

CHAPTER V

DISCUSSION

This chapter discusses the essential points of this study. From the research finding, the researcher find the information about teaching and learning speaking applied in SMP Islam Al Azhaar Tulungagung. They are the practice of teaching speaking at SMP Islam Al Azhaar Tulungagung that include some point, such as the material, media, technique and evaluation that used by teacher in teaching speaking. This chapter also discusses points about speaking learning activities outside the classroom as SMP Islam Al Azhaar Tulungagung. Those all will be discussed in this chapter.

A. The Practice of Teaching Speaking at SMP Islam Al Azhaar Tulungagung

Here will be discussed about the material, media, technique and evaluation that used by teacher in teaching speaking in the classroom of SMP Islam Al Azhaar Tulungagung.

1. Materials are used in teaching speaking at SMP Islam Al Azhaar Tulungagung.

From several data in research finding, researcher gets the point that the teacher not only uses one kind book, but there are some books that used in teaching. The basic textbook is used by teacher as guide in

teaching speaking taken from government set. According to Gebhard (1996:90) if you teach in a public school in a country with a centralized educational system, you might find yourself teaching with materials produced (or selected) by a government education agency or committee.

To support the effectiveness of teaching English, especially in teaching speaking, the teacher not only used one book from government, but also used other book from companies as reference and workbook, like from *Erlangga*. Work book can be used for drilling the students' ability, because there are many tasks inside it. So the students can improve their ability by answering the questions from work book. Other book that also used by students of SMP Islam Al Azhaar Tulungagung is English hand book that as a guide for Al Azhaar international system (AIS). This book compiled by AIS Team (Al Azhaar International System Team). This book contain about tenses, daily activities, text opening speech, verb, vocabularies and other material to support students' speaking. Finally, this school used three kinds of books which have different publishing, namely from publishing companies, government agencies and curriculum development team at the school. Those are suitable with Gebhard's theory (1996:89) that basically materials used in EFL/ESL classroom are created by four groups of people. These include publishing companies, government agencies, curriculum development teams at the school, and classroom teacher.

Besides using created material or textbook, the teacher also uses authentic material in teaching speaking. According to Gebhard (1996:100) “basically, authentic material include anything that is used as a part of communication”. So, authentic material is also very useful in teaching speaking.

However, the teaching process will be effective because both of them, created material or textbook and authentic material, because they have advantages and disadvantages for each other. Richard (2001:254) says that in many language programs, teachers thus use a mixture of created and authentic material because both have their advantages as well as limitations.

2. Techniques are used in teaching speaking at SMP Islam Al Azhaar Tulungagung.

To improve students’ speaking ability, it is needed some techniques to support teaching speaking. By using interesting technique, it will make students attracted in teaching and learning speaking process, so the teacher should be able to design speaking technique that appropriate with student need. From several data in the research finding, the English teacher of SMP Islam Al Azhaar Tulunggaung uses some technique in teaching speaking, such as students’ presentation, oral interview, reporting, and describing thing or person. According to Nunan (2003:275) 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.

a. Students' presentation

In students' presentation, the presenters show some topic in front of the class while other students listen to the presentation and give feedback about the presentation. From this activity, the presenter will be active to speak up and the audiences also are able to ask the questions. This technique is very useful to develop speaking ability and it will make the students be more confident to speak up in front of many peoples. In addition, Mrs. Nisa as one of English teacher stated that students' presentation technique can drill the students to understand the material early because they will prepare it before teaching and learning process, and also to create students' confident to speak up. This technique is appropriate with some Nunan's theory that explained about the principles for speaking designing technique, like giving students opportunities to initiate oral communication, provide appropriate feedback and correction, and encourage the use of authentic language in meaningful contexts.

b. Oral interview

According O'malley and Pierce (1996:78) Oral interview can be conducted with individuals or pairs at level of language proficiency and require no preparation on the part of students. In a classroom setting, interview can take the form discussion or conversation between teacher with student or student with student. In this case, this technique is continuance from students' presentation, so after the presenters had done explained about the topic and response to the audience's question, the teacher would interview the group. The teacher would ask a question and comment about the topic which had presented. O'malley and Pierce (1996:78) said that the questions/tasks to interview the students should be appropriate for the language proficiency and developmental levels of the student, reflect the students' interest and classroom activities, and avoid cultural bias. Oral interview also had used by teacher when teaching English process. When the students were noisy in teaching process, the teacher would ask a question to them, if they could not answer the teacher would admonish and order the students to have attention. So this technique was very responsive because it would increase the students' attention, understanding and improve students speaking ability because the students would try the questions from teacher. This technique is also appropriate with some Nunan's theory that explained in the principles for speaking designing technique, because in oral

interview technique gave students opportunities to initiate oral communication, provide appropriate feedback and correction, encourage the development of speaking strategies and encourage the use of authentic language in meaningful contexts.

c. Reporting

The English teacher require to the students to make recording or video by their voices to test speaking. The recording should be suitable with the topic of the material. The students could make a recording by using sing a song, opening speech, and so on. 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. Reporting is one of technique that can make attracted for the students, because they can make a reporting belonging to their creativity. 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.

d. Describing picture

Students are asked to describe something or someone with detail characteristics to other students. They can describe it in front of

the class or in pairs with two students. Sometimes the teachers may provide certain things or person, and then students will describe those kinds of things and person. Students can either describe about the picture. According to O'malley and Pierce (1996:79) picture should be appropriate for the age and interest level of your students. You can choose either single or a series of picture. Describing picture also can drill the students to be more detailed when they describe something in the picture. This technique is appropriate with Nunan's theory which some principles for designing speaking technique are gave students opportunities to initiate oral communication and encourage the use of authentic language in meaningful contexts.

3. Media are used in teaching speaking at SMP Islam Al Azhaar Tulungagung

According Patel and Jain (2008:57) in teaching process, teacher uses something to make his teaching process effective. The material and aids which are used by teacher to make his teaching very effective is called teaching aids and instructional material. In this case, the teacher of SMP Islam Al Azhaar Tulungagung used printed media and electronic media to support teaching speaking. The teacher also used a picture in teaching speaking to make his teaching process effective. Electronic media were used when there was presentation, many students brought laptop for presentation, they have made attractive power point to support their

performance. The students showed the power point by using LCD Projector which had provided by school. In addition, the teacher often used an electronic media like laptop as media to listening the music, sing a song and so on. However, media were used in the teaching speaking can divided into three kind, they are visual, audio and audio visual media.

a. Visual media

According to Patel and Jane (2008: 59) the category of visual aid consist of maps, Film strips, specimen, pictures, charts, Blackboard, posters, Flannel boards, etc. This category appeals to the students through the sense of sight. The English teacher of SMP Islam Al Azhaar used printed media in teaching speaking such as handbook, and workbook. Besides, the teacher also used a picture or flashcard as media to describing.

b. Audio media

According to Patel and Jane (2008: 59) audio aid include such things as Radio, Record players cassettes gramophone etc. These aid teaching through the sense of hearing. The English teacher of SMP Islam Al Azhaar Tulungagung used audio media for recording, such as students' recording from hand phone. In addition, the teacher also used a laptop as media to listening music, speech and student's project.

c. Audio visual media

According Patel and Jain (2008:64) audio visual aids may create interest and motivation at the highest degree because through this

teaching aid learners' both eye and ear become active so they are widely used in teaching of language. Audio visual aid consists of a combination of both audio and visual materials. They are therefore things like Television films and projector, video cassette player etc. In this case, the English teacher of SMP Islam Al Azhaar Tulungagung used LCD Projector in teaching speaking process.

4. The Evaluation in Teaching Speaking at SMP Islam Al Azhaar Tulungagung

One of language teaching component is evaluation. According to Patel and Jain (2008: 147) evaluation has important place in the teaching of English. The class room teacher, the head master, the district education officer and parents wants to know how much and in what ways the students are benefited through studies. Therefore based on the evaluation, someone can decide whether the learning activity is good or not in order to reach a certain learning goal.

In SMP Islam Al azhaar Tulungagung, English teacher uses speaking activities to assess students' English proficiency. It was stated by teacher that she take the speaking values from every students' speaking performances, such as students' presentation, oral interview, describing picture, and reporting. 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.

In assess the students' speaking performance, the English teacher of SMP Islam Al Azhaar uses scoring rubric which presented in the textbook or workbook. So, the students know what aspect that will be assess, like grammar, pronunciation, content, etc. according to Hughes (1989:111) 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.

In addition, when the students have an error in speaking, the teacher did not correct directly, because it would disturb the students' concentration, so after the students finish in speak up, she start to correct the errors. It is appropriate with Harmer's theory (1991) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (Tuan and Mai, 2015:10).

B. Speaking Learning Activities Outside the Classroom

SMP Islam Al Azhaar Tulungagung known that teaching speaking in the classroom is not enough to improve students' speaking ability. However, making English environment is needed to drill students' speaking and give them more opportunity to speak up, so language is as a main ability that should be mastered by the students. According to Davies and Pearse (1998) the major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (in Tuan and Mai, 2015:1). To help the students improve their speaking skills, it is necessary to find ways to help them overcome their problems, such as deal with lack of confidence, motivation, etc. According to Tuan and Mai (2015: 9-10) students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities. However, SMP Islam Al Azhaar Tulungagung had some activities outside of class that affected to the successful of students' speaking performance. In this research, the program that is applied in this school is divided into four parts. Those are English weekly meeting, English camp, TOEFL class, study club, and exam presentation.

Firstly, the result of research finding showed that AIS (Al Azhaar International System) is a particular program at SMP Islam Al Azhaar Tulungagung. AIS (Al Azhaar International System) its own had some

activities which can improve students' speaking skill, such as English Weekly Meeting, English Camp and TOEFL class. There are other activities that conducted to improve speaking skill, like English study club and exam presentation.

English weekly meeting is routine activity that is giving most contribution in speaking directly. This activity is very useful to make students being brave and confident in public speaking because they can practice speaking in the form speech, master of ceremony, storytelling, poetry, and sing a song in front of many people. They are forbidden to use native language and bring a text. In addition, this activity can increase their knowledge about any information, because every performer shows a different topic. High motivation is necessary in this activity, because they will shows the best their performance in front of their friends from all of classes. However, English weekly meeting contributed to the successful of teaching speaking at SMP Islam Al Azhaar Tulungagung.

English camp is activity that done in outside of school for three days. This activity is very attractive because the students will live in the camp, while study English. They should speak English in every camp area. Not only to drill students' speaking in daily habit, in English camp also provided other activities like students' performance. It is really useful for students, because they have much opportunity to speak up and practice speaking directly in daily conversation, so that they will get attractive experience and their

speaking ability will be better. That's way English camp give contribution to the successful of teaching speaking at SMP Islam Al Azhaar Tulungagung.

TOEFL class is important to understand about Basic English concept. The teacher delivers material and gives explanation of English patterns. So this class mostly is theoretically. By giving more explanation about theory of English, it will help the students to speak up correctly. So, not only for prepare to follow TOEFL test, but also prepare students' knowledge in English skill. However, they need to prepare theory before going to practice. So, they can produce the information correctly, making oneself understood clearly and accurately, without any misunderstanding. It is clear that TOEFL class also contributed to the successful of teaching speaking at SMP Islam Al azhaar Tulungagung.

Study club is one of school program at SMP Islam Al Azhaar Tulungagung to improve students' interest and ability for each lesson. So, they can study one of lessons which appropriate with their ability deeply. This program is very useful for the students, because they can choose club that they want. They will study with other people who have the same interests. In English study club, the teacher delivers material and gives explanation about English pattern, sometimes the teacher instruct them to analyze the questions than given. By giving 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.

Exam presentation is students' presentation of ninth grader about their work in the end of school after getting national exam. This program is very useful for the students to be brave and confident when make a presentation in front of many peoples. Of course, this program can improve their speaking ability because they must speak up in the stage one by one. By giving challenge for ninth grader, they will be confident and ready to enter the next level of school, it is senior high school. In addition, this program also have purpose to fill their time after getting national exam. However, this activity is very useful to coached mental and braveness students to speak up in front of many peoples, especially braveness to speak up in English.

So, the speaking learning activities are anything activity that drill the students to be confident, having motivation, and anxiety. It based on Krashen's theory (1982) that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety (in Tuan and Mai, 2015: 9). It is clear that the programs of SMP Islam Al Azhaar drill the students to be confident, having motivation and anxiety by the activities of those programs, such as English weekly meeting, English camp, and exam presentation. In addition, SMP Islam Al Azhaar also provide program about the theory that can gives explanation of English patterns, such as study club.

By applying teaching and learning both inside and outside of class, the students are forced to speak English. Although at the beginning they are very difficult and having low confidence to speak English, but without forcing the students it is impossible to start speak English, then, by habituate speaking English, the students can improve their speaking capability little by little. As done by SMP Islam Al Azhaar Tulungagung which give the students more chance to practice speaking English:

- The students enjoy the speaking activities, because the activities are set in an enjoyable activity,
- The students talk using English a lot in speaking activity.
- Providing the community among the students to have conversation among them, like in study club, English camp.
- Build the students mentality, so they will not be afraid to speak English in front of many people.

On the researcher's observation, the students really look confidence in speaking in front of their friends both inside and outside of class. Those are significant advantages that can be got by the students of SMP Islam Al Azhaar Tulungagung.