

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Description of the object to study

##### 1. Brief History of SMUN 11 Banjarmasin

According to administration staff, document and a headmaster of the SMUN 11 Banjarmasin which located on Jln AMD Sei Andai was established in 1994. SMUN 11 Banjarmasin is located far from road and city. So that condition is very comfortable in teaching learning process.

The place of SMUN 11 Banjarmasin is:

To the east is Tran bordered with residences/settlement.  
To the west is Tran bordered with residences/settlement.  
To the north is Tran bordered with residences/settlement.  
To the south is Tran bordered with residences/settlement.

In this study, the writer has taken research location in SMUN 11 Banjarmasin, which is located at Jln AMD Sei Andai No.8 Banjarmasin. SMUN 11 Banjarmasin built on about 1994 under the Department of Education and Cultures board. It has been led by 3 headmasters. Now days, the headmaster of SMUN 11 Banjarmasin is Drs.Gunarto.

The headmaster who led this school can be seen in this table.

Table 4.1 The headmaster who led SMUN 11 Banjarmasin

No	Name	Year
1.	Drs.Nurdin Said	1994-2000
2.	Drs.Faturrahman Nunci	2000-2003
3.	Drs.Gunarto	2003- Present

## 2. School Facilities

SMUN 11 Banjarmasin has considerably good facilities for supporting the teaching and learning process and achieving its educational goals. To make the clear description of its facilities can be seen in the following table:

Table 4. 2 The Facilities of SMUN 11 Banjarmasin

No	Facilities	Amount	Condition
1	Classroom	12	Good
2	Library	1	Good
3	IPA Laboratory	1	Good
4	Language Computer	1	Good
5	Tata Boga's room	1	Good
6	Scout's room	1	Good
7	OSIS's room	1	Good
8	UKS/PMR's room	1	Good
9	Mushalla	1	Good
10	BK's room counseling	1	Good
11	Cooperation's room	1	Good
12	Toilet	2	Good
13	Teacher's room	1	Good

## 3. Description of English teachers, Administration staff and students population

### a. Teachers

At SMUN 11 Banjarmasin has teachers from different educational backgrounds. All of them are university graduated; the description of teachers of SMUN 11 Banjarmasin can be seen in the following table.

Table 4. 3 The Description of Teachers at SMUN 11 Banjarmasin

No	Name	Degree	Explanation
1	Drs.Gunarto	IV/a	Headmaster/ Indonesian
2	Drs.Abdul Kadir	IV/a	Guidance and counseling
3	Drs.Nurhanifah	IV/a	Guidance and counseling
4	Drs.Muhammad Hifni	IV/a	Mathematics
5	Dra.Noor Jannah	IV/a	Economy
6	Drs.Arbainsyah	IV/a	Mathematics
7	Dra.Hj.Ina Cahyani	IV/a	Indonesian
8	Drs.Muharam	III/c	Physics
9	Samsul Hadi S.Pd	III/d	Sports
10	Dra.Rita Mariani	IV/a	Chemistry
11	Riatni Mustaqimah S.Pd	IV/a	History
12	Drs.Ahmad Rizqon	IV/a	Religion
13	Dra.Hj.Sriamah	IV/a	Biology
14	Siti Nurhamidah S.Pd	IV/a	Geography
15	Dra.Hj Siti Noor Hafizah	IV/a	Indonesian
16	Maspiaty S.Pd	IV/a	Economy
17	Maryuni Ulfah S.Pd	IV/a	English
18	Sri Nur Iriani S.Pd	IV/a	English
19	Drs.Syafuruddin Noor	IV/a	Indonesian
20	Jumilah S.Pd	III/c	Guidance and counseling
21	Muhammad Tus'a S.Pd	III/d	Civic Education
22	Lilis Kusri S.Pd	III/c	English
23	Dra. Murniati	III/a	History
24	Ahbiansyah S.Pd	III/a	Mathematics
25	Dra.Titin Srisayekti	III/a	Biology
26	Fitri Normawati S.Pd	III/a	Physics
27	Elda Jasriah A.Md	II/c	Sociology
28	M.Muzain S.Pd	III/a	Sports
29	Srimulyono BW S.Pd	III/a	Mathematics
30	Noor Baytie S.Pd	III/a	Civic Education
31	Siti Astichomah S.Si	III/a	German
32	Abdul Hadi S.Pd	III/a	History
33	Ana Rahayu D, S.Pd	III/a	Muatan Lokal
34	Muslimah S.Pd	III/a	Physics
35	Rahmi S.Pd	III/a	Chemistry
36	Noor Asni S.Sos	III/a	Sociology
37	Mardhotillah S.Pd	III/a	Art Education

Table 4. 4 The Description of English Teachers who teach English at SMUN 11 Banjarmasin in Academic year 2008-2009.

No	Name	Class	Teaching Experience
1	Maryuni Ulfah S.pd	X	14 Years
2	Sri Nur Iriani S.pd	XI	13 Years
3	Lilis Kusrini S.pd	XII	10 Years

b. Administration Staffs

The administration staffs of SMUN 11 Banjarmasin are 4 persons.

For further information can be seen in the following table:

Table 4.5 The Administration Staffs at SMUN 11 Banjarmasin

No	Name	Degree	Position
1	H.Amat Polidin	II/D	Chief of Administration
2	Sahrudin S.sos	III/A	Administration Staff
3	Rusnah	II/B	Administration Staff

c. Students Population

The students of SMUN 11 Banjarmasin in academic year 2008/2009 are 368 persons. For further information can be seen in the following table:

Table 4. 6 The Description of Students at SMUN 11 Banjarmasin in Academic year 2008/2009

No	Class	Male	Female	Amount	Class Amount
1	X	62	67	129	4 classes
2	XI	59	70	129	4 classes
3	XII	45	65	100	4 classes
	<b>Amount</b>				358

d. Description about English Teachers at SMUN 11 Banjarmasin

There are three English teachers at SMUN 11 Banjarmasin and from the data that writer found, the teacher have some educational background. They are Maryuni Ulfah S.Pd teach class X, Sri Nur Iriani S.Pd teach class XI and Lilis Kusrini S.Pd teaches class XII.

Maryuni Ulfah was born in Banjarmasin on March 17, 1970 with background education S1 in UNLAM faculty, English department enter to academic year 1988 and graduated 1993. She has been teaching 14 years. In 1994, she teaches in SMUN 11 Banjarmasin until now. Totally, she teaches four classes, those are XA, XB, XC and XD.

While Sri Nur Iriani S.Pd was born on Yogyakarta on July 18, 1968 with background educational S1 Universitas Sarjana Taman Siswa Yogyakarta, English department enter to academic year 1988 and graduated 1993. She has been teaching English for 13 years. Since 1994, she teaches in SMUN 11 Banjarmasin until now. She teaches four classes, those are X1A, X1B, X1C and X1D.

Lilis Kusrini S.Pd was born in Banjarmasin on July 16, 1971 with background education S1 UNLAM faculty of English department, she has been teaching ten years. She teaches four classes, those are XIIA, XIIB, XIIC and XIID.

It means that they are having a good educational background for teaching and learning at senior high school level.

## B. Data Presentation

### 1. The Technique of Teaching Speaking Skill

On the data presentation, the writer describes about the technique in teaching speaking skill at and the problems do the teachers have in implementing the technique in developing students' speaking skill at SMUN 11 Banjarmasin.

Based on observation result, it is known that English teachers there are three person, teachers at X grade is Maryuni Ulfah S.Pd as teacher, A teacher at XI grade is Sri Nur Iriani S.Pd as teacher B and Lilis Kusrini S.Pd as teacher C.

#### a. The Techniques Are Used by English Teachers in Developing Students' Speaking Skill at SMUN 11 Banjarmasin

The writer does interview with three English teachers, the writer gets some technique used by them; there are role play, dialog memorization, repetition drill, discussion, question and answer, conversation practice and games. To get clearer, it can be seen as following table:

Table 4. 7 Techniques in Teaching Speaking Skill at SMUN 11 Banjarmasin

No .	Techniques in Teaching Speaking skill at SMUN 11 Banjarmasin	Grade		
		X	XI	XII
1.	Games		√	√
2.	Discussion	√		√
3.	Role play	√	√	√
4.	Dialog Memorization	√		√
5.	Question and Answer		√	
6.	Conversation Practice	√		
7.	Repetition Drill	√	√	√

Beside the writer does the interview, the writer also observe three English teachers as subject in this research. It was done to know more accurately about the technique they use.

Actually there are many techniques in teaching speaking skill but from this result that have the teachers use in teaching speaking skill there, as follows:

a. The Techniques in Teaching Speaking Skill are Used by Teacher A

According to the writer observation, there is only one technique which same with the result of interview, namely: dialog memorization. Three additional techniques, but they are still suitable with the theory in teaching speaking skill, namely; conversation practice, repetition drill and role play.

To know the techniques used by the teachers A, the writer gets from 5 times observation on:

- a. Monday, August 4 2008
- b. Tuesday, August 5 2008
- c. Monday, August 11 2008
- d. Thursday, August 14 2008
- e. Monday, September 2008

b. The Techniques in Teaching Speaking Skill are used by the Teacher B

According to the writer observation, there are only two techniques which are same with the result interview, namely: question and answer and

discussion. Three additional techniques, but it is still suitable with the theory in teaching speaking skill, namely: repetition drill, conversation practice and dialog memorization.

To know the technique used by the teacher B, the writer gets from 5 times observation on:

- a. Monday, August 11 2008
- b. Wednesday, August 13 2008
- c. Monday, August 18 2008
- d. Thursday, August 19 2008
- e. Monday, September 1 2008

c. The Techniques in Teaching Speaking Skill are used by the Teacher C

According to the writer observation, there are only two techniques which are used by the teacher C and same with the result of interview, namely: dialog memorization and games. Three additional techniques which are still suitable with the theory in teaching speaking skill, they are: role play, discussion and conversation practice.

To know the technique used by the teacher C, the writer gets from 5 times observation on:

- a. Monday, August 11 2008
- b. Tuesday, August 12 2008
- c. Monday, August 18 2008
- d. Monday, August 25 2008



e. Saturday, September 2008

**b. Media of speaking skill**

Based on the observation and the interview, there are three kinds of media applied by the three English teachers in teaching speaking skill at that school. Those media are as follows:

a. Pictorial Materials

The teachers often use pictorial material in teaching speaking skill because it is easy to get the materials. The teacher's uses pictorial materials to stimulate the students to speak such as composite pictures, individual pictures and posters.

b. Non pictorial Materials

The teachers use non pictorial material in teaching speaking skill because it is easier to prepare than pictorial material. The teacher's usually draws diagram or graph in carton. The teachers use this medium especially new items and vocabulary.

c. Real Objects

The teacher also uses real objects in teaching speaking skill the real object facilitate the teacher in presenting material. The teachers usually use some real objects in accordance with the topics.

## **2. Some Teachers' Problems in Developing Students' Speaking Skill at SMUN 11 Banjarmasin**

### **a. Teachers' Competences**

#### **1) Educational background**

The educational background of the teachers influences their profession who educates and teaches students. It is not easy to become a teacher. Someone who wants to be a teacher must not only master the teaching learning techniques methods but also have a wide knowledge in many aspects.

Based on the interview with English teachers, the writer knows that all of the English teachers come from English department. They are Maryuni Ulfah S.Pd who had graduated from UNLAM at English department, Sri Nur Iriani S.Pd who had graduated from Taman Siswa University in Yogyakarta at English department and Lilis Kusriani S.Pd who had graduated from UNLAM at English department. So, all of English teachers at SMUN 11 Banjarmasin have a good educational background.

#### **2) Teacher's Experience in Teaching English**

Based on the interview with English teachers, the writer knows that all of the English teachers are experienced teacher. It is known from their experience in teaching English. Maryuni Ulfah S.pd has taught English more than 12 years, Sri Nur Iriani S.pd has taught

English more than 11 years, and Lilis Kusrini S.pd also has taught more than 11 years. They have followed some training for the teacher of English.

b. Students' Factor

To know the students factors, except the data about number of the students in each class that the writer gets from observation, here are the writer gets the data through the questionnaire from 15 % number of students in each class (from X-XII),that is:

1) Students' Interest

For describing the data about the students' interest in English, it can be seen from their level of likeness. From 77 students, there are only 17 students or about 29 % who stated that they very like English, 42 students or about 55 % who stated that they quite like, 18 students or about 23 % who stated less like and no one of the students stated dislike, to get detail information, can be seen this following table;

Table 4.8 Students' Likeness in English

No	Alternative	Frequency	%
1.	Very like	17	22
2.	Quite like	42	55
3.	Next to dislike	18	23
4.	Dislike	—	—
	<b>Total</b>	<b>77</b>	<b>100</b>

## 2) Students' Motivation

For describing the data about the students' interest in English, it can be seen from their motivation to learn English. There are 37 students or about 45 % who learn to get knowledge, 30 students or about 39 % said that their reason to know international language and 12 students or about 16 % stated that their motivation is only because English is a subject at school as in the table below:

Table 4. 9 Students' Motivation

<b>No</b>	<b>Alternative</b>	<b>Frequency</b>	<b>%</b>
1.	Getting knowledge	35	45
2.	Knowing an international language	30	39
3.	Consider English just a subject learning	12	16
	<b>Total</b>	<b>77</b>	<b>100</b>

## 3) Lack of students' vocabulary mastery

For describing the data about the students' vocabulary mastery, it can be seen their vocabulary mastery to learn English. There are only 15 students or about 20 % who have good of vocabulary mastery, 45 students or about 58 % who have fair of vocabulary mastery and about 17 % students or about 22 % who have less of vocabulary mastery. To detail information can be seen from this following table:

Table 4. 10 Students' of Vocabulary Mastery in English

No	Alternative	Frequency	%
1	Good vocabulary mastery	15	20
2	Fair vocabulary mastery	45	58
3	Less vocabulary mastery	17	22
	Total	77	100%

c. Lack of facilities

The teaching and learning facilities that support to the teaching learning activity in the classroom. The teaching and learning that usually used in the classroom such as teacher's guided book, students' handbook, supplementary books, dictionary and teaching media.

Based on the observation in interview, the facilities mentioned above are available, but less complete. The teaching media and supplementary books especially for speaking skill are still necessary to be completed, example LCD and language laboratory.

### C. Data Analysis

After all the obtained the data are presented in data presentation as result of this research, they also need analyzed. It is done to know the teaching of speaking skill in classroom at SMUN 11 Banjarmasin and the problems do the teachers have in implementing the technique at that school. For further description, it is known from analysis below:

## **1. The Technique of English Teachers in Developing Students' Speaking Skill at SMUN 11 Banjarmasin**

### **1) Some Techniques of Teaching Speaking Skill at SMUN 11 Banjarmasin**

In applying the techniques, the English teachers pay attention to the ways to deliver the material well. In this case, the teachers use various techniques so that the students are easy to understand the material and understand to the lesson.

There are some techniques used by English teachers in teaching speaking skill at this school, they are:

#### **a. Teacher A**

From the data presentation, there are some techniques which are used by teacher A, namely: discussion, role play, dialog memorization, question and answer and conversation practice.

#### **b. Teacher B**

From the data presentation, there are some techniques are used by teacher B, namely: games, role play, repetition drill and conversation practice.

#### **c. Teacher C**

From the data presentation, there are some techniques which are used by teacher C, namely: games, discussion, role play, and dialog memorization and conversation practice.

Based on the observation, all of the English teacher used more than 4 techniques. So, the variation of techniques used by them is good.

Besides, those techniques are appropriate to apply in teaching speaking skill. Those techniques stimulate the students to practice English actively. By using those techniques, the English teachers can improve students' speaking ability.

## 2) Media of Speaking Skill

The English teachers use various media in order the students can understand the material quickly and make the students interested to the lesson. Beside that, by using the media the teaching learning activity will be more attractive.

There are three kinds of media used by the English teachers in teaching speaking skill at this school, namely pictorial material such as posters, charts and advertisement, non pictorial material such as draws diagram, graphical and cartographical, and real objects such as cartons, toys and flashcards. Because the media used by the English teachers are three, so the variation of media is good enough.

## **2. Some Teachers' problems In Implementing The Technique In Developing Students' Speaking Skill at SMUN 11 Banjarmasin**

### **1. Teachers' Competences**

#### **a. Teachers' Educational Background**

The English teachers who teach English at this school have good educational background. All of them graduated from English department.

Since the teachers are from English department, of course they have knowledge about teaching English in the appropriate way, including teaching speaking skill. In this case, a teacher who basically graduated from English department will be different from other teacher who did not graduated from English department.

Thus, the educational background influences English teachers in teaching speaking skill in classroom. The teachers can teach speaking skill in appropriate way if they graduated from English department. A teacher who teaches inappropriate with this educational background, he will find difficulties, because he can not understand students' needs.

#### **b. Teachers' Teaching Experience**

The English teachers in this school also have good experience; it is known from their experience in teaching English and their experience in following some training for English teachers. They ever followed an English training in Landasan Ulin in 2002 for 3 days. In Banjarbaru 2003 for a week and they also followed in Banjarmasin 2005 for 4 days.



Since the English teachers have good experience, of course they have good skill in presenting the material and they are able to select good material which will be taught.

Thus, the teaching experience influences English teachers speaking skill in classroom. The teachers can teach speaking skill to their students well if they have good experience in teaching English. But, in every session, teacher often gets quite monotonous in giving explanation.

## 2. Students' Factor

There are 3 factors that the problems the English teachers in developing students' speaking skill at SMUN 11 Banjarmasin, they are:

### a. Students' Interest

Student interest is indicated by their likeness to English lesson. From table 4.8, it can be known that 15 % students which are quite in English. It means that their interest in English lesson is in the middle and it having to increase, because it is one problem the teacher in developing the techniques in teaching speaking skill.

### b. Students' Motivation

Based on the table on 4.9, it can be known that the students' motivation to English is in high category which 45 % students' stated that their motivation is to get knowledge.

From the fact, it can be known that the students' motivation is high. This students' motivation is one problem in developing students' speaking skill.

c. Lack of Students' Vocabulary mastery

Based on the table 4.10, it can be known that the students' of vocabulary mastery to English is in the middle category which 58 % students' who have fair vocabulary mastery.

From the fact, it can be known that the students' of vocabulary mastery is in the middle vocabulary. This students' vocabulary mastery is one problem in developing in teaching speaking skill.

3. Lack of Facilities

The teaching and learning facilities that are used at this school are good enough, although less complete. The facilities such as teaching media and supplementary books especially for speaking skill are still necessary to complete, but it is not an obstacle for English teachers in teaching speaking skill. Nevertheless, the teaching media and supplementary book for speaking skill at this school should be completed because they will facilitate the teachers in presenting material and make the students can understand the material quickly.

Thus, the teaching learning facilities influence English teachers in teaching speaking skill easily if the teaching learning facilities for speaking skill are complete.