information (Sadiman, 1986, 6). Media is used to make clear to be understood by the students about the material which is presented by teacher. In this case the media which is used in MTs Darul Hikmah Tawang Sari Tulungagung are:

#### **a. Visual media**

According to Sadiman (1987) the visual media include the graphic media that function as a server message through communication symbol of visual. The graphic media is media that combine the fact and idea through words and pictures. In this case, MTs Darul Hikmah Tawang Sari Tulungagung, 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. Anderson says that the eyes have a great role or great function in finding information effectively and can save it in long term memory (Anderson, 1987, 49). Sometimes the teachers use famous people in learning. Teacher asks student to describe their favorite person. By the simple media, the student will understand easily what the teacher is presented; because the student can look the media visually. Moreover the students can construct the utterance by their selves vocabularies.

b. Audio media

Audio media used the teacher in teaching speaking ability in order the students enjoyable with the teaching speaking and the teacher easy to prepare and to use. The English teacher 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. It used to hear native speaker pronunciation in foreign language (English Language). Furthermore, it also can be used to record students' pronunciation and to correct them with native speaker pronunciation (Arsyad, 2003, 152)

c. Audio visual

Media At the audio visual media, before the teacher asked to the students practice speaking the teacher used listening skill then students asked them to practice speaking ability. After that 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). The teacher always ups to date with the news from Indonesia and abroad. Then the teacher asked to the students of listening what they listen to write (interview with English teacher). The teacher uses media LCD, laptop, and sound for example the legend of region then the students write down the outline, or summarizing the text. Then the students speak and read aloud what they have summarized. The teacher wants the students to understand the text. The understanding of the text will make easy the students to write the summarizing.

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

Talking about strategy, english speaking teacher who teaches students in MTs Darul Hikmah Tawang Sari Tulungagung use few strategies in teaching speaking. The strategy used by english teacher are various. Based on the research, the strategy used by teachers can be divided into several groups:

a. Oral Interview

According to O'Malley (1996:78) Oral interview can be conducted with individuals or pairs at all levels language proficiency and require no preparation on the part of the students. 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 storybook 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.

b. Story / Text Retelling

The English teacher at MTs Darul Hikmah Tawang Sari Tulungagung used story / 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 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. According to O'Malley (1996:83) "To prepare for the story or text retelling, choose a story or text with which the student is familiar and that is appropriate for the age and grade-level of the students". In this case, the strategy depends on the student ability in understanding of story. In order to difficult material, the student also has difficulty. When the teacher wants to use retelling as a strategy, the teacher must be selected the material appropriately. In addition, the students can active in that strategy by using appropriate material.

c. 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. Dramatic activities have been shown to produce anxiety, increase motivation, and enhance language acquisition Richard-Amato as cited in O'Malley (1996:85). In this case, the students are taught to feel the condition of the event. In addition, the students can increase and improve their ability in speaking in order to have simulation experience.

d. Famous people

Based on the interview with the English teacher at MTs Darul Hikmah Tawang Sari Tulungagung the researcher found describe a famous person in the classroom activity. In this strategy, the teacher divide student to be some group, and a group consist three person. Then the teacher ask 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. According to (Raimes, 1983) A picture is worth a thousand words, and this is particularly true for teaching English as a second language. There are four reasons why pictures are good to be used in teaching. First, pictures provide shared experience for students in a classroom. Second, they provide common grammatical aspects students can use and practice in the classroom. Third, pictures may result in the task variations in speaking. Fourth, they are also interesting for learners. Moreover, by using pictures, students can focus on the picture to get the idea (Arsyad, 2005, p. 128). it also gives motivation to students to use their ability (Wright, 1989, p. 17). Furthermore, Harmer (2007, p. 42). In short, it can be concluded that using describing picture strategies can help students in developing their speaking skill. It also motivates students in learning process

#### **E.The evaluation is used in teaching speaking at MTs Darul Hikmah Tawang Sari Tulungagung.**

In evaluating students' oral interview, story retelling, role-plays, and describing famous people. the English teacher of MTs Darul Hikmah Tawang Sari Tulungagung used Summative evaluation (writing test) and Oral Language Assessment. The teacher used Summative Assesment because follow the curriculum of government and Al-Gontory Islamic Boarding School. At the end or mid semester, teacher used summative evaluation that created by all of the English teacher of this school. The goal of this evaluation is to evaluate students learning at the end of an instructional unit and get an information about students achievement as long as learning (Eberly:2020).

The teacher used oral assasment because the teacher avoided cheating between the students. When they practice, the teacher know which students good at speak or not. According to Forrest as cited in O'Malley (1996:85) they provide a format for using elements real-life, conversation, such as repetitions, interruptions, hesitations,

distractions, changes of topic, facial expressions, gestures, and idiolects (individual variations of dialect). The teacher gave them score how the students communicate include gesture, facial expression, idiolect, etc with other students to speak to their friends in the class. So the students who get mistake didn't embarrass with their students in the class. Here the teacher observation the practices of role play, speech, and answer the question from teachers about a story.