

CHAPTER IV

RESEARCH FINDING

This chapter reports the results of the second phase of this research study. It presents the findings derived from the observation toward the teaching speaking process conducted by Native English Speaking Teacher, documentation of the teaching process and the media used, and interview with the Native English Speaking Teacher, and the second grade students of MTs Darussalam Kademangan. The main headings in this chapter are consistent with the research questions formulated in this study.

A. Research Findings

The research findings were information found from fields. It discussed the result of the research based on the data from field. It showed some information about Native English Speaking Teacher Technique in teaching speaking to the second grade students of MTs Darussalam. It covered the teaching technique that was used in the classroom and the students' opinion toward the applied teaching speaking technique. These findings of this research were arranged and presented as such a way in which the research problems become the basis reference of the arrangement and presentation.

The findings were explained as follow:

1. Native English Speaking Teacher's (NEST) Technique in Teaching Speaking Ability

Based on the result of the primary observation to the teaching process that was done by Native English Speaking Teacher which was conducted twice (two meetings), on Wednesday, 24th February 2016 and Friday, 29th April 2016 and the interview conducted to the subject of this research who was Native English Speaking Teacher of MTs Darussalam Kademangan and to the three participants who were second grade students of MTs Darussalam Kademangan which was done on Friday, May 13th 2016, the researcher found that the technique used by Native English Speaking Teacher in teaching speaking ability to the students of MTs Darussalam was Dialogue. In this section, the researcher presented the findings in the form of classroom activities phases those were done by the Native English Speaking Teacher starting from pre classroom activities that contained the process of opening the class, teaching and practicing speaking activities, until close the class.

a) Classroom Activities Phases in Teaching and Learning Speaking Process

According to Purwatiningsih (2012), the classroom activities phases were the crucial point that gives an effect on

the students' achievement of the certain subject. Conducting the appropriate systematically classroom activities would make the students be easier in learning and understand the materials.

Relying on the interview result conducted to the Native English Speaking Teacher and the second grade students of MTs Darussalam, the researcher found the information related to the Native English Speaking Teacher's technique in teaching speaking. Here, the researcher already observed the Native English Speaking Teacher's teaching process for two meetings on Wednesday, 24th February and Friday, 29th April 2016. Then the following classroom activities phases were the findings of the observation from those two meetings that was supported with the result of interview section.

(1) Pre Classroom Activities

Based on the researcher's observation on the two meetings on Wednesday, 24th February and Friday, 29th April 2016 in the class taught by the Native English Speaking Teacher, the researcher got the information about the Native English Speaking Teacher's technique in teaching speaking in pre-activities of her class. Before coming in the class, native speaker prepared herself for her teaching material and teaching media that would be used in the class activity of that day. Then she started the lesson by greeting and checking the students'

attendance list. This statement was validated by interview quotation to the Native English Speaking Teacher and the students as follows:

“So, Pak Rifai and I try to plan when we have time..... So, come in and check the book. I try, if I want to use flashcards, and I want to have a game..” (Appendix 4)

“Kalau awalnya masuk berdoa, kasih salam, kadang ngabsen juga siapa yang masuk... siapa yang tidak... terus pelajaran gitu... habis itu kalau udah direview pelajarannya itu tadi terus salam.” (Appendix 6)

In English: “In the beginning, enter the class, praying together, give greeting, sometimes also check the attendance list to know which students who come and doesn’t come to the class... then teaching... after that reviewing the material, finally give greeting again”

Then Native English Speaking Teacher continued her pre-activities by doing a small vocabulary game with the vocabulary they learnt in the last meeting to make sure that they already known the material they learnt before. This review activity will be useful for the students to improve their dialogue relate the material they learnt last week and the material they have just learnt. This statement was validated by this interview quotation to the Native English Speaking Teacher and the students as follows:

“I’d like to have review of the material of the last meeting. It’s good to make sure that they understand the material and then if they do already know, we do vocabulary games with the vocabulary they learnt last week. And if you did it, you will know about the fact that they already understand it then you can go to the new material. And... I think it will be helpful for the students in improving their dialogue. So, their dialogue will not be monotone... I mean, their vocabularies... their pronunciation and speaking can be better if they often review it by pronounce or speak it.” (Appendix 4)

“Iyaa. Mereview vocab... atau grammar yang diajarkan yang diajarkan minggu kemarin... Kalau pas mau ada game yaa game habis itu pelajaran kayak biasa.” (Appendix 7)

In English: “Yes... Reviewing vocab... or grammar which is taught last meeting... if we planned to play game, we’ll have it and then learning as usual.”

(2) Whilst Classroom Activities

After reviewing was done and the students understood about the vocabularies that were taught, the Native English Speaking Teacher continue the teaching by asking the students to make dialogue in pair with their own word then come forward and practice it in front of the class. The Native English Speaking Teacher always does it in every English subject meeting in the classroom. Dialogue becomes the teaching technique used by Native English Speaking Teacher in teaching speaking. It can be validated

by this interview quotation to the Native English Speaking Teacher and the student as follows:

“By ask them write their own dialogue with their own word. So, you learnt about giving direction. Or, work in pair and write their own dialogue and then coming up with their own work. They may not read it.It’s good to have them practice in front of the class.” (Appendix 4)

“Biasanya kalau masuk bab baru kan nada vocab-vocab baru. Terus nanti diajarin cara baca dan tulisnya. Nah kalau sudah nanti disuruh buat dialog pakai kata-kata yang dirangkai sendiri tapi harus memasukkan vocab yang diajarkan yang dulu sama yang baru diajarkan. Katanya vocab itu harus digunakan biar nggak lupa.”
(Appendix 7)

In English: “Usually, when we come to the new chapter, there must be new vocabularies. Then, we are taught the way to read and write it. After that, she asked me to make dialogue using our own words but we should include the vocabulary we have just learnt and the vocabulary we learnt before so that we won’t forget them.”

(3) Post Classroom Activities

In the last activities, the Native English Speaking Teacher gives some questions to the students related to the material they learnt that day to review it and make sure that they really understand what she has taught. This statement can be validated by this

interview quotation to the Native English Speaking

Teacher as follows:

“Usually, I make some questions for the students, giving homework and doing quick review of the material to make sure that they understand the material. I don’t want they go home and try to do the homework if they don’t really understand the instruction.” (Appendix 4)

“...terus terakhir diulangin lagi penjelasannya sebentar gitu terus salam.” (Appendix 5)

In English: “...then the last is repeating the explanation for a while and give greeting.”

2. The Implementation of Native English Speaking Teacher’s Technique in Teaching Speaking to the Second Grade Students of MTs Darussalam

Teachers have many techniques that can be used to teach speaking in the classroom. They will consider about the appropriate teaching technique which can improve the students’ speaking skill and communicative competence in English. In teaching speaking to the second grade students of MTs Darussalam, the Native English Speaking Teacher used Dialogue. The detailed finding of the implementation of Dialogue technique used is explained as follows:

First, after finish doing pre-activity and introducing new material, the Native English Speaking Teacher asks all of the students to make a mini dialogue using their own word. The topic of dialogue is adjusted with the topic they discuss that day. There must be some new vocabularies they learn in some different topics. In this dialogue, they should use the vocabularies they have just learnt and the vocabularies they learnt last week. But the dialogue should be different from other pairs. These statements can be validated by interview quotation to the Native English Speaking Teacher and the students as follows:

“The topic of the dialogue is depending on the topic we learn that day. Usually Pak Rifai and I teach them some new vocabularies related to the topic. Then... should use those vocabularies and the vocabularies or maybe grammar we learn last week in their dialogue. ... it should be different from other groups.”
(Appendix 4)

“Kalau topiknya... menyesuaikan sama yang dibahas pas pelajaran hari itu sama kadang disuruh mengaitkan sama vocab yang diajarkan minggu kemarin” (Appendix 5)

In English: “The topic... is adjusted with the topic discussed on that day and sometimes she asked us to relate the taught last week”

Second, she suggested the students to use their own experience in order to make the dialogue more meaningful for them. It will make the students easier to make the dialogue because they certainly still remember their experience. These statements can be validated by

interview quotation to the Native English Speaking Teacher and the students as follows:

“...They are suggested to talk about their experience. I think it will be more meaningful for them. And... they absolutely remember it. For example, talking about when they went to the beach last holiday, or visiting their grandma, or spending weekend time for doing homework with friends, and many others. It’s up to them as long as it’s related to our topic. “

(Appendix 4)

“Di dialognya itu biasanya sama Miss Nicky disuruh membicarakan tentang pengalaman kita sendiri... yang ada kaitannya sama topik hari itu.” (Appendix 5)

In English: “In making the dialogue, usually Miss Nicky asks us to talk about our own experience... which is related to the topic of that day”

In term of time allocation, the students will be given ten minutes to make a mini dialogue with their couple and preparing themselves to come forward. Then, the Native English Speaking Teacher point out the students’ seat to decide the pair who should come forward to perform the dialogue in front of the class. These statements can be validated by interview quotation to the Native English Speaking Teacher as follows:

“... I point out the kids’ seat and for the next meeting Pak Rifai will point out the other. But, we make sure that all of the students have come forward to practice the dialogue in that semester.”

“Ten minutes is enough for them.” (Appendix 4)

The dialogue practicing spends about two until three minutes for every pair. And then the Native English Speaking Teacher continues until three or four pairs perform their dialogue. This statement can be validated by this interview quotation to the Native English Speaking Teacher.

“It’s just a mini dialogue so they can spend only about two until three minutes.”

“... After doing review, or sometimes games, and giving new material, the kids will practice their dialogue. So, the kids who perform in every meeting were only about three or four pairs. It depends on the time. “ (Appendix 4)

“Persiapannya biasanya 10 menit. Kalau majunya 2-3 menit.”
(Appendix 5)

In English: “Usually the preparation spends about ten minutes. While the performance spends two until three minutes”

The Native English Speaking Teacher’s purpose of using dialogue as the technique of teaching speaking in her class is to enable the students to apply the vocabulary they got in every meeting and improve their pronunciation and speaking skill. Besides, they can learn to work together in groups, or in pair, so that they will not be too shy to talk. These statements can be validated in the interview quotation to the Native English Speaking Teacher as follows:

“I think dialogue can enable the kids to apply the vocabulary they got in every meeting and improve their pronunciation and speaking skill. Besides, they can learn to work together in groups, or in pair, so that they will not be too shy to talk.”
(Appendix 4)

3. The Creativity of Native English Speaking Teacher in teaching English to the Second Grade Students of MTs Darussalam”

In teaching speaking to the second grade students of MTs Darussalam Kademangan, the Native English Speaking Teacher has her own creativity that makes the students interested to learn English with her. The creativities are in term of teaching media and the addition of Cross Cultural Understanding material in learning English..

In term of teaching media, the Native English Speaking Teacher uses various well designed media including text, image, sound and video to attract students attention. Here, the students mentioned many different media that have ever used by their Native English Speaking Teacher. This statement can be validated in the interview quotations to the Native English Speaking Teacher and the students as follow:

“Music like American music for listening, sometimes using computer and show in the LCD, and for games sometimes I use banana grams, flash cards like picture and the word in English. Sometimes also use power point and photos.” (Appendix 4)

“Kertas kecil”

“Mencari, yang ada tambahan “er”, “est” itu loh”

(Appendix 5)

“Biasanya seperti dadu, ada tulisannya. Disuruh merangkai tulisan kayak hobi atau profesi gitu.”

“...Pak Rifai sama Miss Nicky pakai layar proyektor”

(Appendix 6)

“Biasanya pakai kartu yang bergambar itu. Dibawahnya ada kata yang berbahasa Inggris. Misalnya topic hari ini membahas tentang benda-benda yang ada di kelas gitu. Miss Nicky pakai kartu yang gambarnya buku, pensil gitu.”

“Pernah juga pakai kayak huruf-huruf gitu. Satu persatu disuruh merangkai jadi sebuah kata .”

“...Kertas ditulis terus dibagikan. Nanti mencari pasangan-pasangannya. Verb 1 dan Verb 2”

(Appendix 7)

In English:

“Small paper”

“Looking for addition of ‘er’ and ‘est’ in the words”

“Usually like a dice, there is a letter on it. She asked us to make some words like our hobby or profession”

“...Mr. Rifai and Miss Nicky use LCD projector”

“Usually uses picture cards. There is a word/description of the picture under the picture. For example, the topic today discuss about things in the classroom. So, Miss Nicky show us the picture of book, pencil, etc”

“Use some letters. We should make a word using those letters.”

“...Paper, written, then shared. Then we should find the couple. Verb1 and Verb 2”

In term of the addition of Cross Cultural Understanding material in learning English, the Native English Speaking Teacher always relate the material they learnt with her life in America and the students’ daily life so that it can extend students knowledge about both Indonesia and America, make the students

more interested in learning English and more active in raising hand and ask or speak up. This statement can be validated in the interview quotation to the Non-Native/Indonesian English Teacher and to the student as follow:

“Menurut saya, pelajarannya bahasa Inggris kalau speaking menyenangkan. Misalnya kita diajak Miss Nicky untuk bercerita tentang kehidupannya di Amerika, di sini, dan banyak diajari permainan-permainan.” (Appendix 5)

In English:

“To me, learning speaking in English is fun. For instance, Miss Nicky tells us about her life in America, here, and she taught us various games”

“Kalau dari yang saya lihat sih, mereka cukup antusias yaa. Mungkin karna memang mereka exited yaa diajar Native langsung dan biasanya mereka paling semangat kalau ada media yang baru dan belajarnya berkelompok. Selain itu juga, di kelas kita selalu mengaitkan materi dengan kehidupan sehari-hari. Kalau Miss Nicky biasanya menceritakan tentang Amerika kemudian kami kaitkan juga dengan yang di Indonesia, seperti yang anda lihat tadi. Jadi ada materi Cross Cultural Understanding di sini. Ini yang membuat siswa biasanya kadi sangat tertarik karna mendengar keunikan-keunikan atau perbedaan Negara mereka dengan Amerika. Di sesi ini juga siswa menjadi lebih aktif angkat tangan dan bertanya karna keingintahuan mereka tentang Amerika.” (Appendix 9)

In English:

“According to my observation, the students are enthusiastic. Maybe because they are taught directly by Native Teacher and usually they will be very exited if there are some new media that they have not ever used before and cooperative.group learning. Besides, in the teaching and learning, we always relate with our daily life. While Miss Nicky usually tells about America and

then we also relate it with Indonesia, like you have just observed. So, there is a material of Cross Cultural Understanding here. In this session the students also become more active in raising hand and ask because of they are curious about America.