

CHAPTER IV

THE RESULT OF OBSERVATION

In this chapter, the researcher describes and discusses the data, which have been collected from observation, interview and the research problem stated in chapter one. The researcher wants to describe the implementation of models teaching speaking in the advanced level at Mentor College Semarang. The researcher uses descriptive research.

A. RESEARCH SIDE

1. History of Establishing Mentor College

Mentor College is established by Mr. Gigis Hartono Tamso, B.A. Early in the establishment of Mentor College begun when the establisher taught in formal school and in fact he found many ways of teaching English in ineffective ways.

Mr. Gigis Hartono Tamso, B.A. stated that teaching English which was not effective in his mind there was a lot of theory in teaching without the application of practice directly. After the establisher successful made his students excel in English language, and excel at the level of Central Java, he also resigned as a teacher and worked as a waiter on a cruise ship.

During the work on a cruise ship, he was the only a waiter who was smartest and able to master the several language quickly. So, he took a high school language in several countries and he was requested as a teacher overseas. After several years living abroad at last he decided to return to Indonesia and he hoped to do something useful for Indonesia nation. Then he established a College Mentor in 1969 with student numbers 60 people, but he soon returned to the cruise ship again. But Mentor College was still running under the supervision of his brother.

According of the year 1990 he returned to Indonesia again and he went back to teach at Mentor College until today.¹

2. Location of Mentor College Semarang

Mentor College is located at Jl. Sidomukti Raya No. 31 Tlogosari, Semarang 50196 Central Java.

3. Structure of Mentor College Semarang

Mentor College has several structures of level in learning English language, there are:

1) Intermediate class

This class is for low ability students in English or for the beginner.

2) Advanced class level I

This class is for general students.

3) Advanced class level II

This class is for students who study English language to work in cruise ship or international hotel.

4) Advanced class level III

This class is for high ability students, who are able to speak minimum 150 words in a minute.²

4. Data of Teachers and Students of Mentor College Semarang

The teachers at mentor college Semarang they are Mr. Gigis Hatono Tamso, B.A. and Mrs. Noor Hayati, M.Ad.

The data of students at Mentor College are six students for advanced class level II and eighteen students for advanced class level I. another levels are vacant class of students.³

¹ Mr. Gigis Hartono Tamso, B.A. (Director of Teaching of Mentor College), *Interview*, 18 May 2011

² *Ibid*

³ Mr. Gigis Hartono Tamso, B.A., *Interview*, 18 May 2011

5. Specific differences it has been compared with others home course.

The distinguishes the Mentor College with the formal and non-formal schools are not the only student in how many students in own but those differences of style and how to teach speaking English accurately. In this case, because before Mentor College established, establisher has conducted research of English language skills in several countries.⁴

6. The Aim of Teaching Speaking at Mentor College Semarang

The purpose of a college mentor is making a person able to speak English properly and not to teach the theory in the English language. In the event that the mentor college also aims to make someone can fell English and have behavior of English when they try to speak English language.⁵

B. FINDING

1. First Observation of Classroom Activities

May, 20th 2011

Class Activities

No.	Subject	Applications
1.	OPENING (Greeting)	<i>The teacher entered the class and stood in front of the class and then she said by clear voice: T : Good morning every body? S : Good morning miss. T : How are you keeping on? S : I am fine, and how about you miss? T : I am fine too, thank you.</i>
2.	Controlling the class	<i>The teacher paid attention much to the students arrangement and class situation, then she found bad arrangement students' seat, and the she said</i>

⁴ Ibid

⁵ Ibid

		<p><i>to the students:</i></p> <p>T : Ok class, please arrange your seat well. (The students exactly arranged their seat).</p>
3.	<p>Beginning the lesson (The teacher practiced a conversation)</p>	<p><i>The teacher asked the students to pay attention and listen to her well, then the teacher practiced some conversation in front of the class:</i></p> <p>T : Now.. please pay attention and listen me well,</p> <p>A : Hi Farah, I'm Yulia. Would you like to get together today?</p> <p>B : I'm sorry, I have to do my home work today.</p> <p>A : Are you free after you have done your English home work?</p> <p>B : I'm not free; I also have to help my mother in the kitchen.</p> <p>A : Would you like to get together after you help your mother?</p> <p>B : I wouldn't like too, because I would like to help my sister with her home work.</p> <p>A : You're really busy today. What do you do after you help your sister's home work?</p> <p>B : Nothing, by then, I probably too exhausted.</p> <p>A : Would you like to get together tomorrow?</p> <p>B : Just see for tomorrow. I will call you in the morning to speak to you soon.</p> <p>A : It's so long.</p>
4.	<p>Asking students'</p>	<p><i>The teacher asked the students' understanding of the conversation practiced by the teacher:</i></p>

	understanding	<p>T : Do you understand about the conversation?</p> <p>Ss : Not yet miss, please repeat it once more.</p> <p>T : Ok, now all of you please listen well, I will repeat the conversation just once more time.</p> <p><i>(The teacher repeated the conversation)</i></p>
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5.	Repetition	<p>The teacher asked the students to follow the teacher in practicing conversation/ repetition)</p> <p>T : Now, please togehter.</p> <p>Hi Farah, I'm Yulia. Would you like to get together today?</p> <p>Ss : Hi Farah, I'm Yulia. Would you like to get together today?</p> <p>T : Wawan, please repeat once more by your self.</p> <p>S : (Wawan). Hi Farah, I'm Yulia. Would you like to get together today?</p> <p>T : Good Wawan.</p> <p>I'm sorry; I have to do my home work today.</p> <p>Ss : I'm sorry; I have to do my home work today.</p> <p>T : Are you free after you have done your English home work?</p> <p>Ss : <u>Are you free after your English home work?</u></p> <p>T : No, that wrong. Please say:</p> <p>Are you free after you have done your English home work?</p> <p>Ss : Are you free after you have done your English home work?</p> <p>T : I'm not free, I also have to help my mother in the kitchen.</p> <p>Ss : I'm not free, I also have to help my mother in the kitchen.</p>
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		<p>T : Would you like to get together after you help your mother?</p> <p>Ss : Would you like to get together after you help your mother?</p> <p>T : I wouldn't like too, because I would like to help my sister with her home work.</p> <p>Ss : <u>I would like too, because I help my sister with her home work.</u></p> <p>T : No, that wrong. Listen to me well. "I wouldn't like too, because I would like to help my sister with her home work". Please repeat once more.</p> <p>Ss : I wouldn't like too, because I would like to help my sister with her home work.</p> <p>T : You're really busy today. What do you do after you help your sister's home work?</p> <p>Ss : You're really busy today. What do you do after you help your sister's home work?</p> <p>T : Nothing, by then, I probably too exhausted.</p> <p>Ss : Nothing ..., (The students did know what the teacher said and just could followed the word "Nothing").</p> <p>T : Listen to me well and I will repeat it clearly. Nothing, by then, I probably too exhausted.</p> <p>Ss : Nothing, by then, I probably too exhausted.</p> <p>T : Would you like to get together tomorrow?</p> <p>Ss : Would you like to get together tomorrow? T: Just see for tomorrow. I will call you in the morning to speak to you soon.</p> <p>Ss: Just see for tomorrow. I will call you in the morning to speak to you soon.</p>
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		<p>T: It's so long.</p> <p>Ss: It's so long.</p>
6.	Ordering the students to practice the conversation	<p><i>The teacher asked the students to practice the conversation in front of the class, while the students was preparing to practice in front of the class the teacher wrote the conversation on the whiteboard:</i></p> <p>T : Ok, now.. I give you ten minutes to practice the conversation by your self as I practiced, and then please make pair and practice the conversation, who will be the first pair, please come forward in front of the class.</p> <p><i>(Yulia and Mila were the first pair).</i></p> <p>Yulia : <u>Hi Farah, I'm Yulia. Would you to get together today?</u></p> <p>T : No, that's wrong Yulia, you have to say "Would you like to <u>get</u> together today?" Please repeat it well.</p> <p>Yulia: Hi Farah, I'm Yulia. Would you like to get together today?</p> <p>Farah: I'm sorry, I have to do my home work today.</p> <p>Yulia: Are you free after you have done your English home work?</p> <p>Farah: <u>I'm not free, I help my mother in the kitchen.</u></p> <p>T : Ok Farah, you get wrong. You have to say "I'm not free, I <u>also have to</u> help my mother in the kitchen". Please repeat it</p>

		<p>once more.</p> <p>Farah: I'm not free, I also have to help my mother in the kitchen.</p> <p>Yulia: Would you like to get together after you help your mother?</p> <p>Farah: I wouldn't like too, because I would like to help my sister with her home work.</p> <p>Yulia: You're really busy today. What do you do after you help your sister's home work?</p> <p>Farah: Nothing, by then, I probably too exhausted.</p> <p>Yulia: Would you like to get together tomorrow?</p> <p>Farah: Just see for tomorrow. I will call you in the morning to speak to you soon.</p> <p>Yulia: It's so long.</p> <p><i>(After two students practiced the conversation the teacher rewarded to them, she said:)</i></p> <p>T : For Yulia and Mila, great for you and please back to your seat.</p> <p>Ss : Thanks miss.</p> <p><i>Second pair:</i></p> <p>The teacher asked the next pair to practice in front of the class:</p> <p>T : Ok, the next pair, please come forward in front of the class.</p> <p><i>(Andre and Anto came forward in front of the class).</i></p> <p>Andre : Hi Anto, I'm Andre. Would you like to get together today?</p> <p>Anto : I'm sorry, I have to do my part time work.</p> <p>Andre: Are you free after you have done your</p>
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		<p>work?</p> <p>Anto : I'm not free, I also have to help my brother.</p> <p>Andre : Would you like to get together after you help your brother?</p> <p>Anto : I wouldn't like too, because I would like to help my sister with her home work.</p> <p>Andre : You're really busy today. What do you do after you help your sister's home work?</p> <p>Anto : Nothing, by then, I probably too exhausted.</p> <p>Andre: Would you like to get together tomorrow?</p> <p>Anto : Just see for tomorrow. I will call you in the morning to speak to you soon.</p> <p>Andre : It's so long.</p> <p><i>After two students practiced the conversation the teacher rewarded to them, she said:</i></p> <p>T : Ok, that's great for Andre and Anto. Please back to your seat.</p> <p>Ss : Thanks miss. <i>Third pair:</i></p> <p>Wawan : Hi Andre, I'm Andre. Would you like to get together today?</p> <p>Andre : I'm sorry, I can't, I have to clean the floor in my home.</p> <p>Wawan : Are you free after you clean the floor?</p> <p>Andre : I'm not free, I also have to go to Mentor College.</p> <p>Wawan : Would you like to get together after you have finished your teaching at Mentor College?</p> <p>Andre : I wouldn't like too, because I would like</p>
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		<p>to give private practice to my students.</p> <p>Wawan : You're really busy today. What do you do after you gave private practice to your students?</p> <p>Andre : Nothing, by then, I probably too exhausted.</p> <p>Wawan : Would you like to get together tomorrow?</p> <p>Andre : Just see for tomorrow. I will call you in the morning to speak to you soon.</p> <p>Wawan : It's so long.</p>
7.	Explanation of another material	<p>The teacher went to another material; she immediately gave some questions to the students. And the students had to answer it:</p> <p>T : Ok, now pay attention to me. (The teacher dropped the eraser) Did I drop the eraser?</p> <p>Ss : Yes, you drop it.</p> <p>T : No, don't to say "Yes, you drop it" but you have to say "Yes, you dropped it". <i>(The teacher shut the door and gave the students different form of question.)</i></p> <p>Now ,we go to another question: What have I done? <i>(The teacher shut the door)</i></p> <p>Ss : You shut the door.</p> <p>T : Is the door closed now?</p> <p>Ss : Yes.</p> <p>T : Then you have to answer "You have shut the door". <i>The teacher explained the material to the students in front of the class.</i></p> <p>T : Ok, pay attention to me carefully.</p>

		<p>“Did I drop the eraser?” what tense is it? Ss : Past tense. T : Ok, good. <i>(The teacher shut the door for second time).</i> “What have I done?” What tense is it? Ss : Present perfect tense. T : Good. Now, I will explain more clearly. After I shut the door, why did I ask you by question “What have I done?” not “What did I?”. Ss : I don’t understand it well miss. T : Please listen me well. When I shut the door and I used question form “What have I done?” because when I gave you that question the door is still being closed and no body can go out or enter this class. Have you understood my explanation? Ss : Yes miss, I understood it.</p>
8.	The teacher offered the students to practice a short conversation.	<p><i>The teacher asked the students to practice a short conversation in front of the class in pair.</i> T : I give you five minutes to make a short conversation, and then please practice it in front of the class with your pair. <i>First pair:</i> Andre : (Switch on the lamp) What have I done? Anto : You have switched on the lamp. Andre: (Andre moved the chair). Did I move the chair?</p>

		<p>Anto: Yes, you did.</p> <p>T : That's great. Please back to your seat. Ok now please come forward for the next pair.</p> <p><i>Second pair:</i></p> <p>Yulia : (Yulia wrote on the whiteboard). Did I write on the whiteboard?</p> <p>Mila : Yes, you did.</p> <p>(Mila Switched off the lamp). What have I done?</p> <p>Mila : You have switched off the lamp.</p> <p>T: good, next pair please.</p> <p><i>Third pair:</i></p> <p>Wawan: (Wawan took a black pencil). Did I take a black pencil?</p> <p>Mila: Yes, you did.</p>
9.	Evaluation and closing	<p><i>The teacher evaluated the students and gave advice to them.</i></p> <p>T : Ok students, all of you still be worry in your speaking English. Don't be afraid with some mistakes in grammatical or structure when you want to speak English, because when you did some mistakes in speaking you will know how to speak English correctly.</p> <p>Until here any question?</p> <p>Ss : No, miss.</p> <p>T : Good. I think until here our lesson today, see you next time.</p> <p>Ss : Thank you miss. See you too.</p>

2. Second Observation of Classroom Activities.

May, 21st 2011

Class Activities

NO.	SUBJECTS	APPLICATIONS
1.	Greeting	<p><i>The teacher entered the class and stood in front of the class and then she said by clear voice:</i></p> <p>T : Good morning everybody?</p> <p>Ss : Good morning sir</p> <p>T : How are you keeping on?</p> <p>Ss : I am fine, and how about you sir?</p> <p>T : I am fine too, thank you.</p>
2.	Controlling the class	<p><i>The teacher paid attention much to the students arrangement and class situation, and she found bad arrangement students' seat, and she said to the students:</i></p> <p>T : Ok class, please arrange your seat well.</p> <p><i>(The students exactly arranged their seat, while the teacher was arranging the seat some student was came late to the class).</i></p> <p>Andre, why do you come late this morning?</p> <p>Andre: I'm sorry sir, last night I worked overtime at Ciputra Hotel.</p> <p>T: That's ok.. Never mind. Have your seat please Andre.</p> <p>Andre: Thanks sir...</p>

3.	Beginning the lesson	<p><i>Before beginning the lesson the teacher asked the students' understanding about the last lesson and after that the teacher continued the new lesson.</i></p> <p>T: Do you remember the last lesson?</p> <p>Ss: Yes sir.</p> <p>T: What about is it?</p> <p>Ss: It is about introduction sir.</p> <p>T: Any question about the last lesson?</p> <p>Ss: No sir.</p> <p>T: Now, we are going to another material, it's about how to serve some menus in the restaurants.</p> <p><i>(All properties of teaching to support practical of the material have already prepared, the teacher gives some examples in serving some menus).</i></p> <p>W: <i>(The waiter gives the list of menu).</i> Excuse me madam, would you like some tea?</p> <p>G: Yes.</p> <p>W: Wait a minute, will take it for you. After few second the waiter comes. This is some tea for you madam.</p> <p>G: Thank you.</p> <p>W: Excuse me madam, would you like another drink, we have some special coffee?</p> <p>G: Yes, please give special coffee.</p> <p>W: Just wait for minutes, I will take it for you, madam. This is some coffee for you, madam.</p> <p>G: Thank you.</p> <p><i>(After served some drinking to the guess, the</i></p>
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		<p><i>waiter introduced herself to the guest).</i></p> <p>W: Excuse me ladies and gentleman, I would like to introduce myself:</p> <p>Welcome to the Holland America cruise line, my name is Farah; I come from Semarang-Indonesia, thanks for the attention.</p>
4.	Repetition	<p><i>Teacher asked the students to repeat or follow his words.</i></p> <p>T: now please repeat my words. I will say the dialog sentence by sentence.</p> <p>Excuse me madam, would you like some tea?</p> <p>Ss: Excuse me madam, would you like some tea?</p> <p>T: Yes, give me please.</p> <p>Ss: Yes, give me please.</p> <p>T: Wait a minute, will take it for you.</p> <p>After few second the waiter comes.</p> <p>This is some tea for you madam.</p> <p>Ss: Wait a minute, will take it for you.</p> <p>After few second the waiter comes.</p> <p>This is some tea for you madam.</p> <p>T: Thank you.</p> <p>Ss: Thank you.</p> <p>T: Excuse me madam, would you like another drink, we have some special coffee?</p> <p>Ss: Excuse me madam, would you like another drink, we have some special coffee?</p> <p>T: Yes, please give special coffee.</p> <p>Ss: Yes, please give special coffee.</p>

		<p>T: Just wait for minutes, I will take it for you, madam.</p> <p>This is some coffee for you, madam.</p> <p>Ss: Just wait for minutes, I will take it for you, madam.</p> <p>This is some coffee for you, madam.</p> <p>T: Thank you.</p> <p>Ss: Thank you.</p> <p>T: Honorable ladies and gentleman,</p> <p>Welcome to the Holland America cruise line, I would like to introduce myself:</p> <p>My name is Farah; I come from Semarang-Indonesia, thanks for the attention.</p>
5.	Ask students' understanding	<p>T: Can you understand what I have practiced.</p> <p>Ss: Just little little sir.</p> <p>T: <i>(Smile and made small kidding)</i>. It's ok just little little, but you have to say "<u>Not too well</u>" <i>atau bahasa lainnya cuma sitik sitik sir. (All members of class begun to laugh together/hahahaha...)</i>.</p> <p>I will repeat one more time and all of you please pay attention carefully.</p> <p><i>(The teacher repeated and practiced the conversation)</i></p>
6.	Ordering the students to practice the conversation	<p><i>The teacher asked the students to practice the conversation in front of the class:</i></p> <p>T: Now please come forward two of you to practice the conversation. One of both to be the</p>

		<p>waiter and one to be the guest.</p> <p>S: Sir, please repeat <i>pada bagian akhir yang memperkenalkan diri, soalnya percakapannya panjang jadi yang terakhir kurang paham dan hafal.</i></p> <p>T: That's ok. Now listen to me well, I will repeat it.</p> <p>“Honorable ladies and gentleman, Welcome to the Holland America cruise line. I would like to introduce myself: My name is Farah; I come from Semarang-Indonesia, thanks for the attention”.</p> <p>For the first pair, please come in front of the class.</p> <p><i>Farah and Yulia came forward.</i></p> <p>Farah: <i>(As the waiter, she gave the list of menu to the guest).</i> Excuse me madam, would you drink some tea?</p> <p>T : Farah, you get wrong, not “Would you drink some tea?”, but you can say “Would you like to drink some tea?”</p> <p>Farah: I'm sorry sir, thank you. (She repeated the sentence) Excuse me madam, would you like to drink some tea?</p> <p>Yulia: Yes.</p> <p>Farah: Wait a minute, I will take it for you. <i>(After few seconds the waiter comes).</i> This is some tea for you, madam.</p> <p>Yulia: Thank you.</p> <p>Farah: Excuse me madam, would you like to</p>
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		<p>order another drink, we have some a special coffee?</p> <p>Yulia: Yes, please give that a special coffee.</p> <p>Farah: Just wait for minutes, I will take it for you, madam.</p> <p>This is some coffee for you, madam.</p> <p>Farah: Thank you. This is the list of menu madam.</p> <p><i>(The second around of role play Farah as the second guest and Andre as the waiter).</i></p> <p>Farah: <i>(Came and took a seat at the same table with Yulia).</i></p> <p>Andre: Good morning madam. Would you like to drink some tea?</p> <p>Farah: Yes, take it for me please.</p> <p>Andre: Yes madam, please wait for a minute, I will take it for you.</p> <p><i>(After few seconds the waiter/ Andre came)</i></p> <p>This is some tea for you, madam.</p> <p>Farah: Thank you.</p> <p><i>(Andre took a seat at the same table with Andre and Farah as the guest and Wawan as the waiter).</i></p> <p>Andre: <i>(Come and take a seat).</i></p> <p>Wawan: Good morning sir, would you like to drink some tea?</p> <p>Andre: No, I wouldn't. Can you give me a cup of coffee?</p> <p>Wawan: Yes sir, just wait for a minute, I will take it for you.</p>
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		<p><i>(After few second)</i></p> <p>This is a cup of coffee for you sir.</p> <p>Andre : Thank you.</p> <p>Wawan: You are welcome. This is the list of menu sir.</p> <p><i>(After served some drink to the guests, the waiter introduced himself to the guests).</i></p> <p>Honorable ladies and gentleman,</p> <p>Welcome to the Holland America cruise line, I would like to introduce myself: my name is Wawan; I come from Semarang-Indonesia, thanks for the attention.</p> <p><i>(Yulia came as the waiter and took the order from the guest).</i></p> <p>Yulia: <i>(She asked to Farah)</i> Excuse madam, could I take your order?</p> <p>Farah : Yes, you could.</p> <p>Teacher: Farah, please do not say “Yes, you could”. But you have to answer “Please do”, please repeat it.</p> <p>Farah: Yes, sir.</p> <p>Yulia: Excuse madam, could I take your order?</p> <p>Farah: Please do.</p> <p>Would you give me a glass of orange juice, a piece of melon and cheese?</p> <p>Yulia: Yes madam, would you have some more or else?</p> <p>Farah: No, thanks. That would be enough for me.</p> <p><i>(Farah took the order for the second guest)</i></p>
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		<p>Farah : Excuse sir, could I take your order?</p> <p>Wawan: Yes, please do.</p> <p style="padding-left: 40px;">Please give me a glass of orange juice, a piece of melon, and cheese cake.</p> <p>Farah : Yes sir, would have some more or else?</p> <p>Wawan: No, thank you. That would be enough for me.</p> <p>Farah: Thank you for the order sir.</p> <p><i>(Some students came late for a class.)</i></p> <p>Anto : Excuse me sir. I'm sorry, come late for your class.</p> <p>Teacher: Why do you come late for a class?</p> <p>Anto : Because the street is flood.</p> <p>Teacher: Is that really? Tapi semalam sepertinya tidak hujan, bangun kesinagan apa benar-benar banjir?, That ok, sit down please. (The teacher gave some joke to make class situation more relax and enjoy.)</p> <p>Anto: Yes, sir. Thank you.</p> <p>Teacher: Anto, Please be the waiter to order the menus to the chef in the kitchen, I will give the example for you and the others you have to pay attention too.</p> <p>Ss: Yes, sir.</p>
7.	Explanation	<p><i>(The teacher explained and practiced to the students about the menu and how to put the menu on the table).</i></p> <p>Teacher: After you put some menu to the table, you have to go to the kitchen again or back to the kitchen. All those list of</p>

		<p>menu and this material you practice not just one time you do, but it will be many times.</p> <p>To order the menu to the chef in the kitchen you may say: “Chef, we have three orange juices, one strawberry juice, four pieces of melon, and two pieces of cheese, and two cheesecakes”.</p> <p>To serve the menu to the guest you have to begin from left side and you take or clear the plat from the right side.</p> <p>You may serve the menu begin from the elder first or begin from the lady first.</p> <p><i>(The teacher gave some examples of practice how to order some of menus to the chef in the kitchen.)</i></p> <p>Teacher: Chef, we have three orange juices, one strawberry juice, four pieces of melon, and two pieces of cheese, and two cheesecakes.</p> <p>The teacher also gave the example how to bring the menu the guest.</p>
8.	Ordering the students to practice the conversation	<p>Teacher: Anto, now please do.</p> <p>Anto: Yes sir.</p> <p><i>(Anto practiced the role play as the waiter and ordered the menu to the chef).</i></p> <p>Anto: Chef, we have three orange juices, one strawberry juice, four pieces of melon, and two pieces of cheese, and two cheesecakes.</p> <p><i>(After two minutes the menu was ready to</i></p>

		<p>serve and Anto brought it to serve to the guest).</p> <p>Have a nice meal.</p>
9.	Explanation	<p>Teacher: To clean up the table, please begin from the left side and bring the dirty plat in tidy on your sleeve, because when you bring the plats by your hand it will be unbalanced for your hand and the plats will fall down.</p>
10.	Closing	<p>Teacher: Have you understood all about our material today?</p> <p>Ss: Yes, sir.</p> <p>T: Any question?</p> <p>Ss: No, sir</p> <p>T: Enough for our lesson today and see you.</p> <p>Ss: See you too sir.</p>

C. Discussion

1. Approach of Teaching

- a. The approach used in mc is students centered.

It can be seen from how teacher delivers the material to the students that teacher was actively practicing and teaching materials to present to the class. The implementation of approach in the first observation, students were pushed to speak more and more in practicing conversation. Teacher was actively practicing some conversation related to the material.

As the following examples:

Andre : (Switch on the lamp)

What have I done?

Anto : You have switched on the lamp.

Andre: (Andre moved the chair). Did I move the chair?

Anto : Yes, you did.

- b. In the second observation, the approached was students centered. Just as the first observation in which each focus on the application of the material to do with giving drill repeatedly student-centered. All the beginning in convey the material is focused on the students. As in the class room activities application, students did the practice in pass through cycles.

2. Strategy of Teaching

- a. Teaching Strategy which applied or implemented at Mentor College Semarang in teaching speaking have different ways with another place of education in general. As in the first classroom observation, in applying the teaching material was not much to explain his theory of the material but more in practices. Practices that used in the classroom was using small group or large practice in the teaching material directly to the students, as the following example:

The teacher asked the students to practice a short conversation in front of the class in pair.

T : I give you five minutes to make a short conversation,
and then please practice it in front of the class with your
pair.

Andre : (Switch on the lamp)

What have I done?

Anto : You have switched on the lamp.

Andre : (Andre moved the chair). Did I move the chair?

Anto : Yes, you did.

This can be described that the application of speaking skill directly in a group as opposed to talking is one of the strategies be applied in teaching Speaking English at Mentor College. In these

classroom activities, the teacher also allowed the students to do discovery learning, where the students can explore their speaking skill.

- b. At the second observation in teaching speaking English language, the teacher also used the same ways or strategies to implement teaching material by using the exercise with a group. Because the students group was really a team of conversation, the purpose of teaching material that can be easily understood by the students. As can be viewed in class activities that most of their activities is used by practicing the conversation directly. As the example below:

Farah and Yulia came forward.

Farah : *(As the waiter, she gave the list of menu to the guest).*

Excuse me madam, would you drink some tea?

Teacher : Farah, you get wrong, not “Would you drink some tea?”, but you can say “Would you like to drink some tea?”

Farah : I’m sorry sir, thank you.

(She repeated the sentence)

Excuse me madam, would you like to drink some tea?

Yulia : Yes.

Farah : Wait a minute, I will take it for you.

(After few seconds the waiter comes).

This is some tea for you, madam.

Yulia : Thank you.

Farah : Excuse me madam, would you like to order another drink, we have some a special coffee?

Yulia : Yes, please give that a special coffee.

Farah : Just wait for minutes, I will take it for you, madam.

This is some coffee for you, madam.

Farah : Thank you. This is the list of menu madam.

The practice as the example above was the strategy in implementing material in teaching speaking at Mentor College Semarang. This strategy that used at Mentor College is more or less like learning strategy according to the opinion of Johnson, Johnson, & Holubec 1998 P.1: 5, that group learning is working together to accomplish shared goals.

3. Method of Teaching

- a. In the first classroom observation, teaching procedures or teaching material application directly to the student practice the example conversation. When finished practicing the conversation, the teacher repeated the conversation sentence by sentence and this was followed by the students directly. The teacher in that session of repetition she directly corrected students' errors in pronunciation of words, or some missing in saying of sentence.

Example:

S : I'm not free, I help my mother in the kitchen.
T : Ok Mila, you get wrong. You have to say "I'm not free, I *also have to* help my mother in the kitchen".
Please repeat it once more.

In that case, when students are practicing the conversation she had made a mistake. So the teacher directly justifies such error without waiting for them to finish practice.

From the repetition of past conversations teacher asked the students in pairs to practice the conversation directly in front of the class. In implementation of material these drills are done in often time of classroom activities rather than giving explanation of speaking theory or structure.

Example:

Andre : (Switch on the lamp)
What have I done?

Anto : You have switched on the lamp.

Andre : (Andre moved the chair). Did I move the chair?

Anto : Yes, you did.

The method that used at Mentor College is related to Communicative language teaching method, because it makes the classroom atmosphere becomes active. Even the teacher directly corrected the students' mistake in conversation, but all activities in the classroom were related to the features of Communicative language teaching method. As Freeman states that, the direct method is used as method when the goal of instruction becomes learning how to use a foreign language to communicate.

- b. In the second classroom observation methods used the same method on the first observation. Teachers also explained material in the middle of class activities after the implementation of the material directly. Interaction between teachers and students in the class was done during class activities and this was way of teacher to make communication between teacher and students be better.

Exemple:

Student : Sir, please *repeat pada bagian akhir yang memperkenalkan diri, soalnya percakapannya panjang jadi yang terakhir kurang paham dan hafal.*

Teacher : That's ok. Now listen to me well, I will repeated it.

“Ladies and gentleman,

Welcome to the Holland America cruise line, I would like to introduce myself: my name is Farah; I come from Semarang-Indonesia, thanks for the attention”.

For the first pair, please come in front of the class.

Like the above interaction between teacher and students directly would make the class become active.

4. Technique/ Tactic of Teaching

The Technique that used in teaching speaking at the first and second classroom activities was by giving drill to the students in speaking English more and more. The teacher used drill by asking the students to practice in front of class and often asked them to make some short conversation. This way of technique means to push the students' ability in exploring their idea to make conversation as good as possible with their own words. In the second observation, the teacher also asked the students to practice the conversation with properties of teaching. This technique used to make students' conversation as good as possible in future when they work in ship cruise or hotel.

For tactic of teaching of some characteristic/style of the teacher, the first observation the teacher used her friendly character to make all students more comfortable in her teaching. In the second observation the teacher was funny and has some styles in his teaching, he made small laugh to make class situation more enjoy. Example:

T: Can you understand what I have practiced.

Ss: Just little little sir.

T: (*Smile and made small kidding*). It's ok just little little, but you have to say "Not too well" atau bahasa lainnya cuma sitik sitik sir. (*All members of class begun to laugh together/hahahaha...*).

In this case, all students felt happy in their study and no one felt bore during classroom activities.

5. Model of Teaching

The model of the teaching that implemented at Mentor College in teaching speaking is role play model. It can be seen from the first activities until the end of actives, the implementation and the explanation of the material was done by practicing. Model of teaching that implemented in teaching speaking at Mentor College is only one model, because role play is the one model of teaching that has been used at Mentor College. Role

play model of teaching is the model which brings Mentor College to international success.

The model of teaching at Mentor College can also be viewed from the Documentation of teaching procedures that are made by the director of the teaching of college mentor. From some of the teaching procedures all the steps of materials application and classroom activities have the same way. Where the beginning of the material, the teachers gave the example of conversations to the students and continue by the students' repetition. In giving students assessments, the teachers are using groups or pairs of learning.

D. Researcher's View of Teaching Speaking at Mentor College

As the result of this research through classroom observations and by analyze the lesson plan of teaching speaking at Mentor College, the researcher has some view for mentor college especially in teaching speaking through the strength and the weakness in teaching speaking, there are:

1. The Strength

First, Mentor College has some good ways to make and to push the students to speak English language more in classroom activities especially for advanced class. Some of motivation that always being remembered by the teachers is the students in the advanced class they only have several month to mastery English language as well as possible for their job in future as the waiters in cruise line ship.

Second, the teachers at Mentor College used the real object in their teaching to make their students easy to understand the material.

2. The Weakness

According to the researcher, Mentor College has some weakness in teaching speaking especially in structure which is used in their speaking practice. Mentor College did not use any references of book in teaching structure and it is also Mentor College's lacking in teaching speaking.