

**TEACHING SPEAKING SKILL TO THE NINTH YEAR STUDENTS  
OF MTsN KELAYAN BANJARMASIN  
ACDEMIC YEAR 2007/2008**



**BY  
DARSANI**

**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES  
BANJARMASIN  
2010 A.D/1431 A.H**

**TEACHING SPEAKING SKILL TO THE NINTH YEAR STUDENTS  
OF MTsN KELAYAN BANJARMASIN  
ACADEMIC YEAR 2007/2008**

Thesis  
Presented for Partial Fulfillment of the Assignment and Requirement  
To obtain *Sarjana Pendidikan Islam* Degree

By  
**Darsani**  
SRN. 0301245950

**ANTASARY STATE INSTTUTE FOR ISLAMIC STUDIES  
FACULTY OF ISLAMIC EDUCTION  
ENGLISH DEPARTEMENT  
BANJARMASIN  
2010 A.D/1431 A.H**

## **PERNYATAAN KEASLIAN TULISAN**

Saya yang bertanda tangan di bawah ini:

Nama : Darsani

NIM : 0301245950

Jurusan/Prodi : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilalihan tulisan atau pikiran orang lain yang saya akui sebagai tulisan atau pikiran saya sendiri. Jika di kemudian hari terbukti ia merupakan duplikat, tiruan, plagiat atau dibuat oleh orang lain secara keseluruhan atau sebagian besar, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Banjarmasin, 31 Januari 2008  
Yang Membuat Pernyataan,

Darsani

### APPROVAL

Paper Entitled : TEACHING SPEAKING SKILL TO THE NINTH  
YEAR STUDENTS OF MTsN KELAYAN  
BANJARMASIN ACADEMIC YEAR 2007/2008

Written by : Darsani  
Student Number : 0301245950  
Program : S-1  
Departmen : English Department  
Faculty : Tarbiyah Faculty

Having being checked out and revised properly, we hereby approve this research to be submitted and examined in front of Paper Examining Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin, for partial fulfillment of the assignments and require obtaining *Sarjana Pendidikan Islam* degree.

Banjarmasin, January 7<sup>th</sup> 2010 AD

Advisor I,

Advisor II,

Dr. Anang Syaifuddin, MA  
NIP.19450404 196410 1 001

Dra. Nida Mufidah, M. Pd  
NIP. 19651214 199203 2 002

Known by  
Head of English Department  
Tarbiyah Faculty  
Antasari State Institute for Islamic Studies

Dra. Nida Mufidah, M. Pd  
NIP. 19651214 199203 2 002

### VALIDATION

The Thesis entitled Teaching Speaking Skill to The Ninth Year Students of MTsN Kelayan Banjarmasin Academic Year 2007/2008, written by Darsani has been examined in Thesis Examiner Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin, on:

Day : Friday

Date : February 05<sup>th</sup> 2010 A.D/ 20 Syafar 1431 A.H.

With the total score : B (76)

Dean of Tarbiyah Faculty  
Sate Institute for Islamic Studies  
Banjarmasin, 7 February 2010

Prof. DR. H. Syaifuddin Sabda, M. Ag  
NIP. 19580621 198603 1 001

### EXAMINER

NAME	SIGNATURE
1. Dra. Hj. Nida Mufidah, M.Pd NIP. 19651214 199203 2 002 ( Chairman)	1.
2. Nani Hizriani, S.Pd. M.A. NIP. 19771127 200312 2 001 (Member)	2.
3. Drs. Sa'adillah, M. Pd. NIP. 19640520 199203 1 006 (Member)	3
4. Dra. Andi Irlina, M. Hum. NIP. 19690112 200312 2 004 (Member)	4

## ABSTRACT

**Darsani.** 2008. *Teaching Speaking Skill to the Ninth Year Students of MTsN Kelayan Banjarmasin Academic Year 2007/2008*, Thesis, English Departement, Tarbiyah Faculty. Advisor: (1) Dr. Anang Syaifuddin, MA, (2) Dra. Nida Mufidah, M. Pd.

This research is based on the opinion that English plays a very important role in this world. It is needed for communication, to absorb and to develop science and technology, art and culture. It has become a compulsory subject in Indonesia schools. Speaking is one of the important skills in language learning, because it is used practically in oral communication to teach speaking skill, teacher's competence in presenting material plays an important role in teaching and learning process, including their techniques.

Based on the background above, the writer conducts a research entitled: **TEACHING SPEAKING SKILL TO THE NINTH YEAR STUDENTS OF MTsN KELAYN BANJARMASIN ACADEMIC YEAR 2007/2008.**

The problem formulations of this research are: (1) How do English teacher teach speaking skill to the Ninth year students of MTsN Kelayan Banjarmasin academic year 2007/2008. (2) What factors are supposed to influence English teacher in teaching speaking skill for the ninth year students at that school.

The subject of this research are two English teachers who teach English to the Ninth year students of MTsN Kelayan Banjarmasin, while the object in this research are the teaching speaking skill in classroom to the Ninth year students of MTsN Kelayan Banjarmasin, and the factors that influence English teachers in teaching speaking skill in classroom at that school.

The data of this research are collected through observation, interview, and documentary. All of the collected data are then processed through editing, classification and then it was interpreted. The analysis of data was with style descriptive.

The result of this research shows that the teaching of speaking skill to the Ninth year of MTsN Kelayan Banjarmasin academic year 2007/2008 runs well because the variation of techniques used by the teachers is good and the variation of media is good enough. It is supposed to be influenced by good teacher's education background, good teacher's teaching experience, good students' interest, good enough teaching and learning facilities and good enough time allocation.

## ABSTRAK

**Darsani.** 2008. *Pembelajaran Kemampuan Berbicara pada Kelas Sembilan di MTsn Kelayan Banjarmasin Tahun akademik 2007/2008*, Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah. Dosen Pembimbing: (1) Drs. Anang Syaifuddin, MA, (2) Dra. Nida Mufidah, M. Pd.

Penelitian ini berdasarkan pendapat bahwa bahasa Inggris memegang peranan yang sangat penting di dunia ini. Ia diperlukan untuk berkomunikasi, untuk menyerap dan mengembangkan ilmu pengetahuan, teknologi, seni dan budaya. Bahasa Inggris telah menjadi mata pelajaran wajib di sekolah-sekolah Indonesia. Speaking adalah salah satu dan keterampilan yang sangat penting dalam mempelajari bahasa, karena ia digunakan secara praktis dalam komunikasi lisan. Untuk mengajar speaking skill kemampuan guru dalam menyajikan materi memegang peranan penting dalam proses belajar mengajar, termasuk teknik-teknik yang mereka gunakan.

Berdasarkan latar belakang permasalahan di atas. Maka tujuan peneliti ini adalah: PEMBELAJARAN KEMAMPUAN BERBICARA PADA KELAS SEMBILAN DI MTsN KELAYAN BANJARMASIN TAHUN AKADEMIK 2007/2008.

Adapun masalah yang dibahas adalah: (1) Bagaimana cara guru Bahasa Inggris mengajarkan pelajaran kemampuan berbicara pada kelas sembilan di MTsN Kelayan Banjarmasin tahun ajaran 2007/2008. (2) Faktor apa saja yang mempengaruhi guru bahasa Inggris dalam mengajarkan Speaking pada kelas Sembilan di sekolah tersebut.

Adapun subjek dalam penelitian adalah 2 orang guru bahasa Inggris pada kelas Sembilan di MTsN Kelayan Banjarmasin. Sedangkan objek penelitian ini adalah factor-faktor yang mempengaruhi guru bahasa Inggris dalam mengajar Speaking khususnya pada kelas Sembilan di MTsN Kelayan Banjarmasin tahun ajaran 2007/2008.

Teknik yang digunakan dalam mengumpulkan data adalah observasi, wawancara dan documenter. Selanjutnya untuk pengolahan data dilakukan secara deskriptif kualitatif.

Hasil penelitian ini menunjukkan bahwa pembelajaran Speaking skill pada kelas Sembilan di MTsN Kelayan Banjarmasin tahun ajaran 2007/2008 terlaksana dengan baik, karena teknik yang digunakan guru dalam mengajar Speaking beraneka ragam/bervariasi dan variasi media cukup bagus. Sedangkan factor-faktor yang mempengaruhi lainnya seperti pendidikan guru yang baik, pengalaman yang baik, motivasi dan ketertarikan siswa, fasilitas cukup dan alokasi waktu cukup.

# DEDICATION

This thesis is dedicated to:

Blessed By Allah, My Lovely Parents  
My Father and My Mother

And Also to My Beloved brother  
Who give his life and pray

My Lovely Nice

Ari Setiawan, Muhammad, Humaidi  
Who always give me motivation

For My beloved so much "Sweet Heart"



# MOTTO

**MAN DISPOSES**

**BUT**

**GOD DISCLOSES...**

**MANUSIA BERUSAHA**

**TETAPI**

**TUHAN MENENTUKAN**

## ACKNOWLEDGMENT

بسم الله الرحمن الرحيم  
 الحمد لله رب العلمين والصلاة والسلام على اشرف الانبياء والمرسلين سيدنا ومولانا  
 محمد وعلى اله واصحابه اجمعين. امابعد

All praises to Allah the Almighty for endless mercy, favor and guidance till the writer's thesis entitled: **“Teaching Speaking Skill to the Ninth Year Students of MTsN Kelayan Banjarmasin Academic Year 2007/2008”** has been finished well.

May peace and blessing always be poured upon the Prophet Muhammad, all his family, his companies as well as all his followers until the Last Day.

The writer is much indebted to those who have given uncountable help, support and motivation to hers in completing this study. In this opportunity therefore, he would like to express him best appreciation and great gratitude to:

1. Drs. H. Syaifuddin Sabda, M.Ag, in his capacity as the Dean of Islamic Education Faculty who had kindly approved this research.
2. Dra. Hj. Nida Mufidah, M.Pd, in her capacity as Head of English Department of Tarbiyah Faculty.
3. Dr. Anang Syaifuddin, MA, as the first advisor and Dra. Hj. Nida Mufidah, M.Pd, as the second advisor, who has much encouraged and guided the writer from the beginning to the completion of this thesis.
4. The Head Master of MTsN Kelayan Gg Setuju Banjarmasin, and the Ninth Year English Teacher who has helped and facilitated the writer all the needed

data. And all the Ninth Year students of MTsN Kelayan Gg Setuju Banjarmasin, thank you for all of you.

5. The head of Central Library of Antasari State Institute for Islamic Studies Banjarmasin, and the Head of Tarbiyah Faculty, as well as all the librarians in both places who have helped and facilitated the writer to obtain all the needed literatures.
6. All lectures and their assistants at Tarbiyah Faculty, who have given the writer lost of valuable knowledge.
7. My parents for blessing and supporting who were very patient waiting for the completion of my study at Antasari State Institute for Islamic Studies Banjarmasin and all persons who have directly or indirectly participated in the efforts of completing this study.

Therefore, more constructive, critics, and suggestion are also highly expected for its perfection. May Allah Almighty always bless and reward the whole of us for good things that we have done. Amiens.

At last, the writer hopes nothing else but may this research benefit to himself in particular and all the other reader in general.

Banjarmasin, January 7<sup>th</sup> 2010 A.D

The writer,

Darsani

## LIST OF CONTENTS

<b>COVER PAGE</b>	<i>Page</i>
<b>TITLE PAGE</b> .....	<b>i</b>
<b>PERNYATAAN KEASLIAN TULISAN</b> .....	<b>ii</b>
<b>APPROVAL</b> .....	<b>iii</b>
<b>VALIDATION</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>MOTTO</b> .....	<b>viii</b>
<b>ACKNAWLEDGMENT</b> .....	<b>ix</b>
<b>LIST OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF TABLE</b> .....	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Rationale .....	1
B. Problems Formulation .....	3
C. Reasons for Adopting the Title .....	4
D. Purpose of Research .....	4
E. Significance of Research .....	4
F. Organization of The Contents .....	5
<b>CHAPTER II THEORETICAL REVIEW</b> .....	<b>6</b>
A. Definition of Teaching and Speaking Skill .....	6
B. Definition and Kind of Teachnique in Teaching Speaking Skill .....	9
C. Definition and Kind of Media in Teaching Speaking Skill .....	19
D. Some Factors that Influence English Teachers in Teaching Speaking Skill at School .....	22
<b>CHAPTER III METOD OF RESEACH</b> .....	<b>28</b>
A. Subject and Object .....	28
B. Data, Source of Data, and Techniques of Data Collecting .....	28
C. Basic Framework of Research .....	32
D. Design of Measurement .....	33
E. Techniques of Data Processing and the Analysis .....	33
F. Research Procedure .....	34

<b>CHAPTER IV RESEARCH REPORT .....</b>	<b>36</b>
A. General Description of Research Location .....	36
B. Data Presentation .....	43
C. Data Analysis .....	49
<b>CHAPTER V CLOSURE .....</b>	<b>54</b>
A. Conclusions .....	54
B. Suggestions .....	55
<b>BIBLIOGRAPHIES</b>	
<b>APPENDICES</b>	
<b>CURRICULUM VITAE</b>	

## LIST OF TABLES

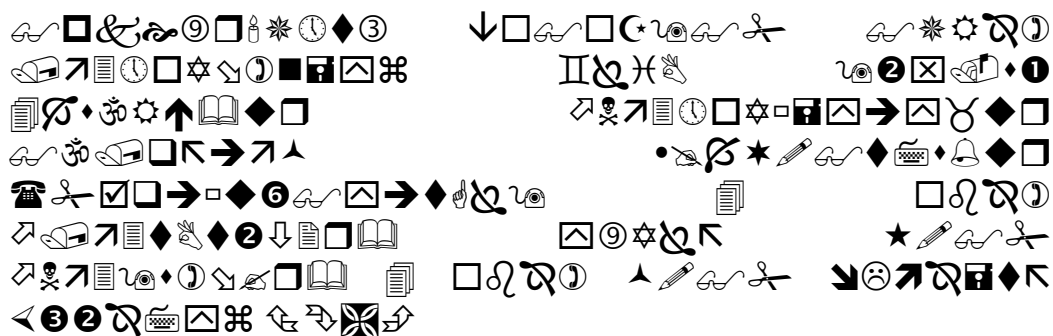
	<i>Page</i>
<b>4.1. THE DESCRIPTION OF HEADMASTER PERIOD OF MTsN KELAYAN Gg SETUJU BANJARMASIN .....</b>	<b>38</b>
<b>4.2. THE DESCRIPTION OF TEACHERS FOR MTsN KELAYAN Gg SETUJU LOCATION BANJARMASIN ON ACADEMIC YEAR 2007/2008 .....</b>	<b>39</b>
<b>4.3. DESCRIPTION THE ENGLISH TEACHERS FOR MTsN KELAYAN Gg SETUJU BANJARMASIN ACADEMIC YEAR 2007/2008 .....</b>	<b>41</b>
<b>4.4. DESCRIPTION OF STUDENTS FOR MTsN KELAYAN Gg SETUJU BANJARMASIN ACADEMIC YEAR 2007/2008 .....</b>	<b>42</b>
<b>4.5. DESCRIPTION OF ADMINISTRATION STAFF AND OFFICIAL FOR MTsN KELAYAN Gg SETUJU BANJARMASIN ACADEMIC YEAR 2007/2008 .....</b>	<b>42</b>
<b>4.6. DESCRIPTION OF FACILITIES FOR MTsN KELAYAN Gg SETUJU BANJARMASIN LOCATION .....</b>	<b>43</b>

## CHAPTER I

### INTRODUCTION

#### A. Rationale

Human beings are created in different nations, tribes, culture in ways of life. As soon as they realize that they cannot live by themselves, then they try to interact and communicate with other people or nations to share what they feel, to fulfill their needs and to make a good relationship among them. So that, the existence of men will run well. Qur'an said in Surah Al Hujarat verse 13 as follow:



The verse above explain that, language is the means by which results of human thought and action are passed on.<sup>1</sup> Through language human beings and transmit message, so that they can know one other. By language, people can develop science and technology. Thus, language is very important in life and it must be learned, particularly English. English is one of the international language which used by people in the world in many areas of daily life.

---

<sup>1</sup>Mary Finocchiaro, *English as a Second Language from Theory to Practice*, (New York: Regents Publishing Company, Inc, 1974), p. 3

Therefore, English is the easiest way to communicate with people from different countries.

The students must be trained adequately in all four basic language skills: listening, speaking, Reading and Writing.<sup>2</sup> One of fundamental elements that will be explained is teaching method determines the success or not, a teacher is using techniques and media. Teaching method is one way to gain success in teaching learning process.

In teaching speaking, there are some factors that may influence it. One of them is a teacher because a teacher plays as an important role in teaching. He may act as an actor, a motivator, a facilitator, and so on. Syaiful Bahri Djamarah says, “*Dalam pengertian yang sederhana guru adalah orang yang memberikan ilmu pengetahuan kepada anak didik*”.<sup>3</sup> So, the teacher has to know more about teaching and learning in growing knowledge for the students.

This concept is supported by pre observation to the teaching and learning English process at Islamic Junior High School Kelayan, the writer is interested to conduct a research entitle: “**TEACHING SPEAKING TO THE NINTH YEAR STUDENTS OF MTsN KELAYAN BANJARMASIN ACADEMIC YEAR 2007/2008**”.

To avoid any misinterpretation toward the title of this research the writer feels necessary to explain some terms written in the title as follow:

---

<sup>2</sup>L. G. Alexander, *Practice and Progress: An Integrated Course for PreIntermediate Students*, (Singapore: Longman, 1990), p. viii

<sup>3</sup>Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta, 2000), p. 3



### 1. Teaching

Teaching means “the action of a person who teaches the profession of the teacher”.<sup>4</sup> It means the teacher’s action or activity in presenting materials.

### 2. Speaking skill

It is one skill that emphasizes on how to speak English well.

### 3. MTsN Kelayan Banjarmasin

It is one of State Islamic Junior High School in Banjarmasin, which becomes the location of the research which carried out by writer.

So, the meaning of the title is the actions or activities of English teachers in presenting speaking skill in classroom for State Islamic Junior High School (MTsN) Kelayan Banjarmasin.

## **B. Problem Formulation**

Based on rational above, the problems of this research can be formulated as follows:

1. How do English teacher teach speaking skill in classrooms to the Ninth Year Students of MTsN Kelayan Banjarmasin?
2. What factors influence English teacher in teaching speaking skill in classroom to the Ninth Year Students of MTsN Kelayan Banjarmasin?

---

<sup>4</sup>Noah Webster, *New Twentiy Century Dictionary*, ( New York: William Collins, 1979), p. 1871

### **C. Reason for Choosing the Title**

The writer chooses the title above on the basic of some reasons bellow:

1. Speaking skill is very important to master, so that students are able to communicate in English.
2. Teaching speaking skill is one of the ways for English teacher to make his or her students speak English well.
3. MTsN Kelayan Banjarmasin is one of school in which English teachers teach speaking skill, with techniques and media.

### **D. Purposes of Research**

Based on the problem formulation above, there are two purposes the research has met, they are:

1. To know the English teachers' activities in teaching speaking skill to the Ninth Year Students of MTsN Kelayan Banjarmasin?
2. To know the factors which suppose influence English teachers in teaching speaking skill to the Ninth Year Students of MTsN Kelayan Banjarmasin?

### **E. Significance of Research**

The result of this research can be able contributed to:

1. Be information, consideration and input for educational executors on increasing and improving education quality.
2. Be an input for English teachers in increasing their competence in teaching speaking.

3. To enrich the writer knowledge and experience in the scientific research about teaching English.

## **F. Organization of the Contents**

This research is divided into five chapters as follow

Chapter I: Introduction, which consists of rationale, formulation of problem, reasons for choosing the title, purposes of research, significance of research, and organization of the contents.

Chapter II: Theoretical Review on related field, which consists of definition of teaching and speaking skill, definition and kind of technique in teaching speaking skill, definition and kind of media in teaching speaking skill, and some factors that influence English teachers in teaching speaking skill at school.

Chapter III: Method of research, which consists of subject, data and source of data, techniques of data collecting, basic framework of research, measurement design, techniques of data processing and data analysis, and research procedures.

Chapter IV: Report on research result, which consists of general description about the location of this research, data presentation and data analysis.

Chapter V: Is closure that cover conclusion and suggestions.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Definition of Teaching and Speaking Skill

##### 1. Definitions of Teaching

Teaching is a verbal noun or gerund; it is a compound word “teach” and “ing”. According to *Oxford Advanced Learner’s Dictionary of Current English*, teaching means “to give instruction to somebody, cause somebody to know or able to do something; give to somebody knowledge, skill, ect; give lessons (at school etc)”.<sup>5</sup>

Brown said that “Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand”.<sup>6</sup>

According to William W. Howard, as quoted by Slameto in his book, “*Mengajar adalah suatu aktivitas untuk mencoba menolong, membimbing seseorang untuk mendapatkan, mengubah dan mengembangkan skill, attitude, ideals (cita-cita), appreciations (penghargaan), dan Knowledge*”.<sup>7</sup>

---

<sup>5</sup>AS. Hornby, *Oxford Advance Learner’s Dictionary of Current English*, (New York: Oxford University Press, 1987), p. 886

<sup>6</sup>Brown, *Principles of Language Teaching and Learning*, (New Jersey: Prentice Hall, 1980), p. 10

<sup>7</sup>Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 1995) p. 32

Moreover, Jerome S. Bruner, as quoted by Moh. Uzer Usman and Lilis Setiawati in their book said that “*Mengajar adalah menyajikan ide, problem atau pengetahuan dalam bentuk yang sederhana sehingga dapat dipahami oleh setiap siswa*”.<sup>8</sup>

Its mean, the teaching for understanding framework is a guide that can help keep the focus of educational practice on developing student understanding.

Sometimes it is difficult to distinguish between the meaning of teaching and education. In fact, they are different in their own goal. The goal of education is to make a person to be mature, while the goal of teaching is limited to help someone master a subject or skill. So, education is more general than teaching.

Syaiful Bahri Djamarah in his book Psikologi Belajar stated that:

*Mengajar hanya sebatas menuangkan sejumlah bahan pelajaran kepada anak didik di kelas atau di ruangan tertentu. Sedangkan mendidik adalah suatu usaha yang disengaja untuk membimbing dan membina anak didik agar menjadi manusia susila yang cakap, aktif, kreatif, kreatif dan mandiri.*<sup>9</sup>

Based on some definition above, the writer concludes that teaching is an activity to give knowledge and skills to students so that they are able to master and use them well, and teaching is helping students to learn how to do something in the future.

---

<sup>8</sup>Moh. Uzer Usman and Lilis Setiawati, *Upaya Kegiatan Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 2001), p. 5

<sup>9</sup>Syaiful Bahari Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2002), p. 74

## 2. Definition of Speaking Skill

Speaking is one of skill taken from the speaking organs. Spoken language consists of succession of sound produced by the speech organs.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with other, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation. Function (transaction and interaction): knowing when clarity of message essential. Transaction or information exchange and when precise understanding is not required.

According to *Oxford Advanced Learner's Dictionary of Current English*, speaking means "To make use a language in an ordinary, not a singing voice, know and be able to use (a language), make a speech; make sounds".<sup>10</sup>

Mulgrave, as quoted by Tarigan, defined about speaking as follows: "*Berbicara adalah suatu alat untuk mengkomunikasikan gagasan-gagasan*

---

<sup>10</sup> AS. Hornby, *Op. Cit.*, p. 827

*yang disusun serta dikembangkan sesuai dengan kebutuhan-kebutuhan sang pendengar atau penyimak”.*<sup>11</sup>

Based on the description above, the writer concludes that speaking skill is the ability to use a language as a communication instrument in the form of sound symbols produced by the speech organs that comes from a lot of practice or from natural ability

Meanwhile, according to *The Essential English Dictionary*, skill means “Cleverness or expertness at doing something that comes from a lot of practice or from natural ability”.<sup>12</sup>

## **B. Definition and Kind of Technique Teaching Speaking Skill**

Before describing about techniques and media of teaching speaking skill, there are guidelines for teaching speaking skill. The guidelines should be paid attention by English teachers. They are important because to consider techniques and media they want to apply in class.

These following are guidelines for teaching speaking skill that must be known by English teachers, they are:

1. Never translate: demonstrate
2. Never explain: act
3. Never make a speech: ask question
4. Never imitate mistakes: imitate correct
5. Never speak with single words: use sentences
6. Never speak too much: make students speak much
7. Never use the book: use your lesson plan

---

<sup>11</sup>Henry Guntur Tariagan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1994), p. 15

<sup>12</sup>Elaine Higgleton, *The Essential English Dictionary*, (Edinburgh: Chambers Harrap Publishers Ltd, 1995), p. 896

8. Never jump around: follow your plan
9. Never go too fast: keep the pace of the students
10. Never speak too slowly: speaking normally
11. Never speak too quickly: speak naturally
12. Never speak too loudly: speak naturally
13. Never be impatient: take it easy<sup>13</sup>

The next, the writer will describe about methods because the techniques that applied in class are based on the methods.

According to Oxford Advanced Learner's Dictionary, method is "A way of doing something."<sup>14</sup>

Edward Anthony as quoted by Jack C. Richards and Theodore S. Rodges in their book said that "Method is an overall plan for the orderly presentation of language material, not part of which contradicts, and all of which is based upon, the selected approach, method is procedural."<sup>15</sup>

In Indonesian dictionary, it is said that, method is

*Cara yang teratur dan berfikir baik-baik untuk mencapai maksud, (dalam ilmu pengetahuan dan sebagainya); cara kerja yang bersistem untuk memudahkan pelaksanaan sesuatu kegiatan guna mencapai tujuan yang ditentukan. Prinsip dan praktek-praktek pengajaran bahasa, misalnya metode langsung, metode gramatika terjemahan dan lain-lain.*<sup>16</sup>

Based on definition above, the writer concludes that method is a way of doing something, especially a systematic way; implies an orderly logical arrangement. Use to make discoveries and produce knowledge.

---

<sup>13</sup> A.J. Soegeng JSH dan Madyo Ekosusilo, *Pedoman Penerjemahan*, (Semarang: Dahara Prize, 1991), p. 12

<sup>14</sup> A. S. Hornby, *Op Cit.*, p. 734

<sup>15</sup> Jack C. Rodges and Theodore S. Rodges, *Op Cit.*, p.15

<sup>16</sup> Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia, Edisi Kedua*, (Balai Pustaka, 1994), p. 652



Method is a set teaching procedures of techniques assembled in educational context method has meant,

*Jalan (cara yang ditempuh oleh guru untuk menyampaikan materi pelajaran kepada murid). Karena itu, setelah guru memikirkan bahan pelajaran, maka hendaklah dia memikirkan cara penyampaian bahan tersebut dalam pikiran murid, dengan memperhatikan tujuan umum dan tujuan khusus serta memperhatikan keadaan murid. Guru harus memikirkan metode yang paling baik untuk menyusun bahan pelajaran itu dan menjadikan susunan bahan mata pelajaran itu sebagai mata rantai yang sambung menyambung.<sup>17</sup>*

Based on some definition above, the writer concludes that method is the effective and efficient ways to present language material for students programmatic and systematically to gain the particular objective

In teaching learning activity, the using method has the important role to reach the goal of the teaching. Therefore, it is important for a teacher to own the knowledge about teaching methods and the teacher also must be able to choose the appropriate method to present the materials in the classroom including in teaching speaking.

There are some methods of English teaching. They are grammar translation method, direct method, audio lingual method, silent way, suggestopedia, community language learning, and total physical response method.

There are some methods of English teaching which can be used in teaching speaking skill. They are direct method, audio lingual method and the communicative approach.

---

<sup>17</sup>Abu Bakar Muhammad, *Metode Pengajaran Bahasa Arab*, (Surabaya: Usaha Nasional, 1998), p. 8

a. Direct Method

This method is not new. Its principles have been applied by language teacher for many years. It was revised as a method when the goal of instruction became learning how to use a foreign language to communicate.<sup>18</sup> The advocates of the method believed that students learn to understand a language by listening to it in large quantities. They learn to speak by speaking, especially if the speech is associated simultaneously with appropriate action.<sup>19</sup>

The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning to be connected directly with the target language, without going through the process of translating into the student's native language.<sup>20</sup> The student's native language should not be used in the classroom. So, both teacher and students use target language in teaching learning activity and avoid to used student's native language and translation.

Furthermore, Yusuf and Anwar explain about the characteristics of this method, they are:

1. *Materi pelajaran pertama-tama diberikan kata, dan kemudian struktur kalimat.*
2. *Gramatika diajarkan hanya bersifat sambil lalu dan siswa tidak dituntut menghafal rumus-rumus gramatika, tapi yang utama adalah siswa mampu mengucapkan bahasa secara baik.*

---

<sup>18</sup> Diane Larsen – Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 1986), p. 18

<sup>19</sup> Alice C. Omaggio, *Teaching Language in Context*, (New York: Heinle & Heinle, 1986), p. 57

<sup>20</sup> Diane Larsen – Freeman, *Op. Cit.*, p. 18

3. *Dalam proses pengajaran senantiasa menggunakan alat peraga (alat bantu) baik alat peraga langsung maupun tidak langsung (benda tiruan) maupun peragaan melalui simbol-simbol.*
4. *Setelah masuk kelas, siswa (anak didik) benarbenar dikondisikan untuk menerima dan bercakap-cakap dalam bahasa asing dan dilarang menggunakan bahasa lisan.<sup>21</sup>*

Other expert explained about characteristic of direct method as follows:

1. Language learning should start with the here and now, utilizing classroom objects and simple actions. Eventually when students have learned enough language, lesson move on to include common situation and settings.
2. The direct method lesson often develops around especially constructed pictures depicting life in the country where the target language is spoken. This pictures enable the teacher to avoid the translation, which is strictly forbidden in the classroom. Definitions of new vocabulary are given via paraphrase in the target language, or by miming the action or manipulating objects to get meaning across.
3. From the beginning of instruction, students hear complete and meaningful sentences in simple discourse, which often takes the form of question-answer exchanges.

---

<sup>21</sup>Tayar Yusuf and Syaiful Anwar, *Metodologi Pengajaran Agama dan Bahasa Arab*, (Jakarta: Raja Grafindo Persada, 1995), p. 153

4. Correct pronunciation is an important consideration in this approach, and emphasizes is placed upon the development of accurate pronunciation from the beginning of instruction phonetic notation is often used to achieve this goal.
5. Grammar is often used are not explicitly taught; rather, they are assumed to be learner through practice. Students are encouraged to form their own generalization about grammar through inductive methods. When grammar is explicitly taught, it is taught in the target language.
6. Reading goal are also reached via “direct” understanding of text without the used of dictionaries or translations.<sup>22</sup>

b. Audio Lingual Method

This method reached the height of its popularity in the late 1950s and early 1960s. It was inspirit in part by an earlier method, called mimicry-memorization.<sup>23</sup> In this method, the teacher is a model of target language and the student is an imitator of the teacher’s model or the tapes he or she supplies of model speakers. By listening to how it is supposed to sound, students should be able to mimic the model.

The teacher who uses this method is like an orchestra leader.<sup>24</sup> He or she as a model of the target language, controls the direction and pace of learning, and monitors and corrects the students’ performance. So, in audio

---

<sup>22</sup> Alice C. Omaggio, *Op Cit.*, pp. 57-58

<sup>23</sup> Diane Larsen – Freeman, *Op cit.*, p. 43

<sup>24</sup> *Ibid.*, p. 43

lingual, the teacher's role is central and active; it is a teacher dominated method.

The teacher uses the target language in teaching learning activity. Sometimes he or she uses actions to convey meaning, but not one word of the students' native language is uttered. The habits of the students' native language are thought to interfere with the students' attempts to master the target language.<sup>25</sup>

This following are the major characteristic of the Audio Lingual Method, they are:

- 1) Language is speech, not writing.
- 2) Language is a set of habits.
- 3) Teach the language and not about the language
- 4) A language is what native speakers say, not what someone thinks they ought to say
- 5) Languages are different.<sup>26</sup>

#### c. Communicative Approach

When we communicate, we use the language to accomplish some function, such as arguing, persuading, or promising. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express his argument not only base upon his in then and his level of emotion, but also on whom he is addressing and what his relationship with that person is

The goal of teachers who use the Communicative Approach is to have one's students become communicatively. In the Communicative

---

<sup>25</sup> *Ibid.*, p. 44

<sup>26</sup> Alice C. Ommaggio, *Op. Cit.*, p. 62

Approach the notion of what it takes to be communicatively competent is much expanded.

The role of teacher is a facilitator of his students' learning. As such he has many roles to fulfill. He is a manager of classroom activities. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an advisor, answering students' questions and monitoring their performance.

Students are, above all communicators. They are actively engaged in negotiating meaning- in try to make themselves understood even their knowledge of the target language is incomplete. They learn to communicate by communicating.

The most obvious characteristic of the Communicative Approach is that almost everything that is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role-plays, and problem solving tasks.

Edward Anthony, as quoted by Jack C. Richards and Theodore S. Rodgers in their book, *Approaches and Method Language Teaching*, said that "Technique is implementation that which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective."<sup>27</sup>

---

<sup>27</sup> Jack C. Richards and Theodore S. Rodgers, *Op. Cit.*, p. 15

Based on some definition above, the writer concludes that technique is the way which more details in the implementation of teaching learning activity directly.

Concerning with the use of technique, teacher must be able to organize situation and condition of the class so that he or she can decide easily what technique that will be used in certain situation and condition to get the particular objective.

In teaching, a teacher rarely uses only technique because they realize that one technique has advantages and disadvantages. Using various techniques can ease the students to understand the topic of learning, to make them interest and to increase their motivation in learning.

These following are some techniques of English teaching which teaching can be used in teaching speaking skill:

a. Question and Answer Exercise

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice whit new words and grammatical structure.<sup>28</sup> Thus, this exercise gives students an opportunity to ask questions as well as answer them.

b. Conversation Practice

The teacher asks students a number of questions in the target language, and the students have to understand the question so that they

---

<sup>28</sup> Diana Larsen – Freeman, *Op. Cit.*, p. 26

are able to answer the correctly. In this technique, students should be encouraged to speak as much as possible.

The teacher can ask students to make questions about themselves. The questions contain a particular grammar structure. Then, the students ask each other own questions by using the same grammatical structure.<sup>29</sup>

c. Repetition Drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue. The students repeat each line of the dialogue. They do this without looking at a printed text. The utterance must be brief enough so than can heard by the ears.

Language learning is a process of habit information. The more often something is repeated, the stronger the habit and greater the learning.<sup>30</sup>

d. Chain Drill

A chain drill gets its name from chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. A chain drill gives students an opportunity to speak individually and it also lets students use the expression in communication whit someone else, even though it is very limited. In addition, a chain drill gives the teacher an opportunity to check each student speech.<sup>31</sup>

---

<sup>29</sup> *Ibid.*, p. 27

<sup>30</sup> Diane Larsen – Freeman, *Op. Cit.*, p. 40

<sup>31</sup> *Ibid.*, p. 45



The chain is begun by greeting or asking a particular student a question. That student gives response to the greeting or question from the teacher, then turns to the student sitting beside him or her. The first student greets or asks a question to the second have a chance to ask and answer the questions.

e. Dialogue Memorization

The teacher often uses dialogue or short conversation between two people to begin a new lesson. It has become customary to think of the dialogue as an introductory teaching technique, but it can also at the end of a unit of study.<sup>32</sup>

The teacher introduces the dialogue by modeling it. Students memorize the dialogue by imitating the teacher's model. Students usually take the role of one person in the dialogue, and the teacher the other. After the students have learned the one person's part, the dialogue can also be practiced by dividing the class into two part takes the other role. After the dialogue has been memorized, pairs of individual students might perform the dialogue for the rest of the class.<sup>33</sup>

f. Games

Games are often associated with fun. By games, students will be enjoyable and happy in learning. If the games are designed properly, they

---

<sup>32</sup> *Ibid.*, p. 45

<sup>33</sup> *Ibid.*, p. 46

will give students valuable communicative, if they have three features of communication, they are: information gap, choice and feedback.<sup>34</sup>

Games are sometimes used in the classroom to develop and reinforce concept and to break the ice. Occasionally they are used to introduce new ideas.<sup>35</sup> There are many games that can be used for teaching speaking skill, some of them are: twenty questions true – false and listen and draw.<sup>36</sup>

g. Debate and Discussion

Debate and discussion allow students the opportunity to express real opinions, so these activities have the potential to generate a fairly high level of interest. These activities can also allow students more autonomy and encourage them to take responsibility for their own speaking practice.<sup>37</sup>

Debate and discussion are communicative activities, which are easy to do. There are many problems in every day life, which can be selected as topic in debate and discussion. However, choice of topic is important. Teacher should choose the interesting topic, so in debate and discussion students' attention is focused on conveying a message, on what they are talking about, not on the language they are using.<sup>38</sup>

---

<sup>34</sup> *Ibid.*, p. 136

<sup>35</sup> Patricia A. Richard – Amato, *Making it Happen*, (New York: Longman, 1998), p. 147

<sup>36</sup> Direktorat Sekolah Lanjutan Tingkat Pertama, *Keterampilan Berbicara*, (Jakarta: Departemen Pendidikan Nasional, 2002), p. 42

<sup>37</sup> Don Snow, *More than a Native speaker*, (USA: Tesol, 1996), p. 134-135

<sup>38</sup> Furqanul Azies, *Pengajaran Bahasa Komunikatif*, Bandung: Remaja Rosdakarya, 1996), p. 95

#### h. English Songs

This technique provides students with variations in using the target language in a more – relaxed atmosphere. There are many English songs for students to practice in the class. Teacher can ask students to choose any English songs to sing.

#### i. Telling a Story

Teacher begins the lesson by telling a short about himself or herself. After finish telling his or her story, the teacher asks students to prepare their own story. The students should ask questions each other about the story and they must answer them as good as possible. Teacher can help students by writing the questions which are related to the story on the blackboard.<sup>39</sup>

### C. Definition and Kind of Media in Teaching Speaking Skill

According to *Oxford Advance Learner's Dictionary of Current English*, media are “that by which something is expressed”.<sup>40</sup>

Based on some definition above, the writer concludes that media are all forms of mediator used to give knowledge, skill and attitudes to other people in order to make easier to comprehend.

---

<sup>39</sup>Henry Guntur Tarigan, *Pengajaran Remedial Bahasa*, (Bandung: Angkasa, 1990), p. 152-153

<sup>40</sup>A. S. Hornby, *Op. Cit.*, p. 528

These following are some media which can be used in teaching speaking skill:

a. Pictorial Materials

Pictorial materials are the most widely available of all teaching material, such as composite pictures, pictures series, individual pictures and specialized pictures (posters, charts, advertisements, brochures). The pictorial materials can be found in newspapers, magazines, old textbooks, catalogue, brochures, calendars, etc.

Pictorial materials are extremely helpful at the repetition, reproduction and manipulation stages as it provides the students with something to talk about.<sup>41</sup> Several games for encouraging students to speak can be played using pictorial material.

b. Non Pictorial Materials

Non pictorial materials are easier than pictorial material, such as: graph, map, and timetables. Teacher can make them by himself or herself by drawing or copying pictures from other sources, for example by tracing with pen and carbon paper.

Non pictorial materials provide variety from straight pictorial materials and allow students to develop their interpretative skills (and language).<sup>42</sup> Non pictorial materials emphasize on interpreting what is being said rather than how it is being said.

---

<sup>41</sup> *Ibid.*, p. 54

<sup>42</sup> *ibid.*, p. 60

c. Real Objects

A collection of many objects facilitates the presentation of many language items. The real objects also can be used to stimulate students to speak such as stones, tins, matchboxes, cigarette packets, old toys, etc. these objects can be easily acquired in large number because most of them cost nothing.

d. Models

Realism is an important consideration in language teaching. Any object that can duplicate as accurately as possible an object found in as every day setting for use in teaching learning situations is worthwhile.<sup>43</sup>

for example, a toy telephone that rings (preferably two) is useful for having students practice conversation on a variety of topics in a variety situation.

e. Puppets

Puppets can be used to communicate the important points of a language item and increase students' participant. One of the good things about using puppets is that they "bring out" the reticent students at the same time providing an opportunity to realize the creative abilities of more vocal students.<sup>44</sup>

The teacher can use one or two hand puppets by standing in front of the class or by standing or kneeling behind a table. He or she can use his

---

<sup>43</sup> *Ibid.*, p. 98

<sup>44</sup> *Ibid.*, p. 99

or her puppets for some activities like songs, jokes, guessing games, conversation, dramatization of dialogue and stories.<sup>45</sup>

f. Tape Recorder

Tape recorder is another valuable teaching aid. For a start, it is an ideal substitute for a live presentation. It provides a change from the teacher's voice and exposes students to a variety of voices, including those of native speakers of English.

In teaching speaking skill, the teachers can use tape recorder by asking students to a sequence of sounds native speakers from a cassette and attempt to tell the story orally. The imitation and repetition of utterances with the tape providing a correct model of pronunciation, intonation and stress.<sup>46</sup>

g. Overhead Projector

Overhead projector can be used in teaching speaking skill. The teacher can use it to teach dialogues, poems, and songs. The teacher writes the dialogues, poems, or songs on a sheet of acetate to be memorized. Gradually mask the words until the whole text is covered and students have learnt the words.<sup>47</sup>

---

<sup>45</sup> *Ibid.*, p. 102

<sup>46</sup> *Ibid.*, p. 110

<sup>47</sup> *Ibid.*, p. 108

#### **D. Some Influential Factors English Teachers in Teaching Speaking Skill at School**

Many factors could influence English teachers in teaching speaking. To achieve goals of the teaching speaking, those factors should be filled on the country, if they are not required, it will be difficult to get the success. Everybody wants to get successful in his life, so that the teacher wants to get lucky in his teaching. Winarno Surackmad said that there are some factors that influence English teacher in teaching speaking, they are:

1. *Murid pelajar/ petatar (berbagi tingkat kematangannya).*
2. *Tujuan (berbagai jenis dan fungsinya).*
3. *Situasi (berbagai keadaannya).*
4. *Fasilitas (berbagai kualitas dan kuantitas).*
5. *Pelajar, Petatar dan Guru (pribadi serta kemampuan professional berbeda-beda).<sup>48</sup>*

Meanwhile, according Muljianto Sumardi, stated some factors that can influence the teaching speaking as follows:

1. *Pengalaman guru.*
2. *Latar belakang pendidikan.*
3. *Tingkat penguasaan guru terhadap bahasa yang diajarkan.*
4. *Tujuan pengajaran yang ingin dicapai.<sup>49</sup>*

Tayar Yusuf and Syaiful Anwar quoted Zuhairani's state some factors that can influence the teaching speaking as follows:

1. *Tujuan yang berbeda-beda dari masing-masing bidang studi.*
2. *Perbedaan latar belakang dan kemampuan masing-masing anak.*
3. *Perbedaan orientasi, sifat dan keperibadian serta kemampuan dari masing guru.*

---

<sup>48</sup>Winarno surakhmad, *Metodologi Pengajaran Nasional*, (Bandung: Jammers, 1980), p.

<sup>49</sup> Muljianto Sumardi, *Pengajaran Bahasa asing*, (Jakarta: Bulan Bintang, 1975), p. 12

4. *Factor situasi dan situasi dimana proses pendidikan berlangsung. Termasuk dalam hal ini jenis lembaga pendidikan dan factor geografis yang berbeda-beda.*
5. *Tersedia fasilitas pengajaran yang berbeda-beda baik secara kualitas maupun secara kualitas.<sup>50</sup>*

In according with some factors above the writer feel necessary to adopt and combine those factors. At least two factors that influence teaching speaking, as follows:

### **1. The teacher's factors**

#### **a. Teacher's Educational Background**

The educational background of English teacher will influence the teacher's competence in teaching English. As the teacher, he or she has to know to teach in the appropriate way. Of course, the teacher who has graduated from English Department will have the knowledge about teaching English. This is different from the other English teacher who never studied at teaching English educational institutions.

So, English teaching who has graduated from English Department, of course, he or she has knowledge and skills in teaching English in the appropriate way, including knowledge and skills in teaching speaking.

#### **b. Teacher's experience in teaching English**

Teaching experience of English teacher also will influence the teacher's competence in teaching English. The teacher can learnt from their experience a lot of thing about teaching. Of course, the experienced teacher will know the characteristic of the students for whom the instruction is to

---

<sup>50</sup> Tayar Yusuf and Syaiful Anwar, *Op. Cit.*, p. 6



be taught, and be able to create a good interaction between the teacher and students.

So, English teacher who has more competent to reach the goal of teaching learning activity in the class.

### c. Teaching and Learning Facilities

The teaching and learning facilities are one of the most supporting factors in English teaching learning activity. The facilities means here is prepared equipments for teaching in teaching speaking. The prepared equipment will be a consideration in the classroom. It facilitates the teacher in presenting material so that the students can understand the material quickly.

So, the use of teaching facility is very important in reaching the desired goal. If a teacher has the complete teaching facilities, it is easier for him or her to reach the goal of teaching.

## 2. Student's factor

Student's factor in this research it divided into three point they are, students' interest, teaching and learning facilities, and time allocation.

### a. Student's Interest

According in *Oxford Learner's Dictionary of Current English*, Interest means "condition of wanting to know or to learn something".<sup>51</sup>

---

<sup>51</sup> A. S. Hornby, *Op. Cit.*, p. 445

Hitgard, as quoted by Slameto in his book *Belajar Mengajar dan Faktor-Faktor yang Mempengaruhinya*, said that, “Interest is persisting tendency to play attention to and enjoy some activities of content”.<sup>52</sup>

In Indonesian language, interest is said as *minat* it means “*kecenderungan hati yang tinggi terhadap sesuatu*”.<sup>53</sup> The word interest, in its ordinary usage express: the whole state of active development, the objective result that are for seen and wanted the personal inclination.<sup>54</sup>

The interest is the major factor that influences someone in learning something. Therefore, the students whose interest in English, he or she will give attention in learning English. The interest also will make the students to learn with pleasure and happiness.

So, it is clear that teaching of speaking skill will be success if there is an interest coming from the students themselves. If the students are lack or have no interest toward a lesson, it will be difficult for the teacher to put the lesson into their brain.

#### b. Student's Motivation

Students' motivation is an aspect that could not be separated in the way to develop their speaking skill. It is as important as interest. According to MC. Donald as quoted by Sardiman in his book *Interaksi dan Motivasi Belajar Mengajar* stated,

---

<sup>52</sup>Slameto, *Belajar Mengajar dan Faktor-Faktor yang mempengaruhinya*, (Jakarta: Bina Aksara, 1998), p. 180

<sup>53</sup>Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1990, p. 451

<sup>54</sup>John Dewey, *Democracy and Education*, (New York: Colombia University, 1995), p. 126

*”Motivasi adalah perubahan energy dalam diri seseorang yang ditandai dengan munculnya “feeling” dan didahului dengan tanggapan terhadap dengan tujuan”.*<sup>55</sup>

Based on the definition above, there are points they are, transformation of energy, feeling and desire to reach the goal

#### c. Time Allocation

In teaching the appropriateness of using the time is very important because as stated by Syaiful Bahri Djamarah, *“Dalam pendidikan waktulah yang membatasi setiap ruang gerak dari proses interaksi belajar mengajar”.*<sup>56</sup> Teacher must use the available time as good as possible. Teacher must also allow the time allocated.

---

<sup>55</sup>Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Rajawali Press, 1992), p. 73

<sup>56</sup>Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru*, (Surabaya: Usaha Nasional, 1994), p. 69

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Subject and Object**

##### **1. Subject**

The subject of this research are two English teachers who teach speaking skill to the Ninth Year Students of MTsN Kelayan Banjarmasin.

##### **2. Object**

The object of this research is the teaching of speaking skill which is done by the teacher at MTsN Kelayan Banjarmasin of the Ninth Years Students and the factors which are suppose to influence English teacher in teaching speaking the Ninth Year Students of MTsN Kelayan Banjarmasin.

#### **B. Data, Source Data and Techniques of Data Collecting**

##### **1. Data**

The data of this research are divided in two kinds as follows:

##### **a. Primary data**

1) The data about the teaching of speaking skill to the Ninth Year Students of MTsN Kelayan Banjarmasin as follows:

- a) Technique of teaching speaking skill
- b) Media of teaching speaking skill

- 2) The data about the factors which are supposed to influence English teachers in teaching speaking skill to the Ninth Year Students of MTsn Kelayan Banjarmasin as follows:

1. Teacher's factor
  - a) Teacher's educational background
  - b) Teacher's experience
  - c) Teaching and Learning Facilities
2. Student's factor
  - a) Student's Interest
  - b) Student's Motivation
  - c) Time Allocation

b. Secondary data

These data are going to be a supplement for primary data. They are about condition of research location as follows:

- 1) Brief history of MTsN Kelayan Banjarmasin
- 2) Geographical condition
- 3) Condition of teachers, administrators staff and students
- 4) Condition of school facilities

## **2. Source of Data**

Source of data in this research are as follows:

- a. Respondents : Teachers who become subject in this research
- b. Informant : Some students who are considered are able to give information, headmaster and administrator staff

- c. Documents : All written reports and important document relating to the data about condition of research location

### **3. Technique of data Collecting**

The techniques of data collecting in this research are as follows:

- a. Observation

This technique is a primary one that is used to observe directly the condition of the teaching of speaking skill in classroom for MTsN Kelayan Banjarmasin, some factors which are supposed to influence English teacher in teaching speaking skill in classroom at that school like students' interest, teaching learning facilities and time allocation and the secondary data like condition of school facilities.

- b. Interview

This technique is used to collect the data which related to the teaching of speaking skill performed by English teachers, the influential factors and some of secondary data like brief history about MTsN Kelayan Banjarmasin, geographical condition and condition of teachers, administration staff and students.

- c. Documentary

This technique is aimed at looking for all written reports or documents, which perhaps keep some of detail records of primary and secondary data.

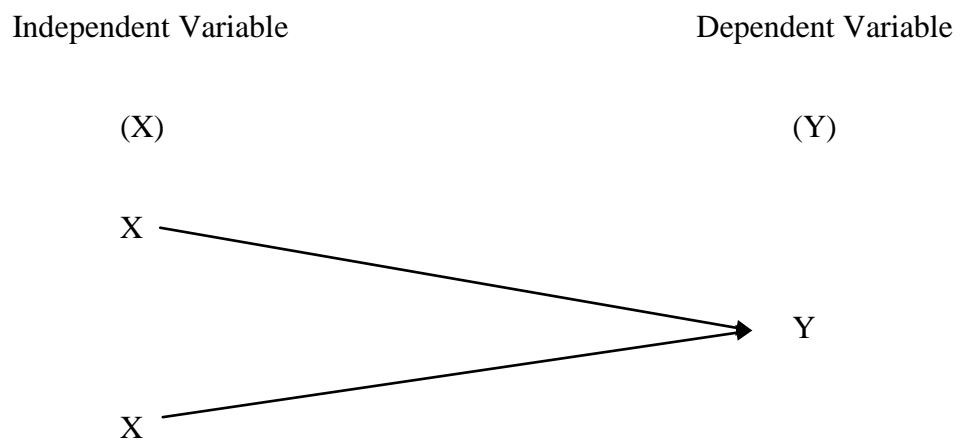
**MATRIX**  
**DATA, SOURCES OF DATA AND**  
**TECHNIQUES OF DATA COLLECTING**

No	Data	Source of data	Techniques
1	The teaching of speaking skill at the Ninth Year Students of MTsN Kelayan Banjarmasin a. Technique of teaching speaking skill b. Media of teaching speaking skill	Teachers and students Teachers and students	Observation and Interview Observation and Interview
2	The factors which are supposed to influence English teachers in teaching speaking skill to the Ninth Year Of MTsN Kelayan Banjarmasin 1) Teacher's factor a. Teachers' educational background b. Teacher's teaching experience c. Teaching and learning 2) Student's factor a. Students' interest b. Students' motivation c. Time allocation Condition of research location	Teachers Teachers Teachers Students Students Teachers	Interview Interview Observation and Interview Observation Observation And Interview Interview And
3	a. Brief history about MTsN Kelayan Banjarmasin b. Geographical condition c. Condition of teachers, administration staff, and students d. Condition of school facilities	Headmaster and Administration staff Headmaster and Administration staff Headmaster and Administration staff Administration staff	Documentary Documentary Documentary Interview And

### C. Basic Framework of Research

There are two variables will be collected in this research, they are dependent variable and independent variable. Dependent variable is about the teaching of speaking skill to the Ninth Year Students of MTsN Kelayan Banjarmasin which is symbolized with “Y” and independent variable is about the factors which are supposed to influence English teachers in teaching speaking skill at that school which is symbolized with “X”

To be clearly, it can be seen in the following scheme:



Note:

Y : The teaching of speaking skill

X1 : Teacher's factor

X2 : Students' factor



#### **D. Design of Measurement**

This design is used to measure the teaching speaking skill to the Ninth Year Students of MTsN Kelayan Banjarmasin to know about it can be measured by indicating as follows:

1. The variation of techniques used by the English teachers:
  - a. 1-2 techniques : less
  - b. 3-5 techniques : enough
  - c. 6-8 techniques : good
  - d. More than 8 techniques : very good
2. The variation of media used by English teacher:
  - a. 1-2 media : less
  - b. 3-4 media : enough
  - c. 5-6 media : good
  - d. More than 6 media: very good

#### **E. Technique of Data Processing and Analysis**

##### **1. Data Processing**

The techniques of data processing in this research are as follows:

##### **a. Editing**

This technique is used in the purpose of reexamining all the collected data to make sure whether they have already completed or not

##### **b. Classification**

This technique is used to classify the collected data base on its kind.

c. Tabulating

This technique is used to arrange and to put certain data into tables.

d. Interpretation

The data are interpreted by the writer verbally.

2. Data Analysis

To analyze the data in this research, the writer uses descriptive qualitative analysis. The writer also makes conclusion by using inductive method.

## **F. Research Procedure**

There are some steps that passed through in completing this research, those are:

1. Preliminary step

- a. To hold prior observation on the research object.
- b. To discuss the result of the observation with the writer's supervisor.
- c. To make a research proposal design in order to be approved by the Bureau of research paper of Islamic Education Faculty.

2. Preparatory steps

- a. To hold s seminar the research proposal design.
- b. To ask the Dean of Tarbiyah Faculty for written mandate to conduct the research.
- c. To make the instrument of collecting data.

### 3. Research steps

- a. To contact all respondents and informants who are needed to obtain the data.
- b. To collect all the need several sources of data.
- c. To process the data in procedural way and they analyze them property.

### 4. Organization steps

- a. To write the first draft of research report.
- b. To consult with the writer's supervisor and his assistant.
- c. To multiply the final draft after having approve by the supervisor.
- d. To have the thesis (research paper) been examined before the examiners board.

## **CHAPTER IV**

### **REPORT OF RESEARCH**

#### **A. General Description about Research Location**

##### **1. Brief History about MTsN Kelayan Banjarmasin at Kelayan Location**

In this research, the writer has taken research location at MTsN Kelayan Banjarmasin that located at Kelayan, especially at the eight year students. MTsN Kelayan was built in July 6, 1968 based on the decision letters of the Minister of Religious Affairs No. 124 with school statistic number 211637101001. Actually MTsN Kelayan divided into two locations; there were MTsN Kelayan Gg. Setuju location and MTsN Kelayan at Pekauman location. The build school was MTsN Kelayan in Gg. Setuju location, few years later build a new MTsN Kelayan at Pekauman location as affiliate of MTsN Kelayan in Gg. Setuju location, but MTsN Kelayan Gg. Setuju Location is perform teaching process only not administration affairs. And this location is guided by a location head as vice-headmaster of MTsN Kelayan at Pekauman location. In MTsN Kelayan Pekauman there are few classes, VII A, B, and C, VIII A, and C, X A, B, and C. And in Gg. Setuju location is the rest are VII D, E, and F, VIII D, E, F and G, X C, E. F and G.

Location of MTsN Kelayan in Gg. Setuju location is strategies enough, its area around is full people's houses, but this school is limited by

wood fence, by that fence all the students and other cannot come in and come out freely because the fence always controlled by an overseer.

The position of building if this school is:

- a. To the east borders on people's houses.
- b. To the west borders on people's houses.
- c. To the south borders on people's houses.
- d. To the north borders on *Jalan Gg. Setuju*.

Generally, the environment condition of MTsN Kelayan Banjarmasin in Banjarmasin is arranged neatly, but now the teacher's room is being recovered. For the time, the teachers are full in one vice-headmaster's room and the others in the library.

The building of MTsN Kelayan Banjarmasin location consists of:

- a. The pole from wood.
- b. The floor from wood.
- c. The wall from wood.
- d. The roof from roof-tile.
- e. The windows consist of carver wire like beam.
- f. But except from all buildings, the new teachers' room from concrete.

## **2. The headmaster Condition of MTsN Kelayan Banjarmasin**

since the school runs, the headmaster has changed for 11 times. To know more closely about headmaster period condition, the table below shows the subsequent change of its headmaster as follow:

**Table 4. 1. The Description of headmaster Period of MTsN Kelayan Banjarmasin**

No	Headmaster	Period of Leader
1	H. Kaspul Anwar Lanie	1968-1971
2	Drs. H. Salni Ijani	1971-1972
3	H. Jeperi	1972-1974
4	Siti Aisyah, B. A	1974-1977
5	Drs. H. Mahlan Abbas	1977-1978
6	Hj. Napiah	1978-1984
7	Djohansyah Kadir	1984-1990
8	Drs. H. M. Arifin	1990-1993
9	Syaifuddin Dahlan	1993-1997
10	Drs. H. M. Harmidan Noor	1997-2006
11	Hj. Djuhairiah, A. Md	2006-(now)

Source: Administration staff Document of MTsN Kelayan Banjarmasin 2007-2008

### **3. Description about Teachers, Students, Administration Staff and facilities of MTsN Kelayan Banjarmasin**

#### **a. Teacher**

Today, MTsN Kelayan Has 31 teachers included the headmaster and vice headmaster. They were 22 Permanent teacher and 9 part times teachers from 31 teachers at school, they were teaching different subjects and have different educational background and status, and furthermore to know closely about the teacher's condition, we can see the table follow:

**Table 4. 2. The Description of Teachers for MTsN Kelayan Banjarmasin Location Banjarmasin on Academic 2007/2008**

NO	NAME	SUBJECT	STATUS	EDUCATION
1	Hj. Djuhriah, A. Md.	Indonesian	Headmaster	D3 PAI
2	Hj. Ida Sulastari, S. Pd. I	English, Qur'an-Hadist	Vice-Headmaster/teacher	S1 STAI AL Jami FAKTAR/PAI
3	Drs. H. M. Muchlis.	Arabic	Permanent	S1 PTIK Jakarta
4	Dra. Ratinah.	Fiqih	Permanent	S1 IAIN
5	Hj. Mastika, S. Pd. I.	Qur'an-Hadist	Permanent	S1 STAI AL Jami
6	Dra. Siti Murni.	Physic Exercise, Qur'an Hadist	Permanent	S1 IAIN
7	Dra. Hj. Peteriani.	English, Qur'an Hadist	Permanent	IAIN/ FAKTAR/ PAI
8	Hj. Muzzalifah, B.A.	Islamic History and Moral Counseling Guidance	Permanent	Sarmud IAIN
9	Dra. Wahidah.	Fiqih	Permanent	S1 IAIN
10	Nor Aisah, S. Pd.	Mathematic	Permanent	S1 FKIP UNLAM
11	Hj. Suhartini, B. A.	Moral counseling Guidance and Islamic Moral	Permanent	Sarmud IAIN
12	Muhammad Toriq, S. Pd.	Physical	Permanent	S1 FKIP UNLAM
13	Siti Rahmah Hirawati, S. Ag.	Moral Counseling guidance and Islamic Moral	Permanent	S1 IAIN
14	Drs. H. Rusdi Halim.	....	Permanent	S1 IAIN
15	Heny Nelawatit, S. Pd.	Economic	Permanent	S1 FKIP UNLAM
16	Jahidah, S. Pd. I.	Mathematics	Permanent	S1 IAIN
17	Sholehah, S.Pd.	Indonesian Language	Permanent	S1 FKIP UNLAM
18	Ardiansyah, S. Pd.	Moral Counseling Guidance	Permanent	S1 UPAYA
19	Ihsan Nasuhi, S. Pd.	Physical Exercise, Biology	Permanent	S1 STIK IP

NO	NAME	SUBJECT	STATUS	EDUCATION
20	Ahmad Sufian, S. Ag	Arabic, Qur'an- Hadist	Permanent	S1 IAIN
21	Lina Rosita, S. Ag.	History, Economic, Islamic Moral	Permanent	S1 IAIN
22	Dra. Aspiyah.	Indonesian Language	Permanent	S1 IAIN
23	Ema, S. Ag.	Education of Arts	Part times	S1 IAIN
24	Raudathur Ridha, S. Ag.	Education of Arts	Part times	S1 IAIN
25	Salahuddin, S. Ag.	Education of Arts, History and culture	Part times	S1 IAIN
26	Rifka Sari, S. Pd.	Biology	Part times	S1 IAIN
27	Arbain Yusri, S. Ag.	Information Technology	Part times	S1 IAIN
28	Dahlia, S. Pd.	Indonesian Language	Part times	S1 FKIP UNLAM
29	M. Fuad Fiqri, S. Pd. I.	Physical Exercise	Part times	S1 FKIP UNLAM
30	Suhrawati, S. Pd. I	English Information Technology	Part times	S1 IAIN
31	Father Rahman, S. Pd. I.	Mathematic	Part times	S1 IAIN

b. English Teacher

There are some English Teachers in MTsN Kelayan, to know closely about them can see in the following table:

**Table 4. 3. Description the English Teacher at MTsN Kelayan Banjarmasin**

No	Name	Graduated	English Class
1	Dra. Hj. Pateriana.	S1 FTAR Islamic Education IAIN Antasari Banjarmasin	VII D, VII E, and VII F
2	M. Husaini Thamberin, S. Ag.	S1 FTAR Islamic Education IAIN Antasari Banjarmasin	VIII D, VIII E, VIII F, and VIII G
3	Hj. Ida Sulastari, S. Pd. I.	S1 STAI Islamic Department AL Jami Banjarmasin	IX D and IX E



No	Name	Graduated	English Class
4	Suharwadi, S. Pd. I.	S1 FTAR Islamic Department IAIN Antasari Banjarmasin	IX F and IX G

Source: Administration staff Document of MTsN Kelayan Banjarmasin  
2007/2008

c. Students

In academic year 2007/2008, the total numbers of students who are administratively registered at MTsN Kelayan location are 389 persons. They are 143 male and 246 female students from class VII to class IX. Detail information can be observed in the following table:

**Table 4. 5 Description of Students for MTsN Kelayan Location Banjarmasin in Academic 2007/2008**

No	Class	Gender		Amount
		Male	Female	
1	VII D	17	20	37
2	VII E	17	20	37
3	VII F	16	22	38
4	VIII D	7	29	36
5	VIII E	10	27	37
6	VIII F	15	20	35
7	VIII G	16	19	35
8	IX D	7	27	34
9	IX E	9	24	33
10	IX F	17	16	33
11	IX G	12	22	34
	<b>Amount</b>	<b>143</b>	<b>246</b>	<b>389</b>

Source: Administration staff at MTsN Document of MTsN Kelayan Banjarmasin 2007/2008

d. Administration Staff

The administration staff for MTsN Kelayan are 13 persons.

Clearly the data can be seen in the following table:

**Table 4. 5. Description of Administration Staff and Official at MTsN Kelayan Banjarmasin Academic 2007/2008**

No	Name	Education	Occupation
1	Afifah.	S1 UNISKA	Manager of Administration
2	Drs. H. Rusdiansyah.	S1 IAIN	Staff
3	Fajrian Noor.	SLTA	Staff
4	Faridah.	SLTA	Staff
5	Nasrullah.	SLTA	Staff
6	Noormayani, S. Ag.	SLTA	Staff
7	Nor'aini.	S1 IAIN	Staff
8	Wahyu Agustina.	SLTA	Staff
9	Rahman Prabowo.	D2 UNLAM	Staff
10	Khasani, S. Pd. I.	SLTA	Staff
11	Raudah.	SLTA	Staff
12	Idris	SLTP	Staff
13	Utuh Taberi	SD	Staff
14	Mateli	-	Staff

Source: Administration staff Document of MTsN Kelayan Banjarmasin 2007/2008

e. Facilities

Based on the school data, known that facilities in MTsN Kelayan Banjarmasin location in 2007/2008 can be seen in the following table:

**Table 4. 6 Description of Facilities for MTsN Kelayan Banjarmasin location**

No	Facilities	Amount
1	Headmaster's room	1
2	Teacher's room	1
3	Class room	11
4	Organization room (OSIS)	1
5	Administration room	1
6	Library	1
7	Students' Cooperation	1
8	Prayer room	15
9	Playing and Sport	1
10	Students' Toilet	1
11	Teacher's Toilet	1
12	Parking area	1
13	Canteen	1
14	Lab of Computer	1

No	Facilities	Amount
15	Students' Organization room	1
16	Healthy room	1
17	Counseling Guidance's room	1
<b>Amount</b>		34

Source: Administration staff Document of MTsN Kelayan Banjarmasin

2007/2008

## **B. Data Presentation**

On this data presentation the writer describes about the teaching of speaking skill to the Ninth Year Students of MTsN Kelayan Banjarmasin Academic Year 2007/2008 and the factors which are supposed to influence English teachers in teaching speaking at the Ninth year students at that school. Therefore, the writer presents this data based in the statement of problem, as follows:

### **1. The Teaching Speaking Skill for the Ninth Year Students of MTsN Kelayan Banjarmasin Academic Year 2007/2008**

#### **a. Technique of Speaking Skill**

Based on the observation and the interview, there are six techniques applied by the two English teachers in teaching speaking of the Ninth year students at this school. Those techniques are as follow:

##### **1) Conversation Practice**

Based on the observation and the interview the writer knows that this technique, teacher asks students to practice the dialog in pairs in front of class. Before students practice the dialog the teacher read dialog by himself as model and she gives opportunity for the

students to read the dialog with their friend on the chair. Usually they practice the dialog with their friend who sits next to him. English teachers said that they often use this technique in teaching speaking skill. Most of the students are interested with this technique.

## 2) Dialog Memorization

Based on observation and the interview, the writer knows that technique, teachers ask students to memorize a dialog in pairs, teacher gives students an opportunity to memorize the dialog with their friends. After the dialog has been memorized they practice it in front of the class in pairs. This technique is similar to the conversation practice but the students practice the dialog without looking at the printed dialog

## 3) Question Response after Telling a Story

In this technique, teacher begins the lesson by telling a short story. When the writer observed the teacher told about his daily activities. After he finished telling the story, then he gives an opportunity to the students to ask him questions which are related to the story. So, when teacher tell the story the students should listen to it carefully. Beside students, teacher also asks questions to them to know whether they understand or not.

In telling a story, teacher uses a particular grammatical structure. So, in asking and answering questions the students must use the same grammatical structure

#### 4) Discussion

Based on the observation and the interview the writer knows that English teacher rarely use this technique because it is rather difficult to do when discussion is on, there are still some students who are not active. It happens because they are shy to express their idea in English caused they have trouble with pronunciation and have limited vocabularies.

#### 5) Games

Based on the interview, the writer knows that teacher uses this technique to make enjoy the speaking class. This technique is usually used when the students seem tired of the lesson. Teacher usually used advice games guessing game. English teacher said that the students are very interested with this technique because they can enjoy studying, happy and fond of the playing.

#### 6) English Songs

Based on the observation and the interview the writer knows that this technique is very easy to be used. The students are free to choose any English song to sing usually they sing the song together. When writer observed they sing the songs together. The titles of the songs are: Mother, How are you today, Twinkle-twinkle.

This technique is used to make the students more relaxed in teaching learning speaking skill. The students are very enjoying with this technique. It is usually used at the end of the lesson.

b. Media of Speaking Skill

Based on the observation and the interview, there are three kinds of media applied by the two English teacher in teaching speaking skill for the Ninth year students of MTsN Kelayan Banjarmasin. Those media are as follows:

1) Pictorial Materials

The teacher often uses pictorial materials in teaching speaking skill because it is easy to get and to transport. The teacher uses pictorial materials to simulate the students to speak such as composite pictures and posters.

2) Non Pictorial Materials

The teacher uses non pictorial materials in teaching speaking skill because it is easier to prepare than pictorial materials. The teacher usually draws diagram on carton. The teacher uses this medium especially in presenting new items and vocabulary.

3) Real Objects

The teacher also uses object in teaching speaking skill. The real objects facilitate the teacher in presenting material.

The teacher usually uses some real objects in according with the topics.

## **2. The Factors which are supposed to influence English Teachers in Teaching Speaking Skill to the Ninth Year Students of MTsN Kelayan Banjarmasin Academic Year 2007/2008**

### **1) Teacher's Factor**

#### **a. Teacher's education background**

One of the most important factors that influence in teaching English is teacher. The English teacher to the Ninth year students of MTsN Kelayan Banjarmasin are two persons. The first one is Hj. Ida Sulastari, S Pd. I, who educated background of S1 in Islamic Education of STAI AL Jami Banjarmasin. She graduated in 2002.

The second teacher is Suhrawardi, S. Pd. I, who has education background of S1 in English Department of Antasari State of Islamic Studies (IAIN) Banjarmasin. He graduated in 1995.

#### **b. Teacher's experience**

Based on the interview, Hj. Ida Sulastri, S. Pd. I has taught the English subject for about six years and Suhrawardi, S. Pd. I has taught the English subject for about eight years. Moreover, the teachers stated that they ever followed some training for English teachers.

#### **c. Teaching learning facilities**

The teaching and learning facilities are facilities that support to the teaching learning activity in the classroom. The teaching and

learning facilities that usually used in classroom such as teacher's guided book, students' handbook, supplementary books, dictionary and teaching media and supported facilities out of the classroom such as library and laboratory.

Based on the observation and interview, the facilities mentioned above are available, but less complete. The teaching media and supplementary books especially for speaking skill are still necessary to complete and the school does not have language laboratory.

## 2) Student's Factors

### a. Student's interest

Based on the observation and interview, most of the students have good interest toward the speaking skill. This case is visible from their activity while the teaching learning activity is going on. In speaking, although there are few students who are not active but most of them participate actively.

### b. Student's motivation

Based on the observation and the interview, most of the students have good interest toward teaching speaking, although their interests are various. The variation of their activity while the teaching learning process is going on in classroom



c. Time allocation

Before teaching process is done, the teacher must pay attention to the available time, because through good time managing, the goal of teaching can be reached effectively.

Based on the interviewing result, therefore it can be detected that the available time for English subject is being felt of inferiority because it has just 2 hours in a week, meanwhile the material which must be given is need more good times.

### **C. Analyzing Data**

After all the obtained data are presented in data presentation as result of this research, they also needed to be analyzed. It is done to know the teaching speaking to the Ninth year students of MTsN Kelayan Banjarmasin academic year 2007/2008, and the factors which are supposed to influence English at that school also for further description, it is known from analysis bellows:

#### **1. Teaching Speaking to the Ninth Year Students Of MTsN Kelayan Banjarmasin Academic Year 2007/2008**

a. Techniques of Speaking Skill

In applying the techniques used by 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 materials and interested to the lesson.

There are six techniques used by the English teachers in teaching speaking skill at this school namely, conversation Practice, Dialog

Memorization, Question Response after telling s story, discussion, games, and English Songs. Because the techniques used by them is good enough.

Beside that, those techniques stimulate the students to practice English actively. By using those techniques, the English teachers can improve students' speaking ability.

#### b. Media of Speaking Skill

The English teacher uses various media in order the students can understand the material quickly and make the students interested to the lesson. Beside that, by using 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, Non Pictorial materials and Real Objects. Because the media used by the teachers are three, so the variation of media is good enough.

## **2. The Factors which are supposed to influence English Teachers in Teaching Speaking Skill to the Ninth Year Students of MTsN Kelayan Banjarmasin Academic Year 2007/2008**

### 1) Teacher's Factor

#### a. Teacher's educational background

A teacher in one the most influence factors in teaching speaking skill is not only enough for teachers to mater the English subject, but they must prepare the appropriate and various teaching

methods, techniques and media in order the lessons given including speaking skill to be attractive and interesting for the students.

For Hj. Ida Sulastri, S. Pd. I, it seems that she dose not have enough capability to teach speaking, because she does not graduate for English educational background.

Otherwise, for Suhrawardi, S. Pd. I it seems that he has enough a lot of variations techniques and media in teaching speaking skill.

#### b. Teaching experience

Based on the interview, Hj. Ida Sulastri, S. Pd. I has not had experience in teaching English for a long time; otherwise, Suhrawardi, S. Pd. I has good experience in teaching English. It is known from his 13 years experience in teaching English and his experience in following some training for English teachers.

#### c. Teaching and learning facilities

The English teaching 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 does not be an obstacle for the English teachers speaking skill. Nevertheless, the teaching media and supplementary books 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 in classroom. The teacher can teach speaking skill easily. The teaching learning facilities for speaking skill are incomplete but it does not be an obstacle for English teachers to apply various techniques in teaching speaking skill.

## 2) Student's Factor

### a. Student's Interest

The student's interest is one of the most important factors in teaching speaking. The students who have high interest in English speaking, they will enjoy it; but students who have low interest in it, surely they will be reluctant to study it.

A lot of students to the Ninth year of students of MTsN Kelayan Banjarmasin have high interest in studying English speaking skill, but others have low interest, it can be seen from their weaknesses in answering the questions that the teachers ask.

Once again, the writer wants to say that to increase the students' interest in learning English speaking that the teacher should master the techniques and media which are suitable with student's situation and condition when teaching speaking skill in the classroom. Therefore, the students' interest influences the teachers in teaching speaking skill.

### b. Students' Motivation

Most of the students to the Ninth year of MTsN Kelayan Banjarmasin have good motivation toward the teaching speaking. In teaching speaking although there are few students who are not active but most of them participate actively. Also English teachers at this school are good enough in presenting materials, they vary the techniques based on the students' condition, so that the students are interested in learning.

So, beside the students' interest, the students' motivation also influences the teachers in teaching speaking skill.

#### c. Time Allocation

Based on observation and interviewing, it can be stated that the diving time for English subject is still less, meanwhile the materials which must be given is more enough so it makes the expected goal cannot be reached.

So, that way, the divided time allocation in teaching English on the MTsN Kelayan Banjarmasin is less of supporting in the teaching speaking skill.

## **CHAPTER V**

### **CLOSURE**

#### **B. Conclusions**

The purpose of this research is to know the techniques to teaching speaking of MTsN Kelayan Banjarmasin for the ninth year students Banjarmasin academic years 2007/2008. And the influence them in teaching speaking skill in that school.

Based on the research and analysis about the teaching of speaking skill at the Ninth year students in classroom, there are some conclusion must be attention as follow:

1. The teaching of speaking skill to the Ninth year of MTsN Kelayan run well, because variation of techniques used by the English teacher is good and the variation of media is good enough.
2. The factors which are supposed to influence English teacher in teaching speaking skill to the Ninth year students Banjarmasin, they are:
  - b. The English teacher had good enough education background and teaching experience, one graduated from English department but the other did not graduated from English department.
  - c. Many students interesting English language especially speaking skill although it is not totally full can be able to speak by English language.

- d. Time allocation is still less because it has just 2 hours in a week.  
Meanwhile, the material that must be given is needed more times.
- e. The teaching and learning facilities are still less complete, because  
does not have laboratory.

### **C. Suggestions**

Based on the interview and observation, then the writer suggests:

1. To the headmaster of MTsN Kelayan Banjarmasin, it would be better to prepare more facilities such as teaching media and supplementary books especially for speaking skill in order to facilitate the teacher in presenting material in order to facilitate the teacher in presenting material and to increase students' interest.
2. To the English teachers, it would be better to use more various media in each teaching material in order the teaching learning difficulty become more attractive and interested.

For all students, especially for the Ninth year of MTsN Kelayan Banjarmasin, use your rest time properly, and spend it with practicing English among of you.

## BIBLIOGRAPHIES

- Alexander, L. G, *Practice and Progress: An Integrated Course for Pre Intermediate Students*, (New York: Longman, 1990)
- Azies, Furqanul, *Pengajaran Bahasa Komunikatif*, (Bandung: Remaja Rosdakarya, 1996)
- Brown, *Principles of Language Teaching and Learning*, (New Jersey: Prentice Hall, 1980)
- Brumfit. C. J and J. T. Roberts, *A Short Introduction to Language Learning*, (London: Batsford Academic and Educational Ltd, 1983)
- C. J. Dadson, *Language Teaching and the Bilingual Method*, (Pitma Pulishing, 1987)
- Departement Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, Edisi Kedua, (Balai Pustaka, 1994)
- Dewey, John, *Democracy and Education*, (New York: Columbia University, 1915)
- Directorat Sekolah Lanjutan Tingkatan Pertama, *Ketramampilan Berbicara*, (Jakarta: Depdiknas, 2002)
- Djajasudarman, T. Fatimah, *Metode Linguistik*, (Bandung: Eresco, 1993)
- Djamarah, Syaiful Bahri, *Prestasi Belajar dan Kompetensi Guru*, (Surabaya: Usaha Nasional, 1994)
- , *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2002)
- Echols, John. M and Hassan Shadily, *Kamus Inggris Indonesia*, (Jakarta: Pt. Gramedia, 1976)
- Finocchiaro, Mary, *English as a Second Language from Theory to Practice*, (New York: Regents publishing Company, Inc, 1974)
- Freeman, Diana Larsen, *Techniques and Principles in Language Teaching*, (New York: Oxford University press, 1986)
- Higgleton, Elaine, *The Essential English Dictionary*, (Edinburgh: Chambers Harrap Publishers Ltd, 1995)
- Hornby, A. S, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1987)



- , *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1987)
- Muhammad, Abu Bakar, *Metode Pengajaran Bahasa Arab*, (Surabaya: Usaha Nasional, 1998)
- Ommagio, Alice S, *Teching Language in Context*, (United State of America: Heinle and Heinle Publisher Inc, 1991)
- Richard, Jack and Theodore S. Rodges, *Approaches and Methods in Language Teaching*, (New York: Cambridge Language Teaching Library, 1991)
- Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Rajawali Press, 1992)
- Slameto, *Belajar Mengajar dan Fakator-Faktor yang Mempengaruhinya*, (Jakarta: Binika Aksara, 1998)
- Snow, Don, *More than a Native Speaker*, (New York: TESOL, 1996)
- Sumardi, Muljianto, *Pengajaran Bahasa Asing*, (Jakarat: Bulan Bintang, 1975)
- Surakhmad, Winarno, *Metodologi Pengajaran Nasional*, Bandung: Jammers, 1980)
- Tarigan, Henry Guntur, *Membaca sebagai suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1985)
- , *Pengajaran Remedia Bahasa*, (Bandung: Angkasa, 1990)
- The Grolier International Dictionary, (Danbury: Grolier Incorporated, 1986)
- Usman, Moh. Uzer and Lilis Setiawati, *Upaya Optimalisasi Kegiatan Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 2001)
- Yusuf, Noor Azliana, *Preparing and Using Aids for English Language Teaching*, (New York: Oxford University Press, 1981)
- Yusuf, Tayar and Syaiful Anwar, *Metodologi Pengajaran Agama dan Bahasa Arab*, (Jakarta: Raja Grafindo Persada, 1995)
- Webster, Noah, *New Twentieth Century Dictionary*, (New York: William Collins, 1979)