

CHAPTER V

DISCUSSION

This part presents the discussion of the findings using related theories. The discussion focused on the efforts of the teacher's practices in teaching speaking at MAN 3 Blitar. This kind of teaching practices includes the use of material, teaching technique, and evaluation process either in the classroom or in extra-curricular program of MAN 3 Blitar.

A. The Practice of Teaching Speaking at MAN 3 Blitar

In learning a language especially a foreign language, it is needed some efforts and programs in order to increase the students language ability. There are some aspects that are contributive to support student's participation and make the students actively speaking in foreign language. The role of teacher, interesting activities, learning environment, and supporting motivation are the important factors that support the successful English learning. Here will be discussed about the material, technique and evaluation that used by teacher in teaching speaking in the classroom of MAN 3 Blitar.

1. The Instructional Material Used in teaching speaking at MAN 3 Blitar

Instructional material is all form of the material that used by teacher to help the process of teaching learning. The use of appropriate instructional material will give the big effect to the achievement of the learning objective. From several data presented in research finding, the

researcher point that the material are used in teaching learning process is should be based on the topic and the curriculum which has been set by the government. So the teacher has to follow the syllabus which made by the government and make it as the base in developing the material. This kind of concept is appropriate with the theory of Gebhard (2002:90). Gebhard (2002:90) stated when a teacher teach in a public school in a country with a centralized educational system, it means he or she have to conduct her/his teaching with materials which produced by the educational committee.

The English book that used by the English teacher of MAN 3 Blitar is the teacher's book revision edition by *Kemendiknas* and a workbook by *Intan Pariwara* publisher. In selecting the text book, it is important for the teacher to pay attention to some aspects. As stated by Patel and Praven (2008:69-70) that the good text book have to contain some important aspect such, there should be both practice and text exercise at the end of the chapter, the textbook should cover whole syllabus, the subject matter of textbook should provide new information so that students get new knowledge. Moreover, the team of curriculum and learning development (2013:152) also define that in selecting and developing the instructional material and media, the teacher has to consider to some criteria such, the relevance of the material, complexity, up to date, and the comprehensive aspect. Based on the finding, it can be

seen that the supporting material and media which are used by the teacher of MAN 3 Blitar is fulfill this criteria.

In addition, the teacher also gives the additional material taken from the other sources, such from the internet, newspaper, and magazine. This kind of additional material is used by the teacher so that the students get new experience in learning. So they are not only standing in getting the material from the work book.

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

An appropriate technique is needed to support teaching speaking process. By using the interesting technique of teaching, the students will be more attracted in teaching and learning process. As defined by Nunan (2003:275) that there are some principles for designing speaking technique, such as use techniques that cover the spectrum of learner needs, provide intrinsically motivating techniques, encourage the use of authentic language in meaningful contexts, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication, encourage the development of speaking strategies.

From several data in research finding, the English teacher of MAN 3 Blitar uses some technique in teaching speaking, such giving appropriate feedback and correction to the student's speak, give the opportunity for students to deliver oral communication by use English as

the instructional media, and motivate the students to always practice their speaking.

Moreover, teacher also has a role in deciding activities for speaking class. Teaching speaking should be taught in attractive and communicative activities. The teachers have to decide appropriate activities based on the topic, students' need and the time allocation. Harmer (2001:272) defined six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play. Based on the research finding, there are some activities in teaching speaking at MAN 3 Blitar such the activities of discussion and presentation, and also the activity of role play.

By having class motto as the initial concept of the school long-term goal, make the students aware that they have to have capability to practice speaking in foreign languages. It is indicated that the implication of this motto has influenced creating the student's motivation. According to Harmer (2001:51-52), there are some sources of motivation they are, the society we live, the people around us, the teacher, the method, the goal, and also curiosity. Harmer (2007:98-99) also suggest that one of the strongest outside motivation is the goal which students perceive themselves to learning for. Furthermore, Brown (1994: 275) writes,

Try at all times to appeal to student's ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even in those techniques that don't send students into ecstasy, help them to see how

the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

a. Discussion and Oral Presentation

According to Harmer (2001:272), discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. Mulyono (2012:90) also stated that discussion is a process of interaction between two people or more who having verbal interaction through comparing the information and defending the opinion or solving a problem. Based on the result of interview with the English teacher of MAN 3 Blitar, the researcher found that discussion is one of speaking activities that commonly used in speaking class.

Harmer (2007:350-351) classified five kinds of discussion, they are Buzz Group, Instant Comment, Formal Debates, Unplanned Discussion, and Reaching a Consensus. Based on this classification, the discussion that use in teaching speaking at MAN 3 Blitar is include as buzz group discussion. Mulyono (2012:92-93) defined the advantage of having discussion such, it can stimulate the students the students to be more creative in giving their idea and opinion. In addition, it trains the students to be able to deliver their idea in form of verbal communication. It also encourages the students to be able to appreciate the other person's opinion.

Mulyono (2012:92-93) also explained the weakness of using discussion in teaching. First, sometimes discussion is only dominated by the students who have the ability in speaking. Then, it also need a long time. Moreover, it is often happened in discussion process when the participant of the discussion getting emotional because too impose her or his opinion. As a consequence the discussion does not result the good conclusion. From the strength and the weakness of discussion above, it is important for the teacher to always control its process. Although, the discussion is the student's center but the teacher still have the responsibility in monitoring all of the process of discussion.

Oral presentation is done after having discussion or an experiment. Presentation belongs to the act of reporting. It is one of technique that can attract the students to speak because they can make a presentation and reporting belonging to their creativity. According O'Malley and Pierce (1996:87) oral report can be used to develop the public speaking skills of speaker as well as to provide practice to listeners in asking questions, agreeing and disagreeing, discussing, taking note, and listening for specific purposes. In addition, this technique is also appropriate with Nunan's theory that explained in the principles for speaking designing technique, because in reporting technique gave students opportunities to initiate oral communication, encourage the use of authentic language in meaningful contexts, and encourage the development of speaking strategies.

b. Role Play

Based on the interview with English teacher of MAN 3 Blitar, the researcher found that role play is the most widely used as the classroom activity in teaching speaking. It is used for the topic of narrative and daily expression. In role play, the students are assigned roles and put into situation that they may encounter in the real life situation and may to pretend to be someone else. So, they have to act as the other character and express the dialogue that stated at the script.

Role play is a useful activity that can help students to develop their awareness in act of speaking. In performing it, they also used several language functions, as like greeting, requesting information, expressing feelings, agreeing, disagreeing, etc. And sometimes, they use their body language to improve their expression. When having role play, students look enthusiastic and enjoy with the practice. The student do not present the role play individually, they may present it in group. Although sometimes there is a part of monologue but the teacher just observe and may be sitting on the back of the class. So it can decrease their anxiety to practice speaking with their characters through role play. Almond (2005:10-12) cited in Harmer (2007:349) reinforced that role play help to build student's confidence, contextualize language, develop students' empathy for other characters, involve students in appropriate problem-solving and

engage them as ‘whole’ people that is marrying emotional and intellectual characteristics of their personalities.

3. The Assessment in Teaching Speaking at MAN 3 Blitar

In assessing the students’ speaking ability, the English teacher of MAN 3 Blitar assess from their performance in speaking activities such the act of presentation, role play, or may from the performance of describing. In giving the score of speaking, the teacher makes the scoring rubric first. This scoring rubric contains the indicator that will be valued by the teacher through the student’s performance. According to Herman *et al* (1992) as cited in O’Malley and Pierce (1996:65) setting criteria is a crucial part of assessment; without criteria or standards of performance, performance task remain simply a collection of instructional activities. Based on student performance, teacher can revise assessment tasks and standards as well as instructional objectives and activities to better meet learners’ needs.

The indicators of scoring rubric that made by the English teacher of MAN 3 Blitar include the fluency, vocabulary used, structure/grammar, comprehensibility, and style. It is appropriate with the idea of Hughes (1989:111) that scoring will be valid and reliable only if clearly recognizable and appropriate descriptions of criteria levels are written and scores are trained them. Description of speaking proficiency usual deals with accent, grammar, vocabulary, fluency, and comprehension.

Wherever possible, rubrics should highlight what students can do rather than what they cannot do.

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

The term extra-curricular refers to the activity or subject that is not part of the usual school course. According to Mulyana (2004:162), extracurricular is instructional activity which is done out of the school time. The aim of this activity is to train the students on the real experience. Some extracurricular program provided by MAN 3 Blitar in order to facilitate the student's learning and student's skill. In improving student's ability in learning foreign language, MAN 3 Blitar provided some programs relate to it. The program such providing speaking class, study club, and also some additional activities which is done out of the class.

1. Speaking Class

Speaking Class is an additional program of MAN 3 Blitar to facilitate the students of the first grade to learn the foreign language. By this program, the teachers hope that the students can achieve the success in language through some communicative activities. Littlewood (2009:17) proposes some contributions of communicative activity. According to him, communicative activities provide 'Whole task practice' or sometimes called 'Total skill'. Littlewood (2009:17) added that in foreign language learning, the means for providing learners with whole task

practice in the classroom is through various kinds of communicative activity. Furthermore, Nunan (1999:246) also conveyed his idea about the activities of communicative language teaching. According to him, in communicative language teaching, learners are engaged in communication activity, involve process such as information sharing through the act of discussion, negotiation of meaning, and interaction.

By this program, the English teachers of MAN 3 Blitar try to create the communicative language teaching through engage the students in communication. According to Davies and Pearse (1998) in Tuan and Mai (2015:1), the major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. Hence, the material and the activity given are in form of the speaking ability. The material such daily activity, describing person and thing, telling directions are practiced through the act of describing, oral presentation, and also role play are expected to make students aware in practicing their speaking ability. The student's score is also taken from the students' performance in speaking. The teacher assesses the student from their performance in speaking activity.

2. English Study Club

English Study club is one of extracurricular program provided at MAN 3 Blitar. The aim of this program is to improve student's ability in English matter. Moreover, this program is pointed for the students who

have capability in English to prepare themselves in facing English competition. The teacher will give the material about English more than they get at the class. The activity such speech, storytelling, debating is such the speaking practice which are done in English study club. In addition, the English teacher also give more explanation about theory such as tenses, grammar etc, it will help the students' skill when they speak English. However, the students who followed English study club had more English ability than another.

Beside two programs above, MAN 3 Blitar also provide other activities to facilitate the students in learning English. The program such English Fun Day, and giving the training from English courses is done as the effort to motivate students in learning English.

English Fun Day is a day which filed with English competitions. In this activity, there are many activities that should be done using English. Practically, this activity is held by giving some attractive games to students involving their solidarity and their ability in English for example, storytelling, English yell competition, English quiz, and so on. These games and competition are intended to know the students' capability in mastering English. Moreover, this activity also expected can increase students' interest in learning English. Schuster & Davol (2006:11) stress their argument by saying that:

“Students’ competitions are a fantastic experience for students.... The competitions are particularly good in that they provide opportunities

for students to design materials they are passionate about. This competition is very motivated as a result.”

Another program provided by MAN 3 Blitar in order to facilitate English learning is by having the cooperation with some institution from Pare Kediri. For the students, this training becomes a new learning atmosphere for them where they can meet the professional and attractive tutors. They also can learn many things about English. Start from vocabulary, grammar, tenses, attitude, even the tips and trick to learn English in interesting ways. In this time, students also have an opportunity to share their experiences and practice speaking English with the tutors.

By joining this training, the students become more motivated in learning English because the students get the meaningful learning. According to Tsui in Nunan (1999:235), there some factors that can enhance the motivation of the learning English, they are the interesting content which are related to the students own experience, and the activities that are meaningful and worthwhile.