

CHAPTER IV

RESEARCH FINDINGS

This chapter mainly describes data presentation and the findings of this research related to the research problems. The research problems focus on the teacher's practices in teaching speaking at MAN 3 Blitar. This teaching practice cover the practices in the classroom (intra-curricular) and out of the classroom (extra-curricular) of MAN 3 Blitar. It includes teaching material, teaching technique and activities, and also the speaking assessment by the teacher of MAN 3 Blitar.

A. The Practices of Teaching Speaking at MAN 3 Blitar

In this part, the researcher described the data which are found in the field based on the result of observation, interview, and also documentation. These data relate to the practice of teaching and learning speaking of MAN 3 Blitar. It covers the material, the technique and activity, and assessment process.

As it is stated at vision and mission, one of the aims of MAN 3 Blitar is to produce the religious and excellent student in IPTEK and IMTAQ. Furthermore, this aim is broken down as some goals of this school, such the researcher presents in the table below:

Table 4.1 Goals of MAN 3 Blitar

No	Goals of MAN 3 Blitar
1.	Increase the quality of teaching-learning and evaluation process
2.	Increase the students' ability to be competent in speaking international language (English and Arabic)
3.	Increase student's skill and talent

Table 4.1 (*Continued*)

- | | |
|----|---|
| 4. | Increase students' interest in learning |
| 5. | Increase student's achievement |
| 6. | Increase the student's ability in IPTEK |
| 7. | Optimize the extracurricular activity (see appendix 19) |

Concerning with the goals above, it is not wondering if MAN 3 Blitar give the extra focus to the practice of teaching speaking. The foreign language teacher, especially English teacher also do the best so that the aim of this school can be gained. Relates with the practices of the teacher in teaching speaking, the researcher described the English teacher's practices in teaching speaking at MAN 3 Blitar which is cover some aspect, they are material is used in teaching speaking, the technique and the activity done in teaching speaking, and also the assessment technique in teaching speaking. From the result of observation, interview, and documentation, the researcher gets the data as described below.

1. The Material Used in Teaching Speaking at MAN 3 Blitar

Based on the interview with Mrs.Suci as the English teacher of MAN 3 Blitar, the researcher get the information that in teaching speaking, Mrs.Suci used the material taken from the government set. So the topic of teaching speaking is comparing to the syllabus and *Kemendiknas*. It is selected based on the instructional objectives of the students need. For example, for the second semester of the first grade students, the topic is about telling the past time, narrative and recount text,

and also learning from a song. So, the material of teaching speaking relates with this topic.

The teacher added that in supporting the material, she also use the textbook published by Intan Pariwara. The students also use this book. In addition, the teacher also gives the additional material taken from the internet. This material can be in form of article, picture, or even song and movie. This kind of material is used by the teacher in order to make the students to be not bored in learning. She also added that sometimes she also use movie in teaching speaking, such using movie to deliver the material of Narrative. It is stated in her utterance,

“Sometimes, I also give the additional material from the internet. It can be in form of picture, article, or even song and movie. I use it as the media in teaching. Such, in the material of Narrative we watch a movie then student should give the review or sometimes retelling the movie.” (see **appendix 11**)

Based on observation result, the researcher also found that in teaching speaking, the teacher also uses the interesting media which can catch the students’ attention. The use of puppet which is made in familiar character becomes an effective strategy to make the students active in speaking. Based on observation at April 4th 2017, the researcher gets the fact the teacher use Frozen’ puppet in teaching learning process. The use of this media is meant to make the students easily to learn in telling the past event by exploring their experience from the plot of Frozen movie.

In addition, based on observation at April 18th 2017, the researcher also found that the use of additional material in form of article is used. The teacher gave the article about someone's experience in attending Super Junior concert. The use of interesting and the up to date topic give the effect for the students' respond. As we know that nowadays many teenager that love K-Pop. So, by giving this kind of article it will make the students more interest in learning.

2. The Technique Used in Teaching Speaking at MAN 3 Blitar

Technique in teaching is needed to support learning process. The use of good technique in teaching speaking support the improvement of student's speaking ability. By using interesting technique in teaching, it will make the students attracted to speak. In determining the technique that will be used in teaching speaking, the teacher always consider to the student's ability. The technique for the class which dominated with active and criticism students will be different with the class which is dominated with the standard and silent students. For example, the technique such discussion and presentation will be more appropriate for the students who are active in speaking. Whereas, role play will be given to the students who have standard ability. As stated by Mrs.Suci,

"The techniques that I use depend on the student's condition. For example, if the class contains of the critical students and have good ability in speaking, the activities just like discussion and presentation. Sometimes we also do guessing game. But for the standard or the regular class I often give the activity like role play, making short dialogue. That's all depending on the student's capability." (see **appendix 11**)

From the interview and observation, the researcher found some techniques are used in teaching speaking at MAN 3 Blitar. Such, discussion and presentation, and role play.

a. Small Discussion and Presentation

The topic of discussion and presentation depend on the material and the chapter that the students learned. The teacher gives the material that should be discussed by the students in a group. Then, the group will be asked to present the result of their discussion in front of the class. On the observation at April 18th 2017, the topic discussion on that day is about recount text. Before giving the task, the teacher asks the students to make a group by counting. One group consists of four until five students. Then, the teacher gives an error recount text. The group have to make this kind of error text became a good text and they also have to find the generic structure and the purpose of each part of recount text.

Although actually it is such kind of reading activity, but the teacher still want to facilitate students to practice speaking by ask them to present their result of discussion in front of their friend. The other group may give the response and their opinion about their friend presentation. But, sometimes there some students that tend to be silent and are afraid to speak because it is dominated by smarter students and talkative students. At the last of the lesson, the teacher also gives

feedback and asked questions. Then the teacher made conclusion, gave suggestion, and gave additional information about the topic discussion.

b. Role Play

Based on the interview with the English teacher and the student of MAN 3 Blitar, role play is the most familiar technique used in teaching speaking. When doing a role play, students have to act as the other character and express the dialogue that stated at the script. In applying this technique, the teacher will divide the students in some groups.

Commonly, role play is done for the topic of narrative and daily expression. As it is stated by one of student of MAN 3 Blitar who say, “.... *When we were learning about narrative, we performed a role play*” (see **appendix 15**). For the topic of daily expression, the student may present short dialogue or conversation in pair. While in narrative topic, the students have to act from the script that the teacher give or they may made it by themselves. The teacher may give the narrative story then the students have to make it in form of drama script. Such stated by the English teacher of MAN 3 Blitar,

“....The mostly used is role play. Such having short dialogue because some material is about expression, isn't? Moreover for the students of the first grade because they still feel difficult to do some complicated speaking activities. Sometimes, I also give them a story text for the student, then they have to make it become a drama script then they present it in front of the class.” (see **appendix 11**)

Based on the result of observation, the teacher also uses some strategies in teaching speaking. First, the teacher use full English when the English lesson is going. The teacher gives the students practice in both fluency and accuracy. In line with it, the teacher also provides feedback and correction to the student's talk. When the students make mistake in grammar and pronunciation, the teacher will directly correct it. Such what the teacher do based on observation at April 4th 2017 and April 18th 2017 (see **appendix 4 and 7**). The students do not know how to say "*oalah*" in English. Directly, the teacher tells them that the word "*oalah*" can be said "Oh I see" in English. In addition, when the students make mistake in pronouncing word, the teacher will directly correct it and ask the students to say the correct pronunciation repeatedly.

In motivate the students to speak English, the teacher also give the motto for them. The motto is "English without practice is nothing". Based the observation at April 4th 2017, the researcher found that this motto is really adhere in students. When the teacher are remembering them to always practice their English, directly the students always reply by saying "Yes Mom, because English without practice is nothing." It is indicated that the teacher always ask the students to be aware to practice speaking English every time and everywhere. This motto also implied that in learning a foreign language we need to practice and use it in our communication.

3. The Speaking Assessment at MAN 3 Blitar

The objective of teaching speaking is the development of the ability to interact successfully in that language. As the name indicates, assessment in language learning must be focused on assessing the learner's language proficiency. As we know that speaking skill is the ability to express ideas in acceptable spoken English form. Accordingly, testing speaking should enable the students to elicit the behavior which truly represent their ability in speaking and which can be scored validly and reliably.

Based on the result of interview and checking the lesson plan from the teacher's documentation, the researcher found that the teacher of MAN 3 Blitar used oral language assessment in assessing the student's speaking ability. It means that the teacher of MAN 3 Blitar take the speaking score from the student's performance in speaking. The speaking activities that almost used by teacher to assess the students is such the performance of role play and also student's presentation.

The teacher added that besides assessing the student's speaking performance, the teacher also assess their active participation in teaching and learning process. Before presenting the speaking performance, the teacher always told students about what aspects that will be assess are. It has the purpose to make the students more pay attention in their performance so that they can present their best performance in speaking. In assessing the student's performance, the teacher use scoring rubric.

Here, the researcher presents the scoring rubric that used by the teacher of MAN 3 Blitar.

Table 4.2 Speaking Scoring Rubric of MAN 3 Blitar

NO	INDICATORS	SCORE
1.	Fluency - speaks fluently - speaks fluently but with a few pauses - speaks with long pauses	1 – 3
2.	Vocabulary - uses wide-range vocabulary correctly - uses isolated words and learned phrases - uses isolated words and perhaps a few high frequency phrases	1 – 3
3.	Structure/Grammar - speaks grammatically correct - speaks with a few grammatical errors - speaks with many grammatical errors	1 – 3
4.	Comprehensibility - the utterances are understandable - the utterances are understandable but with a few difficulties - the utterances are difficult to understand	1 – 3
5.	Style - speaks like a native speaker - speaks almost like a native speaker with a little mother language dialect interference - speaks with mother language dialect	1 – 3
	T O T A L	

$$\text{SCORE} = (\text{Total} / \text{Maximal Score}) \times 100$$

B. The Practices of Teaching Speaking in Extra-Curricular Program of MAN 3 Blitar

Beside the teaching learning process in the classroom, MAN 3 Blitar also provide some programs to facilitate student's learning. The purpose of this program is to improve student's speaking ability and their competence in English proficiency. Here the researcher presents the extra-curricular program

provided by MAN 3 Blitar as the effort in facilitating the students in learning especially in learning English.

1. Speaking Class

Based the result of interview and observation, the researcher found that the term speaking class is actually called as English Full Day Class in MAN 3 Blitar. This program refers to the additional time given for the student of the first grade in learning foreign language. This program is given Wednesday afternoon around one until one-half hour after the school time over. The term full day class may given as the name of this program because the student get the full or extra learning time in a day.

There are two kind of foreign language that learned in this school that is Arabic and English. Full day class is made as the effort to facilitate the students in learning foreign language especially in improving their speaking ability in that language. So for this Full Day class, that must be Arabic and English Full Day class. There is a rule for the students of the first grade in taking this full day class. As stated by one of student,

“This program (Full Day class) is for all of the first grade students of MAN 3 Blitar. There are two lessons. Those are Arabic and English lesson. Especially for bilingual class (X Science 1 and X Social 1) should take the English full day class. But for the other class may take Arabic or English full day class.” (see **appendix 9**)

So, the students of the English bilingual class (X Science 1 and X Social 1) have to join in English Full Day class and X Religion 1 has to

join in Arabic Full Day class. While the students of regular class have a freedom to join whether in English full day class or in Arabic full day class. This kind of rule is taken so that the students of bilingual class are more focus in developing their language ability based on their passion.

Speaking class was given as the form of the English teacher efforts to increase students' speaking proficiency. Dealing with this matter, the English teachers of MAN 3 Blitar collaborated in making a handbook which contains the familiar topics that can improve speaking ability. This book also consists of vocabularies, English worksheet, study of the conversation, and also practice instruction. There are eleven familiar topics that discussed in this book, that are: Alphabet, number, telling time; Simple present tense; Daily activity; Description (Describing people, describing process, and describing places); Personal pronoun; Questions; Directions; Profession; Simple past tense; Story telling; Family and relatives. Based on the result of interview, there is no special lesson plan for this class, but before going to the class, the English teacher of MAN 3 Blitar have small discussion about the material that will be given. They design some strategies so that the material that given can make the students be active in speaking.

All of these topics was learned through the activities such discussion, performing short dialogues, storytelling, the act of

describing, simulation, and role play. This kind of activities is used based on the topic that they learned. As the result of observation taken by the researcher at April 19th 2017, the activities of that day were describing people. Mrs. Suci also gave the example for the activity of this program by saying,

“There are many activities that we do in full day class, such reporting, describing, interviewing. For example, we learn about “Direction”. In this material, the students have to do such oral presentation presenting their home location. How to go to their home from the school, what street that should be passed, and soon.” (see **appendix 17**)

Consider with the purpose of this program that focus on improving student’s speaking ability; the speaking assessment is used to measure the student’s ability in speaking. The assessment is done in every performance that the students do. Besides that, at the end of the semester, the teacher told the students to present their best performance as the last performance that will be scored by the teacher and as the act of determining their score in rapport.

2. English Study Club

Study Club is a program provided by the school for the students who have ability in a certain subject matter. In other word, the students who can join in study club are only the students who truly have capability and mastering the certain subject matter. The purpose of this program is as the medium to facilitate the student in improving their potential in a certain subject matter. They are trained to be ready in facing the competition or Olympiad. There are ten study club of MAN

3 Blitar such, Math study club, Physic Study club, Chemistry study club, biology study club, Economic study club, geography study club, English study club, Arabic study club, Fahmil Qur'an study club, and Writing poem of the Qur'an's content study club.

To become a member of a study club, the student has to do some test in order to know their ability. In English study club, the students have to do some test such, writing test and presenting the reason of our interest in English. Such it is stated by one of the member of English study club when interviewed by the researcher about the procedure for join in English study club, "Yes, test. We have to make a story and also present the reason why we want to join English study club." (**see appendix 18**)

Based on the result of interviewing the English coordinator Study Club and the member of English study club, the researcher found that there are fifteen students who join in this study club. All of them are from the second grade. The coordinator of English Study Club, Mrs.suci added that actually the member of each study club is ten students. But because there are many skill in English then each of them have their competition so English study club need more members.

The material given in English study club is focused on what competition that will they face. It is because the purpose of Study Club is to prepare the student in facing the Olympiad or competition.

Mr.Suci give the example of the material that they learn in English study club by uttered,

“Study club has purpose to prepare the students facing the Olympiad/competition. For example, we have to join in speech competition, so the material is about speech. How to make a good speech is, and also practices in deliver a good speech.” (see **appendix 17**)

All of English study club activities is intended to prepare the competition. The training such in delivering speech, debating, and storytelling are done as the technique in teaching speaking. In addition, in English study club the students also learn about grammar, writing, and also learn about TOEFL test as the preparation for the Olympiad which relate to it.

In assessing the student’s performance in English study club, the teacher do some assessment. First, the teacher assesses the students based on their oral performance in form of speech and retelling performance. Then, the teacher also give the score based on their last test such writing and English test.

Beside two extra-curricular above, MAN 3 Blitar also provide some program to facilitate the students in learning English. The program such English Fun Day, and giving the training from English sources is done as the effort to motivate students in learning English.

a. English Fun Day

In improving student’s interest in learning English, the English teachers of MAN 3 Blitar helped by the member of English Study Club

and the alumnus created an interesting program where the students can actively learn and having fun at the same time. By using motto “Using English is easy” this program was expected to change the mindset of students who always think that English is difficult. This program is called as English fun day because at that day, all of the activities are done using English. This program is made for the first grade students of MAN 3 Blitar. This activity was done at the end of the first semester.

As the name implies, there are many activities of this program. A student of bilingual class gives the example activities of this program by saying that,

“There are many activities in English day such walking around the school area then we will receive some question in English, we also asked to arranged some words in a good sentence, the yell competition, and also English proficiency test (EPT),” (see appendix 15)

The students of the first grade will be divided in groups. One group consists of around sixteen students. They have to go around the school area to find some posts and get the different challenges in every post. The first post is whispering game. The second post is making daily activities based on the pictures. The third post is arranging paragraph. The fourth post is arranging words. And the game for the last post is matching pronoun.

At the end of their journey, they will come together to the school yard and do the next game that is the yell competition, English quiz, storytelling competition, and the beautiful nest and cleanest class competition. Some students is as the representative as their class. Three

students have to join the English proficiency contest, and the others have to join the yell competition and group story telling.

b. Having Training with an Institution from Pare Kediri

MAN 3 Blitar also has cooperation with the other institution as the effort to increase students' ability in learning the foreign language. One of the examples is the cooperation with the institutions from Pare Kediri which have been claimed as the biggest English training center in Indonesia and well-known as "*Kampung Inggris*" where many people come to there and learn about English. In previous years, MAN 3 Blitar had cooperation with MAHESA Institution and for this year MAN 3 Blitar was collaborating with FEE Center Pare. FEE Center or maybe more known as Future English Education Center is one of the English training center in Pare Kediri which give the appropriate programs and tricks in learning English.

At the previous years, the students of MAN 3 Blitar have to have English camp at Pare Kediri but in this time, the program was conducted at MAN 3 Blitar. In this year, this program was held at 9th-15th March 2017. From this program, the students learned about many things. They learn about vocabulary, grammar, tenses, Western cultures, and also attitude and how to be confidence in learning. As stated by one of the student who join this activity,

"We learn many kind miss. We were given a course book which is containing many vocabularies and the way to pronounce it. We also learned about the western culture." (see **appendix 10**)