

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher is going to describe English language teaching learning at SMP Hj Isriati Semarang in terms of Speaking method and speaking assessments. Then, the description is going to be analyzed by the principle of English language teaching learning of speaking for Teenager, the assessment process, techniques, and teacher's difficulties during assessment.

#### **A. Finding**

##### **1. Method in Teaching Speaking**

Teacher likes to have fun in class, but he doesn't want to have fun if students don't learn at the same time. Unfortunately, the teacher used games, dialogue, discussion and role play in language classrooms do not require students to use the target language. Teacher said that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, the teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

The finding of the research includes kind of the method strategies, and assessment that is used in teaching speaking. The data was collected through three day observation in SMP Hj. Isriati Semarang class of VIII.

##### **a. Direct Method and Communicative Approach**

When the observation was been conducting, the topic of each meeting was different. Topic of the learning in VIII class in the first day

observation was about the Talking about What did he say?. Teacher gives example how to read dialogue. The first teacher read the dialogue strongly. Teacher repeats these second times. Student read this dialog together. Students are divided into two groups, ladies and gent. Student understand this dialogue, what did he or she talking about.

Teacher ask two student to come forward. They practice the dialogue in front of class. Teacher ask the other student to play the dialogue in front of the class too. After some student finish this season teacher give some minutes to understand this dialogue. Student must talk about what is the dialogue talking about? . Student give explanation what the main of this dialogue By group.

#### **b. Communicative approach and Community language learning**

Topic of the lesson in second day observation was about the “fame and fortune”. Technique which was used by the teacher in this meeting used quiz game and discussion. Student must asking and giving agreement and then responding to statement.

The Teacher divided the class into four groups. Teacher take each row as one team, then ask questions. The question is bellow:

*You went to school yesterday, didn't you?*

*You were at home last night, weren't you?*

*You don't go to school on foot, do you?*

Students get extra points for answering with giving agreement. Student who giving true agreement get 10 point. The winner is student who get high score. Students often make mistakes when answer questions. it's not a problem the teacher turn their mistakes and show students how to do it better.

This method is also use pictures as a media. There are two kinds of using pictures in teaching speaking, the first is picture narrative and the second is picture descriptive. Teacher in SMP Hj. Isriati using pictures and describe this pictures.

Teacher show students one picture and having them describe what it is in the picture. The first teacher give examples how to describe this pictures. Teacher showed Muhammad Hatta picture to the student. Teacher explain when Mohammad Hatta was born?, What was done Muhammad hatta for Indonesia. And the other. Teacher used English and Indonesia language to describe about this picture. And the last teacher ask the student to repeat what did teacher say about Muhammad hatta.

The next season teacher give student the picture about Kartini, sukarno and seto mulyadi. Teacher ask the student to describe about kartini like was he done before. For this activity students divide for 3 groups and each group is given a one picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

### **c. Communicative approach and Direct Method**

The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.

For more details, this is an material of role play dialogue, the process is:

- Tania : Good morning. I want to send a letter to Singapore.  
 Riki : Yes, do you want to send it by air mail or ordinary mail?

- Tania : I think I'll send it air mail. I want it to get there quickly.  
How much does it cost?
- Riki : To Singapore? That will be 30 pence, please.
- Tania : (give the clerk 50 pence) Here you are.
- Riki : Here's your stamp, and here's 20 pence change.
- Tania : Thank you. Where is the post box?
- Riki : You want the air mail box. It's over there, by the door.

To demonstrate a role play activity based on the dialogue, the explanation as follows:

- 1) First, the teacher guides the role play by writing these prompts: (where? / air mail / how much? / post box? / thanks).  
Talk as you write to show what the prompts mean.
- 2) If necessary, go through the prompts one by one, and get students to give sentences or question for each one.
- 3) Call two students to the front: one play the role as Tania and the other one is the post office Riki. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.
- 4) Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.
- 5) Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

## 2. The Technique of Learning Assessment which implemented

There are some techniques of assessments that could be implemented, traditional assessment, alternative assessments and feedback. Traditional assessment is formal or summative assessment, alternative assessment are, informal, authentic, holistic, and assessment for learning. Authentic assessment is divided into performance based assessment, portfolios, and students self assessment. Speaking assessment can use one of all technique of assessment but in speaking more focus on some points in speaking such as Grammar, vocabulary, and pronunciation.

Speaking Assessment which is implemented by the teacher of SMP Hj. Isriati at eight grade are informal assessment. The assessment that the teacher usually use is oral technique, when every chapter is done, or usually in the first meeting the teacher assess the students orally, the aim is to memorize the vocabularies on the next chapter. For portfolio, in this grade the teacher is not use it, because for eight grade it was too difficult when use this kind of assessment with reason that eight grade is still confuse to apply this assessment, they can't manage their portfolio it was afraid they will loss it. And the teacher also not implement students self assessment, because when they assess themselves they will be confident that their own work is true. For performance assessment usually the teacher asks them to come forward, or oral assessment. The teacher's techniques of assessments are as follows:

### 1) Informal Assessment Technique

For informal assessment the teacher techniques are: asking the students some vocabularies, using question, asking students to come forward to answer the questions, and dictation.

#### a) Asking the Students Some Vocabularies

This assessment is done by the teacher before the teaching learning process is started it was used to remind the students about the material or vocabulary that they have learned in previous meeting. In conducted Informal assessment the teachers' asked the students some vocabularies, for examples, open, what does it means? Then the students answer it, then teacher ask again, how to say "Tutup, dorong, membawa, menangis, membaca, menulis, menonton, mendengarkan, berjalan", in English, etc. when they answer the teacher is correct it directly when they have some mistakes in their pronounce. After the students reminded about some vocabulary, the teacher asked the students to change some words, into Verb "Ing" because the teachers' did teach the students about past continuous tense, this assessment is done directly during the classroom without any teacher's record in a form of score it was just the teachers' problems solving dealing with the important of assessment to make the students remember some vocabularies and verb ing.

b) Using Question

This assessment is done also to remind the student's knowledge about any materials that have taught before. First time the teacher give the students some materials about past continuous tense, the teacher's method is PPP or Presentation, Production, and Practice. This assessment is done in the middle of teaching learning process. The teachers assess the students' by some questions, such as "How to speak listen?" then they answer.

T: "Rudi Listen to the Musik, How to Speak it?"

SS': "Rudi Listen to the musik"....

T: " How to speak Listen Lia"?

Lia': " Listen"

T: "No, lisen" ayo bersama-sama!

SS': "lisen"

T: "Good. Ulangi lia?"

Lia: "Lisen"

T: "Good, Hafiz how to speak Musik"

Hafiz: "Myusik"

T: Good, ulangi bersama-sama!

SS': "Myusik"

Because In this semester the material is past continuous tense, so the teachers' in some weeks teach about past continuous tense in order to make the students not only remember the pattern but also can use it in a real context because learning English is not only to know much but also can use it in meaningful ways moreover grammar for student it was the teacher's obligatory to give the students much assessments in order they remind and be usual to use it. After some explanation about past continuous that have been taught before, the teachers' asks, "How many to be we have learned?" then they mentioned one by one, with the pronoun of each others. The teacher also asked them randomly to change the sentence into past continuous tense, example, "Aku telah sedang berjalan ke perpustakaan" then the certain students is answer, when there is mistake, the teacher asked it to another students. This assessment is done in every meeting during a week, in order they will memorize the pattern of past continuous, and sometime the teacher mix between present continuous tense and past continuous tense, because simple present is taught in the first semester. When there is mistake the teachers' correct it directly.

#### c) Dictation

Before the dictation is held the teachers' again give the students apperception about past continuous tense then in order to

make the students not too bored with present past continuous tense the teachers' assess the student's speaking and listening.

The teachers use a dictation to assess the student's speaking and listening. For those skills, the teacher read some paragraph then the students read it after the teacher, when there is mistake on their pronunciations the teacher will correct it directly and repeat the certain vocabularies many times.

The paragraph is:

It is a sunny day, Bob is playing football in the park, and he plays with his friends, Tommy. Sarah is cycling around the park. Long after, an ice cream man comes. All the kids on the park gather around him to get an ice cream.

Vocabularies which the teachers always repeat are: ice cream, plays, and an ice cream. This assessment is done together in a whole a class, the students read same passage then the teachers' correct the student's mispronounce.

## 2) Performance Assessment

Performance assessment consists of any form of assessment in which the student construct a response orally or in writing. The example are, oral reports, writing samples, individual and group projects, exhibitions, and demonstration. Again dealing with the material of this semester about past continuous tense, so the researcher met again in which the teachers' remind the students about present continuous tense, here the teacher give the students assessment but this is kind of Performance assessment where the students asked to come forward to demonstrate the student's speaking competencies. They ask to come forward randomly to read short sentence from the teacher.

The questions are:

1. One night, it was raining very hard.



2. My brothers was feeding our chicken
3. Calvin and Agna were sleeping, when their father came.
4. They were watching football match

Sometimes the teachers also give them a question like, “Calvin and Agna, was or were”, when there is mistake the teacher will correct it together with the students until no one can’t answer then teacher will tell them the correct answer.

Example:

SS: They were watching football match” [futball]

T: “Is it right..?”

SS: “Wrong...”

T: “where is the mistake?”

SS: “Football”

T: “then what is the correct one?”

S: “they are watching football match” [futbæ:l]

Those are the teacher’s and student’s conversation when there is mistake the teacher involve the students to correct.

### 3) Peer Assessment Using Collaborative task and discussion

Learning and assessment can be more fun when it is done with friends. Peer assessment can positively influence the classroom atmosphere because children learn to respect and accept each other through assessing each others. Peer assessment fosters the feeling that the classroom is a community working towards the same goal.

This assessment is done by the teacher, divides the students into two groups, they asked to read a conversation of give and answer some questions in a book, then if the teacher meets some mistakes on their reading or their pronunciation the teacher will correct it directly. The questions are as follows:

Group 1: “What are you doing, Tomy?”

Group 2: “I am playing tennis”

Group 1: “What is she doing?”

Group 2: “She is joking”

That was done by switch the group one be group two so that they saw what are the mistakes of each groups.

## **B. Discussion**

### **1. Analysis of Method in Teaching Speaking at Eight grade of SMP Hj. Isriati**

To make teaching learning speaking more successful, the stakeholders of SMP Hj Isriati school have to pay attention with the objective, the materials, textbook, and the medium of instruction. The objectives of English for learners, according to the education minister roles in system of national education are, to develop the competence of oral communication definitely in school context action, and to realize the important of English to improve the children capacity in global competition<sup>1</sup>. As the teacher said, that the objective of English is to prepare the students in higher school. The researcher can conclude that English for learners, psychologically is to prepare the children absorb many information about English since Now. So, the teacher should aware with the learners teaching learning process. The teachers should motivate the students to learn English by choosing an interesting methods and materials. To make them stay on the school, the school also give a freedom for the students to come to the principle office, as long as, not in the time of teaching learning<sup>2</sup>.

The method in teaching must appropriate to the purpose of the studying.<sup>3</sup> Teacher choice not only good method but also compatible with learner. Teaching speaking have some method, acting, dialogue, game, discussion, prepared talk, questionnaire and role play. Some of speaking activity can be used by teacher in speaking class, but teacher must

---

<sup>1</sup> Interview with the teacher may 6<sup>th</sup> 2011

<sup>2</sup> ibid

<sup>3</sup> Ismail SM, *Strategi Pembelajaran Agama Islam Berbasis PAIKEM*, (Semarang: Rasail Media Group, 2009), p. 17

adapting with the learner. The good learning will be doing by choice the compatible method.

The teacher at SMP Hj. Isriati used some method in speaking class. The researcher observe some method as the follow:

a. Communicative approach

Communicative Method which considers the language is a tool of communication and employs the class activities to communicate by the target language out the class. Dialogue is used to doing this method. Dialogue in speaking is to practice student speaking in front of the class. The material from this activity like dialogue. By giving student to practice the dialogue will ensure that acting out is both a learning and a language activity.<sup>4</sup> So student try to communicate with some vocabulary that be used in daily activities. The purpose is to give student fluently in dialogue activity. The weakness of this method is not appropriate to teach literature material like story or descriptive material.

b. Direct Method

This Method is used by using Pictures as a media. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.<sup>5</sup> Students could telling or describe about picture and got some vocabulary. The teacher said that if student interesting with the picture they will find out something about it by fun and enjoy.<sup>6</sup>

From observation above, we can conclude that teachers who use the Direct Method intend that students learn how to

---

<sup>4</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002), p.271

<sup>5</sup> [www.blogspot/kayi/teaching speaking.html](http://www.blogspot/kayi/teaching%20speaking.html)

<sup>6</sup> Interview with teacher on Friday, may 20<sup>th</sup> 2011

communicate in the target language. In order to do this successfully, students should learn to think in the target language.

The Weakness of this method is teacher must good knowledge with L1 and L2 as a target language. This method is also not appropriate to the beginner, because the teaching learning Process is mostly using target language.

c. Community language learning

This method is used by Role play activity. From role play students got motivation and mentality to practice English. Many students derive great benefit from role play. Student simulate a real life encounter as if they were doing so in the real world.

Every student gets some different view about the topic or the conversation. What the outcome should be and a consensus has to be reached. That way there is a dynamic movement as the role play progresses, with people clearly motivated to say as much or as little as they need to achieve their aim.<sup>7</sup>

Communicative Language Learning is a learner presents a message in L1 to the knower. The message is translated into L2 by the knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she wishes to communicate. Communicative Language Learning learners are encouraged to attend to the overhear they experience between other learners and their knowledge. The result of the overhear is that every member of the group can understand what any given learner is trying to communicate.

Teacher must organize students group to work together. If student group not work together so only little student will learn in teaching process.

It is right that there is no effective method and strategies in English language teaching. By giving the teacher some resources about the

---

<sup>7</sup> Jeremy Harmer, op.cit, p. 275

methods of English teaching, then the teacher is asked modify the method based on the class situation and students characteristics,so transferring of knowledge can be reached.

Teaching speaking is not only how to teach student to speak English well, but also grow mentality of student to speak with the other in English.<sup>8</sup> In speaking class we give student motivation to learn and we make class fun and happiness.

## **2. Analysis of Speaking Assessment at Eight grade of SMP Hj. Isriati Semarang**

Assessment is a tool which has the potential to help pupils make progress in their learning<sup>35</sup>. There are some purposes of assessment. First,Assessment is to describe the proficiency of student's learning, in order toknow the successful of teaching learning. Second, it is to know the teaching learning goals which are achieved. Third, it is to repair the teaching learning if the assessment is failed. And the forth, is to give a further information to the stakeholder of the school<sup>36</sup>. SMP Hj Isriati teacher uses some assessments to assess the students like formal and informal assessment. In Speaking Class The teacher used informal assessment only.

### **a. Analysis of learning assessment techniques**

#### **1) Informal assessment**

Informal assessment is an assessment which is implemented in every chapter to know the successful of teaching learning. The orientation of this assessment is on the process of teaching learning it self<sup>37</sup>. This is an incidental, unplanned comments and responses along with coaching and other impromptu feedback to thestudents<sup>38</sup>. The function of this assessment is to provide feedback to teachers and students ideally about student misunderstanding<sup>39</sup>. The technique which is used by the teacher on this assessment is by using question,

---

<sup>8</sup> Interview with teacher on Wednesday, may 18<sup>th</sup> 2011

asking some vocabularies, dictation, asking the students to work in group, and asking the students to come forward<sup>40</sup>. Those assessments are simple assessment which the teachers usually use in others classroom assessment. Those assessments are suitable with student in junior High school , because the teachers' uses a clear questions and instructions and the assessment that have done are met the principle in assessing junior high school because the teacher's instruction is clear and the teachers' also translate it into Indonesia when the students didn't understand with the teacher's mean.

## 2) The Technique of Performance Assessment

Performance assessment is an assessment that consists of any form of assessment in which the student construct a response orally or in writing. The example are, oral reports, writing samples, individual and group projects, exhibitions, and demonstration<sup>45</sup> the assessment which is done by the teacher is a writing samples of performance assessment. The students are dictated by the teacher, and then the teacher asked the students to speak up in front of the class, that was the simple performance assessment that can be done in the classroom speaking assessment process<sup>46</sup>. When we see the teacher's implementation of this assessment we will said that it was kind of formal assessment because it was a paper base assessment but the teacher also asked the students to come forward and demonstrate their writing, it was the point of this performance assessment.

## 3) The Technique of Peer Assessment

Peer Group assessment is where the pupils become involved in monitoring others progress. This assessment helps students to become more autonomous, responsible and involved. But, Students may lack the ability to evaluate each other. On applied this assessment, the teachers divided the students into two group and asked them to read a passage and answer and give some questions from the passage, but whose correct their mistakes is the teacher, this assessment is appropriate

assessment for learners because by this assessments the students are directly corrected by the teacher and then they will see, where is their mistakes and it will enjoyable because it's done together with their friends.

b. Analysis teachers' assessment implementation

The successful of teaching learning process is depends on how do the teacher's conduct the material and the teachers' assess the students. Techniques of assessment that the teachers' had implemented are suitable assessment for the students. With the clear instruction, easier to conduct and not too wasting time is some reason that reasonable for the teacher why do the teachers' implement those assessments. More over those assessments are common assessments that usually used by some Indonesian educational system. The assessment implementations are Focus on pronunciation and Grammar, because according to the teacher language is to communicate. Communication needs to speak and motivation .The point is focus on how to speak well and using true grammatical. Vocabulary and the other ca be learned in other language skill like writing and reading. Basically these assessments give the student motivation and mentality to speak with the other.