

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher discusses the findings and discussions of the research process. This chapter consists of two parts. First were the findings. The detailed process in The Use of Module in Teaching Speaking Skills at Madrasah Aliyah Negeri Insan Cendekia Tanah Laut is explained in the findings. Furthermore, the discussions were presented as the second part.

A. Findings

1. The Use of Module in Teaching Speaking Skills at Madrasah Aliyah Negeri Insan Cendekia Tanah Laut

In this discussion, the research explained in detail about the use of modules in the classroom to find out more about the use of module in teaching speaking skill by teacher when teaching speaking skills, the following data were obtained from the results of class observations and interviews with the teacher.

Researcher collecting data by interviewing the teacher English Subject XII MIA 1 Madrasah Aliyah Negeri Insan Cendekia Tanah Laut On September 22, 2022. Researcher prepared 12 interview questions for teacher in Indonesian. Therefore, the results were summarized and translated into English. This aims to get more information about how the way of teacher teaching with module for speaking skill. Here the researcher explored data about students' speaking abilities so far from their teacher's perspective. The interview results were shown below.

“The module that I made basically from students' needs analysis, not only from content but also the order of student activities. When I made a module, I thought if I became a student whether to understand or not with the teaching material. I learned a lot about how to make teaching materials from a professional lecture on how to make teaching materials so that students can understand that there is a sequence, they learn first after it is given training, unlike LKS books whose material explains were small but the training is very much. With the module students can also study alone.”

“The speaking aspects that I prioritize were more towards intonation. In class XII their pronunciation were good. So it is emphasized to intonation, because when they speak the intonation they use is more towards Indonesian language style and is too flat, so that when I express something they rarely hear or see they feel funny, even though it is not a funny thing, native speaker that's expressive, not flat. For the problem of vocabulary in class XII is quite a lot and enough.”

a. Teacher's Step in Using Module for Teaching Speaking

1) Pre-Communicative Activity

a) Concept Understanding

At the time of observation, this class was studying Chapter 6 with the title “How to Manage Your Pocket Money”. On the first page of this chapter, there were basic competences in Indonesian and what students learned in this chapter, namely Procedural Text which consists of social functions, generic structure, and language features.

In class XII MIA 1 students and teacher use their own personal laptops as a tool for the main in the learning process and there is one TV monitor to display the share screen on the teacher's or student's laptop. The module used in class is E-Module. At the time the learning started, the students had prepared their laptop in the power on first, after that they opened the E-Module used in that class. The lesson learned is about Procedural Text.

Before the main lesson begins the teacher tries to stimulate the students with some questions about Procedural Text. The question asked was "Do you remember the Procedural Text lesson when you were in junior high school?" and continued with the following question "Then, what is the difference between Procedure Text material in junior high and high school?" Because this material has been studied when students are still in junior high school, so the teacher tries to recall students' memories of this material, after that the teacher explains the difference in this material at junior high and high school, namely the difference is in the level of complexity of the material.

b) Question and Answer Technique

Teacher and students open their own Module on their respective laptops. The teacher told to open the first page in Chapter 6, then the teacher started a question and answer session about the Procedural Text material. The first question is "What is the meaning of the

Manual?" then one of the students was asked to answer the question, other students started searching for the meaning of Manual on Google with their laptops. After being answered, it is continued with the question "What is the meaning of Tips?" Then one of the students was asked to answer and the other students started to do the same thing as before, which was to search for the meaning of Tips on Google.

After being answered, students who can answer were given praise by the teacher and continue to open the next page. There is a written Activity 1 which contains instructions to discuss the two questions written there with students and teacher. The first question is "What words come to your mind if you hear the word money?" and the second question is "Do you receive pocket money? How do you manage it?". From the first question, there were many perceptions from students about money and the teacher received all the answers for every perception they spoke. Likewise, the teacher who teaches, expresses his perception of money.

Followed by the second question about pocket money, the teacher appointed several students to reveal their pocket money and were asked to explain how they managed it. The designated students began to tell how much they received pocket money from their parents and how they managed it in their own way. They also expressed various versions, after that the teacher connected a little explanation from the students with the Procedural Text material they were going to learn,

namely about Manuals and Tips. The class activity continues to Activity 2.

c) Object Based Guided Text In Module

In activity 2 there is a command to read a text, the title of the text is “How to Manage Your Pocket Money”. The teacher displays the E-Module on the TV monitor which contains about the text, after that students were asked to open the material on their laptops and read the text for five minutes. Before entering the discussion of the main material, students are introduced to a text first by the teacher, so that students try to understand Procedural Text according to their own abilities before being explained more deeply by the teacher. In the text contains tips for saving.

After all students finished reading, the teacher asked the students "What is the text talking about?" and some students said “It is about managing pocket money”. The teacher continued the question "Why is this text called Procedural Text?" some students answered “Because there are words First, second” and teacher said “That is right, good”. Based on the data obtained from observations, it can be concluded that students already understand the basics of this Procedural Text and the teacher can be said to have succeeded in stimulating students to recall past lessons based on the text in the module, this pre-activity is very good, structured, and can make it easier for students to learn before

entering the next material more deeply about social functions, generic structure, and language features.

2) While-Communicative Activities

a) Explaining Main Material

On page 3 of the module there is a title that says “Text Corner” which contains the main material Procedural Text. On this page, the core information is loaded briefly and clearly. Starting from the understanding of Procedural Text, its constituent framework, and what elements were in it. The teacher began to explain one by one the contents of the procedural text material, starting from the generic structure, social function, and language features. In this section there is an identification table for the text “How to Manage Your Pocket Money”.

The teacher asked students to pay attention to the table on the module while listening to the explanation from their teacher. Generic structure contains title, goal, and steps. In the table there is an arrow that shows the name of each part of the text so that students can clearly understand the generic structure of Procedural Text. In this table there were social functions, namely "to tell the tips in managing our pocket money" and the last is language features that explain what Tenses were used in Procedural Text, namely Present Tense and show parts of the time sequence such as first, second, third, and next on the text to make it easier for students to recognize and remember.

b) Practice in Oral

After that, this teacher gave an example orally about procedural text, with the theme how to check student assignments on the E-Learning website. The teacher was very good at giving examples while explaining the special terms found in the procedural text. After that, one of the students was asked by the teacher to try to make a procedural on how to upload assignments to E-Learning orally as best as the students could, and the student was quite able to do it, although it was still not fluent. So, all the material explained by the teacher has been written in the module, it remains only to be explained and conveyed to students so that they understand better.

Move to activity 3, inside the module there was a barcode that can be scanned, this barcode is used to download audio. Under the barcode there is an exercise in the form of a text that contains a few words that were still blank, the audio that has been downloaded is a complete text to fill in the blank words, students were asked by the teacher to listen to the audio using the earphones they bring. After finishing listening, the students were instructed to identify the social function, generic structure, and language features contained in the text. This practice to fill in the blanks is discussed and answered together. It can be concluded that, to teach speaking skills, listening practice is also needed, because the module can only display writing, other media were needed to help maximize the effectiveness of this speaking skill

lesson. The media used here is in the form of audio that has been downloaded from the barcode that has been provided in the module.

3) Post-Communicative Activity

a) Giving a Task

In activity 4 there is a task exercise. The teacher explains how to do the task, namely how to make procedural text orally and it was be practiced one week later. Students were given one week of time to make procedural texts that exist in daily life activities. After one week had passed, students were asked to prepare themselves to perform in class by explaining the procedural text that they had made orally.

The teacher asks students to come forward for those who feel ready, because no one goes straight to the front, students were randomly assigned to perform in front. The various types of text they explained were related to daily life, some even brought props. There is also one student who when called to perform, he has not prepared his procedural text at all. Then the teacher gave the policy to the student to work on the text with a deadline until it was his turn to be called for performance.

The results were assessed by the teacher and students, so the assessment was combined with the scores from the teacher and friends of the performing students. The teacher has prepared a Google Form link for students to assess their friends who perform in front of the class. The results were no one has below average.

2. The Obstacles Faced by The Teacher in Using Module in Teaching Speaking Skills at Madrasah Aliyah Negeri Insan Cendekia Tanah Laut

To find out more reason problem that faced by teacher, researcher require data in the form of interviews with teacher to explore the information needed and know the characteristics of class XII MIA 1.

According to observation in the class there are some obstacles faced the teacher in using module in teaching speaking. The module was in the form of E-Module so in the classroom there is a monitor screen that can be connected to a laptop wirelessly, but the teacher's laptop connection to the monitor is often disconnected and when you want to reconnect it takes quite a long time so that it makes wasting time during learning.

There are some students who pay less attention to the lesson and open things outside the lesson on their laptops. It is difficult to supervise all students so that they pay attention and focus on the lesson being explained. And there are also students who do not do the task of making procedural text so that the teacher cannot give grades to these students.

Pronunciation and intonation problem have found by observation in this study. When the teacher asks questions and students answer in English, their pronunciation and intonation sound flat and like an Indonesian accent. Based on the results of the interviews, the teacher finds it difficult to teach pronunciation and intonation if they only teach with a module without any

other media that can help produce the correct pronunciation and intonation sounds so that they can be imitated by students.

After finishing the class observation, researcher asked about the obstacles faced by teacher while the process and learning with module about speaking skills through interviews with teacher. The ideal module should be learned, understood, and evaluated in full by students even without the guidance of the teacher even in the aspect of speaking skills. But the obstacle that experienced is the result of speaking students were not be optimal because students learned according to their respective feelings, it is correct or not the mention and intonation, students were not know this because they only study alone without guidance. Below is an explanation from the teacher of the researcher's argument.

“In this module in the speaking aspect mostly discusses and shows about expressions, they know how to use their expressions, but sometimes students miss them in their pronunciation or were not right, because they were not exposed to the correct model in their pronunciation, because the form module is written so it must be balanced with other media so that they have examples, they can just study themselves without having to have help from other media, but the results were inappropriate in pronunciation, therefore other media were also needed such as audio or videos that can be used as models for them to speak appropriately.”

“Talking about the increase in the ability to speak of students depends on the students themselves, so this module is only as an

introduction to cognitive science, to hone speaking skills, students need friends to talk and listen more. The module cannot reflect how the native speaker is talking, and the teacher is the one who acts as an example in practicing the correct speaking method.”

“If the target to be achieved is a productive skill, it usually needs audio or video, but sometimes the students did not like audio or video that is very native language, students prefer their own teacher who speak directly as their media, audio and video sources were taken from books Packages or worksheets that have a barcode scan whose contents were audio or learning videos.”

“I have also applied students to be obliged to speak English in class, this is applied before pandemic, not allowed to speak Indonesian at all, but after pandemic students such as losing motivation, but there were some students who can indeed follow the rules and tones that were not. As a teacher also consciously or unconsciously trying as long as I want to instill English, even though students answer them in Indonesian, but at least they hear people speak English a lot, and in the end provoked to speak English too. Now in class it cannot be as obvious to be obliged to speak English, because now students were even more silent so students become less active.”

B. Discussion

Speaking skills was one of the benchmarks that were easy to be used as a reference to know how good a person's English is, today this speaking skill is

very necessary, especially for students who want to continue their studies to college. In one of the best schools in Pelaihari City, there is a problem where there are obstacles faced by teacher in using module in teaching speaking skill at XII MIA 1 students of Madrasah Aliyah Negeri Insan Cendekia Tanah Laut, this study found students have problem in pronunciation accuracy and intonation. This problem gotten by researcher from the results of interview by the English teacher and observation in teaching speaking at class XII MIA 1. At this school used the module made by his own teacher as the main material in English, when teacher got obstacles in teaching with module then there were three possibilities that became the main cause, namely the module used is not ideal, the teacher who teaches is less skilled, or the students do not learning speaking skill. Based on the three possibilities there must be one of the main causes, therefore researcher was looking for data related to how to use of module in teaching speaking skill and the obstacles faced by teacher in using module in teaching speaking skills in Madrasah Aliyah Negeri Insan Cendekia Tanah Laut especially at class XII MIA 1.

1. The Use of Module in Teaching Speaking Skills at Madrasah Aliyah Negeri Insan Cendekia Tanah Laut

This research discussed the use of modules to teach speaking skills. From a technical point of view, the module could only show cognitive knowledge and the module only could display words, while learning speaking skills requires listening training as well, therefore the module requires other media to facilitate learning and teaching speaking skills.

a. Teacher's Step in Using Module for Teaching Speaking

In pre-communicative activity started from concept understanding. In title page of the chapter, teacher tries to stimulate the students with some questions about Procedural Text. The questions are "Do you remember the Procedural Text lesson when you were in junior high school?" and "Then, what is the difference between Procedure Text material in junior high and high school?". This is done by the teacher with the aim of making students able to remind the procedural text lessons they have learned at junior high school. This is in accordance with the theory of Kayi (2006) says concept understanding can include speaking based on circumstances in the classroom, school, or trending news environment.

Question and answer used by the teacher in activity 1. The first question is "What is the meaning of the Manual?" and "What is the meaning of Tips?". In module there is activity 1 which contains two questions "What words come to your mind if you hear the word money?" and "Do you receive pocket money? How do you manage it?". Here the teacher conducts QnA with students which aims to introduce basic discussions in chapter 6 and communicate with students to be active in class. This is in accordance with the theory of Kayi (2006) says the teacher should first determine the basic material of the lesson which includes structure and vocabulary to help students improve their speaking skills.

Object Based Guided Text In Module used by the teacher in activity 2 there is a command to read a text, the title of the text is “How to Manage Your Pocket Money”. After all students finished reading, the teacher asked the students "What is the text talking about?" and "Why is this text called Procedural Text?". At this step the teacher has a goal to make students understand the basics structure of Procedural Text. This is in accordance with the theory of Kayi (2006) says the teacher gives drills in the form of questions and answers.

While-communicative activity is explaining material started from page 3 of the module there is a title that says “Text Corner” which contains the main material Procedural Text. The teacher began to explain one by one the contents of the procedural text material, starting from the generic structure, social function, and language features. At this step the teacher has a goal to explain in deep and make students understand by focusing students to pay attention to the text that has been provided in the module while listening to the teacher's explanation. This method is not mentioned in theory but in the interview, the teacher used this method because it adapts to the material being taught about Procedural Text which requires a teacher center to explain material.

Pratice in oral. In this step teacher gave an example orally about procedural text, with the theme how to check student assignments on the E-Learning website. After that, one of the students was asked by the teacher to try to make a procedural on how to upload assignments to E-

Learning orally. The method used by the teacher is intended to enable students to practice their speaking skills associated with procedural text. The theme chosen by the teacher is problem solving and in accordance with the theory Kayi (2006) says in problem solving students were invited to think critically about what is happening in their environment.

In activity 3 when working on fill the blank questions together in class, previously the teacher asked to listen first using the speakers available in class but the sound emitted was not clear so students prefer to use earphones to listen to audio that has been downloaded from the barcode that has been provided in the module. This was already good because using earphones the sound that is heard must be clearer than using speakers. This is in accordance with the theory of limitation of module in teaching speaking skill by Ibrahim and Purwatiningsih (2017) say not all kinds of knowledge can be translated through modules and the material contains elements of high verbalism.

Post-communicative activity started in activity 4. There is a task for students. The teacher explains how to do the task, namely how to make procedural text orally and it was be practiced one week later. Students were given one week of time to make procedural texts about their daily life activities. The theory from Kayi (2006) just mentioned only pre and while-communicative activity and has not mentioned about Post-communicative activity. The teacher add post-communicative activity

for assessing the students in speaking skill aspect from practicing the task that were given before.

According to observation in class the way of the teacher used the module here was effective and made it easier for students to understand the core material from the teacher's explanation because the student activity system has also been arranged sequentially, starting from an overview, general questions related to the material, explanation of core material, and exercise. So that, the use of module in teaching speaking skills has been done by the teacher.

Making the module also based on the results of need analysis of students, so that the module is more targeted and in accordance with what is needed by students, when making material and sequence of student activities, she positions herself as a student so that the module is easily understood and the language is not too heavy so that it can be learned alone even without the guidance of the teacher. She also knows the needs of students who were lacking and must be emphasized on the aspect of speaking skills, namely student intonation when speaking English.

2. The Obstacles Faced by The Teacher in Using Module in Teaching Speaking Skills at Madrasah Aliyah Negeri Insan Cendekia Tanah Laut

For a productive skill, a role model or reference is needed to be imitated, especially in teaching speaking skills. This relates to the theory of Ibrahim and Purwatiningsih (2017) said that the material contains elements

of high verbalism. If it only depends on the module that can only present data or visual material without audio, students still be able to learned themselves, but the output of learning material speaking would not be optimal.

Based on the explanation from the teacher in interview, students did not like audio or audio visuals originating from the native speaker. Then, the researcher asked how the teacher overcomes it and she explained how to overcome it by using an audio or video taken from a package book or LKS that had a barcode scan, containing material to be listened to as a reference to be imitated by students.

But the obstacle was that students did not like audio or videos taken from there because it was too native to the language and rather difficult to understand by students. Therefore the teacher herself was the media role model for students to imitate in terms of speaking. The quality of student pronunciation depends on the quality of the teacher's pronunciation, and the ability of students to imitate the pronunciation practiced by the teacher also has an effect.

The effectiveness of this module in speaking skills still cannot be learned independently by students because modules were written media. Based on information from the teacher at the time of interviews in the module in the aspect of speaking skills more discussed about showing expressions, if studied by students without any other media assistance that is an example, the pronunciation and expression shown would be

inappropriate. Therefore studying speaking skills using modules must still be accompanied by other media in the form of audio or video, it can also be the teacher himself which is the media to be imitated by students.

Effects on students' speaking skills during learning to use modules in class based on the results of interviews with the teacher was depending on each individual of the student himself. Because the module is only an introduction to cognitive science, to master the field of speaking skills, students must train themselves by frequently talking to friends, just monologues, and listening to more native speakers talking.

One of the efforts of the teacher in an effort to train students' speaking skills is by requiring students in English in class or the term English area, but this effort has weaknesses and strengths, which students who were quite confident with speaking skills they were more able to follow this rule and most students in class cannot follow this rule because they were not confident in their speaking skills so students become less active in class. Therefore now the teacher prefers to free his students want to answer and speak in English or Indonesian, in quotation marks the teacher still uses English in the class, at least students still hear people talking in English.

The limitations of modules in teaching speaking are proven in this study, the theory from Ibrahim and Purwatiningsih (2017) said that the material contains elements of high verbalism and requires high concentration and hard work in absorbing the material for the reader. In this study it shows that students need to explore more broadly when learning to

use modules especially on speaking skills because the module does not present sounds for students to imitate which causes student pronunciation to not be completely correct.