

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter showing data presentation and also findings of research.

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

Before doing research at SMAN 1 Boyolangu, the research is doing interviewed. In interviewed, the researcher asked about the teaching speaking at SMAN 1 Boyolangu in teaching learning process. This step is needed to prove the trustworthiness of teaching speaking in teaching learning process at SMAN 1 Boyolangu. The researcher presented the background of SMAN 1 Boyolangu as research place.

##### **1. History of SMAN 1 Boyolangu**

SMAN 1 Tulungagung was established in 1959, it is located in Kedungwaru village, District of Kedungwaru, Tulungagung, (now it is known as SMAN 1 Kedungwaru). Then 1974, precisely on February 2<sup>nd</sup>, 1974, SMAN 1 Tulungagung was changed to SMPP (Sekolah Menengah Persiapan Pembangunan), it is located in Beji village, District of Boyolangu, Tulungagung which was inaugurated by Mr. Noer as Regional Head at East java Province. The old buildings of SMPP are use for SMAN 1 Kedungwaru till now. The presence of Mr. M. Noer shows that SMPP is one of schools that received serious attention from government leaders and it is capital base motivation for school to carve their best result in the preparing of young generation through education. Then base of

Decree of Minister of Education and Culture No.: 0353/0/1985 dated August 7<sup>th</sup>, 1985, the name of SMPP (Sekolah menengah Persiapan Pembangunan) changed to SMA Negeri 2 Tulungagung changed its name to the SMU 1 Boyolangu, known as SMUBOY. Then in 2004, in line with publication of Law No. 20 year 2003 on National Education System, SMU Negeri 1 Boyolangu changed to SMA Negeri 1 Boyolangu. Since 39 years ago SMA Negeri Boyolangu already shows achievement as measured by the achievement of the National Education Standards is exceeded. This is reflected in the achievement of which based on the Decree of the Minister of National Education No. 1823/C.C4/LL/2009 dated June 24<sup>th</sup>, 2009 about Establishment Sekolah Penyelenggara Program Rintisan Sekolah Menengah Atas Bertaraf Internasional 2 (RSMA-SBI), where SMA Negeri 1 Tulungagung has the opportunity to strengthen school-strengthening, among other in the field of infrastructure academic and management. It should be understood that by Constitutional Court Decision No. 5/PUU-X/2012 which was read by Chairman of the Constitutional Court, Moh. Mahfud MD state that Article 50 paragraph (3) national Education System Law which reads “The government and / or local governments hold at least one unit of education at all level of education to be developed into an international education unit” contrary to UUD 1945.

## **2. Geographic Condition of SMAN 1 Boyolangu**

SMAN 1 Boyolangu is adjacent to residential in west side, Ministry of Education in north side, Ministry of Commerce to the south, and University of Tulungagung in the east side.

### **3. Vision, Mission, and Purposes at SMAN 1 Boyolangu**

#### **a. Vision**

The realization of people who excel in achievement based on faith and devotion to God Almighty and Culture.

#### **b. Mission**

1) The realization of faith and devotion to God Almighty and civilized nation, in order act very well, 2) Doing learning and guidance affectively to make every students develop optimally.

#### **c. Purposes**

1) Formed human faith and fear of God Almighty, 2) Educate students in accordance with national goals, 3) Provide sustenance skills / life skills to the students so that they can live independently in the community, 4) Have a science Olympiad participant, sport team, art team is capable of being finalists at provincial/national.

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

In this chapter the writer would present some points of aspect involved in teaching speaking at SMAN 1 Boyolangu 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 SMAN 1 Boyolangu) 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 internet or from Jakarta Post. 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 SMAN 1 Boyolangu. 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 didn't write only planning if the first lesson plan didn't 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 SMAN 1 Boyolangu.**

The materials are used in teaching learning process based on the topic and Curriculum from which is suggested by the government (interview with English teacher of SMAN 1 Boyolangu). In teaching speaking of formal education of the

classroom process at SMAN 1 Boyolangu 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 divided into two types, they are the authentic materials and the commercially materials. In here, the researcher found that in teaching speaking at SMAN 1 Boyolangu used two types of materials.

#### 1) The Authentic Materials

The application of authentic materials, teacher in teaching speaking at SMAN 1 Boyolangu are conversation in daily activities, narrative texts, their family, and hortatory. The teacher used the topic in order made the students interest and new experience. By using the authentic materials the students got good speaking ability. From the elements can show how to understand the material.

#### 2) The Commercially Materials

In creating an interactive English speaking classroom, teachers at SMAN 1 Boyolangu used commercial materials to support their authentic materials. The used commercial materials such as commercially produced audiotapes, videotapes, and projector. The teachers used commercially materials when they took news from internet. In SMAN 1 Boyolangu almost of the material used internet and the students practice more to increase teaching learning speaking

process (interview with English teacher of SMAN 1 Boyolangu). The teacher instructed to the students that the material can be accessed from learning source (in this case internet). The material of teaching speaking was internet used because the news always up to date and new information about all of the material (interview with teaching English of SMAN 1 Boyolangu). The teacher have divided the material when he taught the material used internet and used book package. The book package used English Zone have written by Eka Mulya Astuti published by Erlangga and used KTSP Curriculum on year 2006 but when the researcher did observation the teacher of SMAN 1 Boyolangu had having workshop about Curriculum of 2013 which will applied on teaching learning process. And then internet used which related with the material which the teacher used, were YouTube, internet (Google), and Jakarta Post. All of the materials didn't always use internet.

## **2. The methods used for teaching speaking at SMAN 1 Boyolangu.**

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 SMAN 1 Boyolangu). The researcher found some methods which used by the teacher. The English teacher at SMAN 1 Boyolangu used some methods, such as Communicative language teaching, Total physical response, and Audi Lingual method.

Therefore, CLT focuses on students' practices in communication. In creating an teaching speaking English, the teacher English at SMAN 1 Boyolangu applied role play and other practice to stimulate students communication.

**a. Communicative Language Teaching**

When the students of SMAN 1 Boyolangu practice speaking used role play in a group, and speaking ability individual the students practice as broadcasting like broadcasting from BBC news and hortatory example one student as seller and others as consumer. In role play activity the students used romantic story, legend, and opera. They wear real object to practice. When practice broadcasting the students wear coat, they usually wear school almamater to practice their coat and they can wear other to support their presentation. 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**

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) because it is more rhythmical (Bahasa Jawa Tengahan). 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 SMAN 1 Boyolangu).

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**

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, the English teacher gave 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 other news from BBC program, then the teacher asked to the students to answer what the teacher asked to them. Other method in speaking skill the teacher gave them analytical expositions, the teacher takes from Jakarta Post. The purpose of the teacher in order the student can emerge the idea as the argument from the students. The teacher gives interpretation that students who study English in the



University mustn't be a teacher but they can be reporter abroad in order the students increase their speaking ability.

### **3. The media are used in teaching speaking at SMAN 1 Boyolangu**

The media are used in teaching English at SMAN 1 Boyolangu 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 SMAN 1 Boyolangu. The teacher used internet (for example Google, VOA, ABC), videos, pictures, magazine and hand book.

#### **1. Visual Media**

From interview, the teacher used visual media, the students used print media such as magazine like Jakarta Post, and hand book during the book still up date with information about knowledge of education (interview with English teacher of SMAN 1 Boyolangu). The teacher used this media in order the students have information about knowledge. Then kind of text such as narrative text, recount text, description text 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 SMAN 1 Boyolangu). The English teacher of SMAN 1 Boyolangu effort the students creative in order they can good at speaking ability.

## 2. 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 SMAN 1 Boyolangu 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.

## 3. 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. The teachers always give his students media to listen news related with education in order they speak fluently (interview with English teacher of SMAN 1 Boyolangu). For example if the students listens ABC TV program, they know news from abroad and it will not taboo for students. Not only from ABC TV Program, the teacher used VOA TV program and other video which related with education and the material at that time through LCD and sound. 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.

#### **4. The strategies are used in teaching speaking at SMAN 1 Boyolangu.**

Basically, the English teacher have strategies are used to teach English in the classroom. Based on interview, the researcher found the strategies are used in teaching speaking at SMAN 1 Boyolangu are oral interview, story / text retelling, conversation / role-plays / simulations.

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

Based on the interview with the English teacher at SMAN 1 Boyolangu, speaking activity in the classroom used oral interview. When the teacher gave the explanation include news from ABC Program and VOA program and magazine from Jakarta post, 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 news.

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

The English teacher at SMAN 1 Boyolangu 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.

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

Based on the interview with the English teacher at SMAN 1 Boyolangu the researcher found that role play in the classroom activity. Role plays which used example about legend of the region and romantic, dialog like hortatory. 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 hortatory, 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.

### 5. The evaluation in teaching Speaking at SMAN 1 Boyolangu

Evaluation must detail and have consequence clearly. In this research, the evaluation in teaching English at SMAN 1 Boyolangu used oral language assessment and 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 SMAN 1 Boyolangu used Oral Language Assessment. Role-plays 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 which 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 other students will forget them also when the students practice be broadcasting abroad, the teacher gave them score how the students communicate with other students to inform to their friends in the class (interview with English teacher of SMAN 1 Boyolangu). So the students who get mistake didn't embarrass with their students in the class. Here the teacher observation the practices of role play, broadcasting, and hortatory of students to give score them careful because the score all of the students be included in the web of SMAN 1 Boyolangu and then can be access for the students through internet.