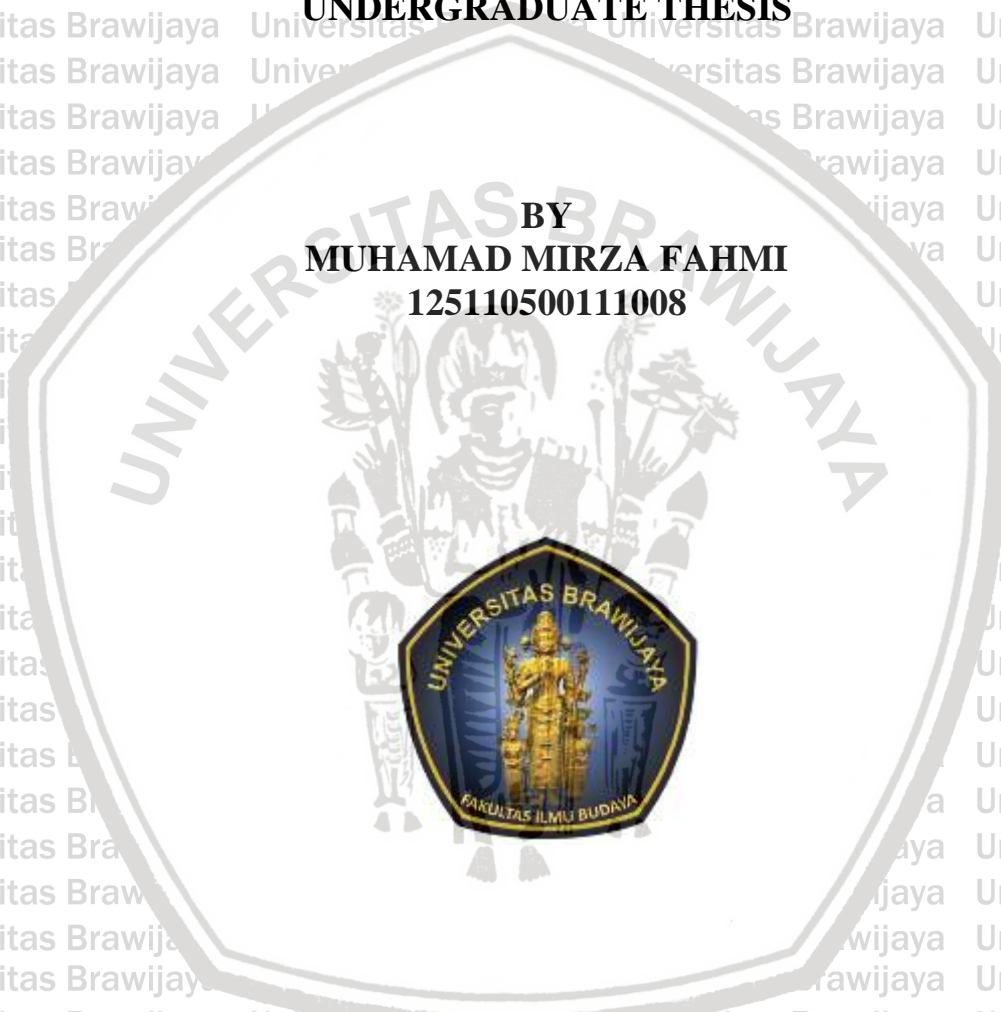


**METHODS IN TEACHING SPEAKING AT THE SEVENTH
GRADE STUDENTS OF MTS SURYA BUANA MALANG
ACADEMIC YEAR 2015/2016**

UNDERGRADUATE THESIS

**BY
MUHAMAD MIRZA FAHMI
125110500111008**



**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2016**

**METHODS IN TEACHING SPEAKING AT THE SEVENTH
GRADE STUDENTS OF MTS SURYA BUANA MALANG
ACADEMIC YEAR 2015/2016**

UNDERGRADUATE THESIS

**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan***

**BY
MUHAMAD MIRZA FAHMI
125110500111008**

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2016

DECLARATION OF AUTHORSHIP

Herewith I,

Name : Muhammad Mirza Fahmi

NIM : 125110500111008

Address : Dusun Mirikerep RT 006 RW 003 Desa Madusari, Kecamatan
Secang, Kabupaten Magelang

declare that:

1. this undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. if at later time it is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.


Malang, 5th August 2016



Muhamad Mirza Fahmi
NIM 125110500111008

This is to certify that the undergraduate thesis of Muhamad Mirza Fahmi has been approved by the supervisor

Malang, 5th August 2016
Supervisor


Yulia Hapsari, M.Pd.
NIK. 201201 800713 2001



This is to certify that the undergraduate thesis of Muhamad Mirza Fahmi has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Pendidikan*.



Frida Unsiyah, M.Pd., Chair
NIK. 201201 810221 2001



Yulia Hapsari, M.Pd., Member
NIK. 201201 800713 2001



Acknowledged by,

Head of English Language
Education Program



Dr. Esti Junining, M.Pd.
NIP. 19720604 200212 2 001

Vice Dean for Academic Affairs



Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001

ACKNOWLEDGMENTS

All praise be to Alah SWT who gives blessing and mercy upon the writer to finish this thesis as the final project of the study in English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya, Malang. Without His blessing, the writer could never be possible to finish this thesis. Peace and blessing always be given to Prophet Muhammad SAW who has guided us from the darkness up to the end of the world.

The writer would like to express his greatest love and honor to his beloved parents, Mr Isrochri and Mrs Satudamul Khimayah, his sisters Lia Fatra Iana Azza Rohmah and Faraida Izza Nailul Amani, and his brother Muhammad Nurul Faiz who always give support, prays, and motivation to finish his study.

His deepest appreciation is also dedicated to his beloved supervisor, Mrs Yulia Hapsari, M.Pd. and also his examiner, Mrs Frida Unsiah, M.Pd. who always guide him in the process of making until finishing this thesis by giving beneficial feedbacks and constructive advices. The writer would like to thank Mr. Akhmad Riyadi, S. Si, S. Pd, as the principle of MTs Surya Buana Malang and Mrs Athika Diena H, M.Pd. as the English Teacher who gave him their permission, guidance, and advice while doing this study. His greatest appreciation would be dedicated to all lecturers of English Language Education Program for all the knowledge, advices, and experiences given to him during his study. The writer would also like to express his gratitude to Indonesian Government and Mr. Samedi who gave him scholarship so the writer can continue his study in college to get his bachelor degree. Thanks to all the person who have contributions during his study.

His special gratitude to his wonder woman Helmi Christina Devi, S. Pd. who always supports him wherever and whenever he needed, and also becomes the one who makes him the strongest man alive. Thanks for being the most annoying woman that he has ever met. The writer would also address his special thanks to his second family, Keluarga Bahagia; Kemi, Nasir, Asror, Barok, Meme, Fitri, Aleks, Yogik, Freso, Dedi, Dewik, Kamel, Dio, Wisnu, Ajis, and Samidi. Thanks for being his brothers and sisters. The writer would like to dedicate his gratitude to his boarding house friends, his KKN team-mates, his PPL friends, Pebasis A Class 2012, all members of AEELS, big family of English Language Education Program 2012, and whoever he knows that he cannot mention the names. Thanks for the amazing memories, lessons, experiences, and also for drawing and coloring his life during his study.

Malang, August 2016

Muhamad Mirza Fahmi

ABSTRACT

Fahmi, Muhamad Mirza. 2016. **Methods in Teaching Speaking at the Seventh Grade Students of MTs Surya Buana Malang Academic Year 2015/2016.**

English Language Education Program, Universitas Brawijaya. Supervisor: Yulia Hapsari, M.Pd.

Keyword: teaching speaking, teaching methods, speaking activities

MTs Surya Buana Malang is one of the best *Madrasah Tsanawiyah* in Malang. This school has a lot of achievements in speaking field that is proven by becoming the winner of some competitions such as speech, storytelling, and also spelling bee, starting from Malang region until National level. According to Nunan (2003), one of the factors that affects the successful teaching and learning process is the method used by the teacher in teaching. 7A class of MTs Surya Buana Malang is the best class that has a better quality of speaking among the other classes. Therefore, the researcher conducted this research to find out the methods used by the teacher and the speaking activities applied in teaching speaking, also the impacts to the students.

This research was a case study with qualitative approach as it attempted to analyze and describe the methods in teaching speaking at 7A class of MTs Surya Buana Malang. This research used observations and interviews as methods of data collection. The subjects of this research were the English teacher and the students of 7A class of MTs Surya Buana Malang.

The findings showed that the method used by the teacher during this research was Communicative Language Teaching (CLT). There were some characteristics of CLT appeared in the teaching and learning process: the teacher's role was a facilitator, the students had responsibility to learn, and the classroom activities were meaningful to the students. In addition, CLT was used to teach the students' speaking ability, especially in terms of emphasizing the students' fluency and accuracy by giving the students opportunities to speak and correcting students' pronunciation. The speaking activities conducted were simulation and role-play and acting from a script. These activities made the students able to practice their speaking, encourage their confidence to speak, improve their knowledge and experiences, and also increase their creativity.

Based on the findings, some suggestions are given. For the English teacher, it is suggested to maximize the method to improve the students' speaking ability by enriching the speaking activity so the students will get more experiences and interest to the lesson. For further researchers, they are suggested to conduct a research on the methods of teaching for other English skills.

ABSTRAK

Fahmi, Muhamad Mirza. 2016. **Metode dalam Pengajaran Berbicara di kelas VII MTs Surya Buana Malang Tahun Akademik 2015/2016**. Program Studi Pendidikan Bahasa Inggris, Universitas Brawijaya. Pembimbing: Yulia Hapsari, M.Pd.

Kata kunci: mengajar berbicara, metode pengajaran, kegiatan berbicara

MTs Surya Buana Malang adalah salah satu Madrasah Tsanawiyah terbaik di kota Malang. Sekolah ini memiliki banyak prestasi di bidang *speaking* yang dibuktikan dengan menjadi pemenang dari beberapa kompetisi seperti *speech*, *storytelling*, dan *spelling bee* mulai dari kompetisi wilayah Malang sampai tingkat Nasional. Menurut Nunan (2003), salah satu faktor yang mempengaruhi suksesnya proses pembelajaran adalah metode yang digunakan oleh guru dalam mengajar. Kelas 7A MTs Surya Buana Malang adalah kelas yang memiliki kualitas *speaking* yang lebih baik di antara kelas-kelas lain. Oleh karena itu, peneliti melakukan penelitian ini untuk mengetahui metode yang digunakan oleh guru, kegiatan berbicara diterapkan dalam pengajaran berbicara, dan juga dampak kepada siswa.

Penelitian ini merupakan studi kasus dengan pendekatan kualitatif, karena mencoba untuk menganalisis dan mendeskripsikan metode dalam mengajarkan kemampuan *speaking* di kelas 7A MTs Surya Buana Malang. Penelitian ini menggunakan observasi dan wawancara sebagai metode pengumpulan data. Subjek penelitian ini adalah guru bahasa Inggris dan siswa kelas 7A MTs Surya Buana Malang.

Temuan menunjukkan bahwa metode yang digunakan oleh guru selama penelitian ini adalah *Communicative Language Teaching* (CLT). Ada beberapa karakteristik CLT yang ditemukan dalam proses belajar mengajar: peran guru adalah fasilitator, siswa mempunyai tanggung jawab untuk belajar, dan kegiatan kelas bermakna bagi siswa. CLT digunakan untuk mengajarkan kemampuan siswa dalam berbicara, terutama dalam hal menekankan siswa kelancaran dan akurasi dengan memberi kesempatan siswa untuk berbicara dan mengoreksi pengucapan. kegiatan berbicara yang dilakukan adalah simulasi dan drama dan berperan dari script. Kegiatan ini membuat siswa dapat mempraktikkan kemampuan berbahasa, mendorong kepercayaan diri siswa untuk berbicara, meningkatkan pengetahuan dan pengalaman siswa, dan juga meningkatkan kreativitas siswa.

Berdasarkan temuan, beberapa saran yang diberikan. Untuk guru bahasa Inggris, disarankan untuk memaksimalkan metode yang digunakan untuk meningkatkan kemampuan berbicara siswa dengan memperkaya aktivitas berbicara sehingga siswa akan mendapatkan lebih banyak pengalaman dan lebih tertarik mengikuti pelajaran. Untuk peneliti selanjutnya, disarankan untuk melakukan penelitian pada metode pengajaran untuk keterampilan bahasa Inggris lainnya.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	iii
SUPERVISOR'S APPROVAL	iv
BOARDS OF EXAMINERS' APPROVAL	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
ABSTRAK	ix
TABLE OF CONTENTS	x
LIST OF FIGURES	xii
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Problem of the Study	6
1.3 Objective of the Study	6
1.4 Significances of the Study	6
1.5 Definitions of Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Theoretical Framework	8
2.1.1 Teaching Speaking to EFL in JHS in Indonesia	8
2.1.2 Methods in Teaching Speaking	10
2.1.2.1. Direct Method	10
2.1.2.2. Audio Lingual Method	11
2.1.2.3. Suggestopedia	12
2.1.2.4. Silent Way	13
2.1.2.5. Community Language Learning	14
2.1.2.6. Communicative Language Teaching	14
2.1.2.7. Total Physical Responses	15
2.1.3 Speaking Activities	16
2.1.3.1. Acting from a script	16
2.1.3.2. Communication games	17
2.1.3.3. Discussion	17
2.1.3.4. Prepared talks	17
2.1.3.5. Questionnaires	18
2.1.3.6. Simulation and role-play	18
2.1.3.7. Telling stories	18
2.1.3.8. Favorites object	19
2.2.3.9. Meeting and greeting	19
2.2 Previous Studies	20

CHAPTER III RESEARCH METHODS

3.1 Research Design	24
3.2 Data Sources	25
3.3 Data Collection	25
3.3.1 Observation	26
3.3.2 Interview	27
3.4 Data Analysis	29
3.5 Data Triangulation	30

CHAPTER IV FINDING AND DISCUSSION

4.1 Finding	31
4.1.1 Results of the Observation	31
4.1.2 Results of Interview with the English Teacher	34
4.1.3 Results of Interview with the Students	35
4.2 Discussion	36
4.2.1 Methods of Teaching Speaking used by the Teacher ...	36
4.2.2 Speaking Activities applied by the Teacher	38
4.2.3 The Impacts to the Students	40

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion	41
5.2 Suggestion	42

REFERENCES

.....	43
-------	----

APPENDICES

.....	46
-------	----

LIST OF TABLES

Table	Page
3.1 Classification of Interview's Question with English Teacher.....	28
3.2 Classification of Interview's Question with Students.....	28

LIST OF APPENDICES

Appendix	Page
1 The Achievements of MTs Surya Buana in English Competition	46
2 Students' Score of MTs Surya Buana Malang in the Second Semester	47
3 Field Notes of Classroom Observations	48
4 Result of Classroom Observation by using Field Notes	49
5 Interview Guide for the English Teacher	51
6 Transcript of Interview with the English Teacher	53
7 Interview guide for the Students	57
8 Transcript of Interview with the students.....	58
9 Letter of Research Permission from Faculty	61
10 Letter of Research Permission from Kementrian Agama	62
11 Letter of Research Permission from the School.....	63
12 Letter of Research Statement	64
13 Documentations of the Classroom Observations	65
14 Documentations of Interview with the Students	67
15 Documentations of Interview with the English Teacher	68
16 Berita Acara Bimbingan Skripsi	69

CHAPTER I

INTRODUCTION

This chapter contains parts of introduction which are background of the study, problem of the study, objective of the study, significance of the study, and also definition of key terms.

1.1 Background of the Study

English is considered as one of the compulsory subjects in Madrasah Tsanawiyah (MTs) in Indonesia. Based on *Keputusan Menteri Agama Republik Indonesia No 117 Tahun 2014 Tentang Implementasi Kurikulum 2013 di Madrasah*, English is one of the subjects that should be taught in *Madrasah Tsanawiyah* or Junior High School besides Math, Science, Bahasa, and so on. It is also stated on *Peraturan Badan Standar Nasional Pendidikan Nomor: 0034/P/Bsnp/Xii/2015 Tentang Prosedur Operasional Standar Penyelenggaraan Ujian Nasional Tahun Pelajaran 2015/2016* that English becomes one of the subjects that should be passed in National Examination for MTs or Junior High School students. Therefore, students are required to master English well.

English has four skills that should be mastered, namely listening, speaking, reading and writing. A theory stated by Harmer (2007) says that listening and reading are categorized as receptive skills while speaking and writing are belong to productive skills. Receptive skills are a term used for skills where the meaning is extracted from discourse, whereas productive skills refer to skills where students actually have to produce language by themselves. In other words,

learning English is not only about how to understand the meaning of language by listening and reading, but also how the students are able to use the language in speaking and writing.

Speaking is one of four English skills which is categorized as productive skills. Everyone uses speaking as a tool of communication. According to Fulcher (2003) speaking is the verbal use of language to communicate with other. Students can convey meaning, express ideas, and send message to other students by speaking.

Speaking is also considered as a parameter of proficiency when students are learning English. If students have a good ability in speaking, it indicates the success of their study.

Speaking is very important to be mastered because it has many functions.

As what has been mentioned by Qureshi (2010) there are some importance of speaking skills. Firstly, speaking is useful in order to communicate well with others.

Secondly, speaking is a tool to express someone's feelings, thoughts, and opinions in the form of words or sentences. Thirdly, by speaking the speaker can get the attention from the audience. Thus, students who learn English are expected to be able to use it in many purposes. In addition, Zakiya' (2014) stated that "in some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, ask and give services, and others". It is reasonable if speaking becomes one of language skills that should be mastered by students. In order to make students mastering those skills of language, teachers ought to have appropriate way to teach English especially in speaking.

Teaching speaking cannot be separated from teaching English as a foreign language because it takes a big role in it. According to Richards (2008), the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. It is supported by Harmer (2007) that there are some reasons to make students speak in the classroom: speaking activities give opportunity for students to practice in real life, speaking task provides feedback for both the teacher and students, and also the more students have opportunities to practice, the more students will automatically use the language. Because of the importance of teaching speaking above, the researcher believes that making students to be able to speak well is a must for teachers. Besides, teachers also must help the students to solve problems in speaking to make them have better speaking ability.

Even though speaking is important to be mastered, sometimes students who learn English as a foreign language find some difficulties in speaking. The difficulties can be varied from one student to another. According to Susanti (2007), at least there are three problems of speaking faced by the students. First, the difference of students' native language or mother tongue makes them difficult to use foreign language. Second, the students are lack of motivation to practice in daily conversation. Third, the students feel shy and afraid to take part in a conversation. In addition, Ur (1996) mentioned that there are some problems with speaking activities in classroom; low or uneven participation is one of them. It can be seen when there is one student who talks dominantly in the classroom and the others do not participate as well as the dominant student. In order to solve the problems faced by students, a teacher should have appropriate strategies to teach speaking.

Every teacher has different styles in teaching speaking. Teachers from different classes and different levels will have their own ways to teach speaking for their students. It can be seen from designed methods that they plan, appropriate activities for the students, and also the assessments used to assess students' speaking ability. According to Brown (2001), methods deal with teachers' and students' roles in the classroom, linguistic objectives, activities, and the materials.

Harmer (2007) stated, "Good speaking activities should be extremely engaging for the students". Thornbury (2005) stated that assessment is any method used to better understand the current knowledge that a student's processes. In other words, a teacher must prepare all aspects for teaching speaking including suitable material for the students, activities that enhance students to speak up, teacher's roles and students' roles in the classroom, and assessments to measure students speaking ability. In Malang, there are a lot of schools that have a good implementation of teaching English, especially speaking. One of the schools is MTs Surya Buana Malang.

MTs Surya Buana is a private *Madrasah Tsanawiyah* or junior high school in Malang. It is located at Jl. Gajayana No IV/631 Malang. This school is one of the best MTs in Malang which is proven by an "A" score for the accreditation from *Badan Akreditasi Nasional – Sekolah/Madrasah*. Established in 1999, this school has more than one hundred achievements. At least there are 14 achievements in English field from several competitions starting from City region until National level (Appendix 1). The winner of speech competition in East Java Region in 2015 is just an example. The other example is that this school is the winner of speech

competition in national level and National Science Competition in English field of East Java Region in 2014. In the previous years, they got achievements for being the winner of spelling bee and also story telling competition in Malang region.

Considering the facts above, the researcher assumed that this school has good practice of teaching speaking. Therefore, the researcher was interested to conduct a research to know more deeply about the methods used in the teaching of speaking skill at that school, especially at the 7A class of MTs Surya Buana Malang.

According to Nunan (2003), the successful of teaching and learning process is affected by the teaching method used by the teacher. There were three reasons why the researcher chose 7A class as the subject of this research. The first reason was based on the informal interview with the principle, it was suggested to conduct a research in this class because 7A class has a good quality in speaking. It was supported by the observation conducted by the researcher that most of the students actively participated by willing to speak in English. Moreover, the English teacher of 7A stated more than half of the numbers of the students have a good ability in speaking. It was proven by the final score of students' speaking skill in the second semester that 24 of 32 students passed the minimum score (Appendix 2). The third reason was the English teacher of 7A class namely Miss Athika Diena H, M.Pd was the advisor of the students who brought some victories of some competitions.

Therefore, 7A class of MTs Surya Buana Malang was worth researched as the subject of this research. Thus, the researcher conducted a research entitled "Methods in Teaching Speaking at the Seventh Grade Students of MTs Surya Buana Malang Academic Year 2015/2016". In this study, the researcher focused on

the methods, the speaking activities applied by the teacher to teach speaking, and the impacts to the students of 7A class of MTs Surya Buana.

1.2 Problem of the Study

The researcher concerns in one problem of the study as follows:

“What methods are used in the teaching speaking at the 7A class of MTs Surya Buana Malang academic year 2015/2016?”

1.3 Objective of the Study

The objective of this study is:

“To know the methods used in the teaching speaking at the 7A class of MTs Surya Buana Malang academic year 2015/2016.”

1.4 Significances of the Study

The researcher expects that this study will be beneficial for teacher, researcher, as well as readers of this study report. This research hopefully can give additional information for other English teacher and future teacher about teaching speaking especially for MTs or junior high school students. While for researcher, this research can be a reference for further researcher to conduct a research in the same topic or the same field. Finally, the readers of this research hopefully can get information to improve knowledge.

1.5 Definition of Key Terms

In order to avoid misunderstanding of the readers, the researcher states definition of some key terms in this study as follows:

1. Teaching Speaking:

According to Fulcher (2003) speaking is the verbal use of language to communicate with other. While Brown (2007) defines teaching as guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Therefore, in this study teaching speaking means the teaching English that concerns in the students' speaking ability.

2. Methods in Teaching Speaking:

Brown (2001) stated that method is a generalized set of classroom specifications for accomplishing linguistic objectives which deals with the teacher's roles, the students' roles, activities, objectives, and the materials. In this study, the researcher defines method in teaching speaking as a generalized set of classroom to teach speaking in order to make the students have a good ability in speaking.

3. Activities of Speaking:

According to Harmer (2001) it is important for the teacher to develop speaking by interesting activities, contextual manner, and requirements to communicate to give opportunities to the students use target language. Therefore, in this study speaking activities are some activities applied by the teacher to teach speaking to the students in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers theoretical framework which consist of teaching speaking, methods in teaching speaking, and speaking activities, and previous studies.

2.1 Theoretical Framework

Theoretical framework contains some parts that helped the researcher discussed the findings. It covered the general review about teaching speaking in Indonesia, some methods of teaching that can be used in teaching speaking, and kinds of speaking activities that found by the researcher while conducting this research.

2.1.1 Teaching Speaking to EFL in Junior High School in Indonesia

People who learn a language is expected to be able to speak by using that language. Harmer (2007) stated that students of EFL (English as Foreign Language) tend to learn English to communicate with other people from another country who speak English. So they can talk with people who speak English when they are traveling. In Indonesia, English is taught as a foreign language since junior high school until university level. Therefore, one of goals in English teaching and learning is the success of students in speaking.

In order to achieve goals of English teaching and learning, teachers should consider about the principles of teaching speaking. The principles are: giving the

students practice with accuracy and fluency, providing opportunities for the students to talk, planning speaking task that involve negotiation for meaning, designing interest classroom activities that involve guidance and also practice in transactional or interactional, focusing on meaningful and relevant content, avoiding overload for the learners, and creating a friendly, safe and cooperative classroom environment (Nunan, 2003; Newton, 2009). Furthermore, teachers should adjust those principles with the materials, topics, and media based on syllabus and the applied curriculum before they teach.

Nowadays many schools in Indonesia are implementing Curriculum 2013. It means that the teaching and learning process should be in line with the syllabus and the curriculum 2013. Based on curriculum 2013, teacher delivers the material by using scientific approach which consists of observing, questioning, exploring, associating and communicating. Students are allowed to search another sources to their study besides the teacher which means that the students are required to be more active and independent in learning.

In curriculum 2013, English skills are taught integrately one to another starting from listening, reading, speaking, and writing. According to Jufri (2014) to teach speaking skill, it should be integrated with listening. Moreover, most of texts that should be learned by students based on syllabus to junior high school in curriculum 2013 deals with transactional and interpersonal purposes. For example, greetings, introducing, giving instruction, congratulating and so on. The teacher is also required to design the activities integrately so the students are not only able to enhance listening comprehension but also practice to speak in English. It is aimed

to give the students chances to practice to use the language directly in real communication in classroom.

2.1.2 Methods in Teaching Speaking

Method is a way of teaching used by the teacher to teach something to the students. Method covers some aspects related to the teaching and learning process.

As what mentioned by Brown (2001) methods deal with the teacher's roles, the students' roles, activities, objectives, and the materials. Teacher's roles deal with the type of functions teacher fulfill in teaching and learning process, while students' roles refer to the contribution of the students. There are some methods that can be used by the teacher to teach English. Some of them are appropriate to teach speaking. According to Sugiyartono (2011) and Charolina (2014), there are some methods that can be used to teach speaking they are: Direct-Method, Audio-lingual

Method, Suggestopedia, Silent Way, Community Language Learning, Communicative Language Teaching, and Total Physical Responses.

2.1.2.1 Direct Method

Direct-Method concerns on making students learn how to communicate in target language, so the students should learn to think in the target language too. The purpose is to stimulate students in a natural way like they are acquiring the first-language and make the real situation where the target language is used in the classroom. Diller in Larsen (2000) mentioned that direct-method receives its name from the fact that meaning should be conveyed directly in the target language through the use of demonstration and visual aids, without the influence by students'

native language. In this method there is no translation. Therefore, the native language should not be used in classroom in teaching and learning process.

According to Parel (2008) there are some advantages and disadvantages of direct method. The advantages are that this method help students to speak effectively by the principle of “learning by doing”, so it will make them fluently to speak English. Students learn English like they learn their mother tongue or in natural way, emphasize on correct use of grammar and pronunciation, and new material introduced orally by the teacher. In other hand, the disadvantages of direct method are that this method is not really appropriate for crowded classes, reading and writing are not really supported in this method, and the teacher should be active to teach and to take control the classroom.

Larsen (2000) stated that there are some activities that could be conducted to increase students’ speaking skill in direct-method. First, reading aloud of a dialogue, passage, or play. Second, question and answer section between pair of students. They can ask and answer question to practice using the language with correct sentences and grammatical structure. Third, the teacher can ask the students to have conversation practice.

2.1.2.2 Audio-lingual Method

Actually, Audio Lingual Method is language course developed by US army widely known as Army Specialized Training Program. Then become popular as “Army Method”. This method concerns on some aspects like oral activity by drilling, conversation practice, and also there is no translation. Audio Lingual Method focuses on drilling so that students will learn constantly and avoid the

possibility to make mistakes (Harmer, 2001). This method is using Stimulus-Response-Reinforcement model. It means that students will get positive reinforcement and increase the habit of learning language. Based on explanations above, the researcher concludes that audio lingual method is a method of teaching through drilling on sentence patterns, daily conversation repetition, and used to communicate in the target language.

There are some characteristics of Audio-lingual Method stated by Larsen (2000) as follows: students learn new vocabulary and new structural patterns through dialogue, teacher ask the students to imitate and repeat to learn the dialogue, teacher drills the students by some patterns like repetition, backward build-up, chain, substitution, transformation, and question-and-answer, reinforce the students' responses, and grammar is taught by examples given.

Some activities like backward build-up drill, repetition drill, chain drill, single-shot substitution drill, multiple-slot substitution drill, transformation drill, question-and-answer drill, minimal pairs, and complete the dialogue can be conducted in the classroom when the teacher use Audio-lingual Method, Larsen (2000).

2.1.2.3 Suggestopedia

Suggestopedia is a teaching method developed by Georgi Lozanov, this method emphasizes on the physical environment where the teaching and learning take place. According to Richard (2001) the characteristic of suggestopedia are the decoration, the furniture, arrangement of classrooms, the use of music, and the authoritative behavior of the teacher. The purpose of this method is to ensure the

students to be comfort, confident, and relax to learn. Larsen (2000) states that suggestopedia provide stimulation through integration of fine arts like picture, music and other. She believes that this method will help students to eliminate students' barriers to learn.

There are some characteristics of Suggestopedia which are: the lesson is conducted bright and cheerful in the classroom for example by display a poster that provide grammatical information, the teacher delivers the material like dialogue accompany by music like dramatizations, games, songs, and also question-and-answer exercises.

2.1.2.4 Silent Way

Silent way is a teaching method devised by Caleb Gattegno. Based on Richard (2001), Silent way deals with the principle that the teacher should be silent in the classroom while the students are encouraged to speak as much as possible in the target language. So the students will have autonomy, responsibility, and independence in learning. The goal of this method is to make students be able to express their thought, perceptions, and feelings by using target language individually and not relying on the teacher.

Larsen (2000) stated that "one of the basic principles of silent way is teaching should be subordinated to learning". It means that teaching is to serve the learning process rather than dominating. He believes that learning depends on whatever created, and used it to further learning.

2.1.2.5 Community Language Learning

Community Language Learning is a teaching method that is developed by Charles A. Curran. According to Richard (2001), this method deals with the counseling between the teacher as the counselor and the learners as the clients which takes place in the classroom. The classic style of CLL is arranging the students to sit in a circle and they talk about particular topic, while the teacher stands outside the circle. In this case students are freely to talk by their first language or English. Then the teacher translates and tells them how to make correct utterance.

Therefore, it can be seen that the teacher's job is to facilitate rather than to teach.

There are some activities that can be conducted in this method based on Richard (2001) they are: translation, group work, recording, transcription, analysis, reflection and observation, listening, and free conversation.

2.1.2.6 Communicative Language Teaching

Communicative Language Teaching (originally called as a communicative approach) is a language teaching method that involves students in communicative tasks. It is aimed to develop students' knowledge and skills by giving them the opportunities to use and expose the language. The goal of CLT is make students enable to use the target language.

There are some characteristic of CLT mentions by Brown (2001): First, the classroom goals are focuses on communicative competence. Second, engage students to use language for meaningful purposes. Third, emphasize in students' fluency and accuracy. Fourth, give students autonomy in learning. Fifth, role of the teacher is facilitator and guide. Richard (2001) added some principles of

communicative language teaching which are: the goal of classroom activities should be authentic and the communication should be meaningful, trial and error are tolerated because the meaning of learning is a creative construction.

Larsen (2000) suggested some activities that can increase students speaking ability when the teacher uses CLT. They are language games, picture strip story, and role play. She believes that those activities are effective to involve students in real communication because it is attractive and enjoyable for them.

2.1.2.7 Total Physical Responses

This method is developed by James Asher. Richard (2001) stated that "Total Physical Responses is a language teaching method built around the coordination of speech and action. It attempts to teach language through physical (motor) activity". In TPR, the teacher gives a command in the target language and then performs it. Then the students will learn by observing the actions. After they understand, the students will start to speak. In other word, the role of teacher in TPR is the director whereas the students will become the imitators. Based on Brown (2000) this method is effective to the beginner students.

According to Larsen (2000) there are two principles of Total Physical Responses method. First, the teacher gives modeling in the beginning of the lesson, it can be done by ask them to respond the teacher's utterances. Second, the students will show their understanding by performing a command by themselves.

Conversational dialogues and role-plays are some activities that can be used to increase student's speaking ability in method stated by Richard (2001).

2.1.3 Speaking Activities

According to Harmer (2007) good speaking activities can engage the students in learning language, when the teacher sets up the proper activity and give beneficial feedback to the students, then the students will get great satisfaction from it. Thus, the teacher should design communicative and interesting activities to teach speaking in order to make students mastering speaking skill well. Based on Ur (1996) there are four characteristics of successful speaking activity: First, students talk a lot in the allocated time. Second, students participate in a discussion which all students get a chance to speak. Third, students have a high motivation to speak because they are interested in the topic. And fourth, the language is in accepted level which means the students utterances are relevant, easily understand by others, and good accuracy. There are some speaking activities mentioned by Harmer (2007) as follows:

2.1.3.1 Acting from a script

Teacher can ask the students to play scripts or acting out dialogues in order to enhance their speaking ability. In this activities, teacher play as a director so he/she pays attention on appropriate stress, speed, and also intonation on students' performances to ensure it will convey real meaning from the scripts. From this activities, students are learning and producing language at the same time. The rehearsal of acting before performance will give experiences to the students.

2.1.3.2 Communication games

These games are aimed to make students talk quickly and fluently. Information gap activities deal with sharing information from paired students that have difference information so students provoke to communicate with their partner to get information they needed. It can be various games such as puzzle, draw a picture, and find similarities or differences.

2.1.3.3 Discussion

Discussion probably become common activity set by teacher in the classroom. Students can express their opinions, share ideas, and find out solutions by discussion. There are some kinds of discussion: (1) Buzz groups, this activity can scope the whole class where students are required to predict the content of reading text or to give reactions from the text. (2) Instant comment is an activity to give response immediately from the students. So teacher can see what the first thing comes from their mind. (3) Formal debates: Students prepare arguments in favor or against various prepositions.

2.1.3.4 Prepared talks

This activity involves students to make such presentation on particular topic. The other students pay attention or maybe can give feedback for the presenter so all students are involving into presentation. It will make them concentrate and actively speak. In order to make students get useful experience from Oral presentation, the teacher should give time to prepare their talks, practice, and give beneficial feedback to make it better

2.1.3.5 Questionnaires

Questionnaires require one student to become questioner and the other one as a respondent. This activity can be useful for both questioner and respondent because they have their prepared opinion. Questionnaires should be designed with appropriate topic for the students. In this activity the teacher can help students to design questionnaires. The result of questionnaire will be helpful as basis of written work, discussion and prepared talks.

2.1.3.6 Simulation and role-play

Simulation and role-play give experience to the students because they can have a simulation as what people do in the real world. By stimulating as if they are in a business meeting, conversation in aero plane cabin, or become a waitress it will make students derive benefit from it. These activities can be used to encourage fluency and train students to speak in specific situations or specific purposes. Therefore, before doing a simulation, students are expected to have enough information and know the function correctly. There are some advantages of doing this activity, namely: (1) students will be motivated and feeling fun to do this (2) it will make the hesitate students to be braver (3) this activity make the students practice wider range of language use. In addition, Harmer (2007) gave more suggestions towards speaking activities.

2.1.3.7 Telling stories

This activity requires students to tell stories to other people about what happened to them and other people using English. For example, they can use information gap, story reconstruction, or retell stories form book. Those activities

will provoke students to memorize what they have learnt/heard. When one student talks about his/her personal experience, the other students can be more creative by ask question to find out more what really happen.

2.1.3.8 Favorites Object

Favorites object is kind of personal stories about students' favorite objects such as mp3 player, books, clothes, etc. Students will think about how they describe the thing, why they got the thing, what they do with that thing, why the thing become so important to them, and also about stories that related to the thing. This activity will discover unusual or interesting things that can be shared to other students.

2.1.3.9 Meeting and Greeting

Meeting and Greeting is an activity where students act like they meet some people of some occasions and introduce themselves. Before designing appropriate speaking activities for the students, teachers have to recognize the principle of it.

Richards (2008) stated that in designing speaking activities for foreign language students, it is also necessary for the teacher to recognize the function of students' performances and the purposes when they speak up whether it is interactional, transactional, or performance. So the speaking activities will be appropriate to the students and useful to them. According to Zakiya (2012) it is important for the teacher to consider the situation, condition of the students, and the material that will be taught. The teacher can choose activities that are appropriate to the materials and teaching objectives. The appropriate activities can be used to measure students' proficiency in English.

2.2 Previous Studies

In this study, the researcher used some previous studies that are relevant with this study as references. The first previous study was conducted by Charolina (2014) from State Islamic Institute (IAIN) of Tulungagung entitled “A Study on Teaching Speaking at SMAN 1 Boyolangu Tulungagung”. In her research, she discussed about materials, methods, media, strategies, and evaluation used in teaching speaking. She used descriptive qualitative as her design. The subjects were English teacher and eleventh graders of Science of SMAN 1 Boyolangu. The methods of data collection were interview, observation, and documentation. The result of her study showed that the materials used by the teacher in teaching speaking were based on the topic and curriculum that was suggested by the government. The methods used were CLT, TPR, and Audio Lingual Method. The teacher used video, picture, magazine, handbook, and from internet as the media to teach English. The strategies used to teach speaking are oral interview, story retelling, and role-play. The last, the teacher used oral language assessment to evaluate students speaking skills at SMAN 1 Boyolangu.

The second previous study was conducted by Sugiyartono (2011) from Walisongo State Institute for Islamic Studies, Semarang, entitled “A Descriptive Study of Method in Teaching Speaking at the Eight Year of SMP Hj. Isriati Semarang in the Academic Year of 2010/2011”. He discussed about methods in teaching speaking and assessments in teaching speaking. Descriptive qualitative is the design of his research. The only subject of that study was an English teacher of eight grade of SMP Hj. Isriati Semarang. The data collection methods used were

interview and observation. The findings of his research were that; the methods used by the teacher were direct method, communicative approach, and community language learning, and the assessment used was formal assessment.

Last but not least, the third previous study was conducted by Zakiya' (2014) entitled "A Study on Teaching Speaking at MA Terpadu Al-Anwar Durenan Trenggalek Academic Year 2013/2014". In her research, she discussed about strategies used in teaching speaking, kind of activities conducted in teaching speaking, and kind of techniques used to assess students' speaking skill at MA Terpadu Al-Anwar Durenan Trenggalek. She used descriptive qualitative as her research design. The subjects of her research were English teacher and students of tenth grade and eleventh grade of MA Terpadu Al-Anwar Durenan Trenggalek. The previous study used three methods to collect data which were interview, observation, and documentation. The result of her study was described in three points. First, the strategies used in teaching speaking were by giving the students practice with both fluency and accuracy, providing appropriate feedback and correction, using group work and pair work, providing intrinsically motivating technique, capitalizing on natural link between speaking and listening, giving students the opportunity to start oral communication, and using authentic material to motivate students in speaking English. Second, the activities conducted in teaching speaking were communicative games, discussion, debate, presentation, describing something, sharing, and singing songs. Third, the techniques used were dialogue presentation, telling picture, interview, telling story, speech, discussion, conversational exchanges, debate, talk show, and product introduction.

As what has been stated by the researcher above about the function of previous studies, there will be similarities and differences in this study with the previous studies. The first is about the research design. In this study, the researcher used case study which is different with all previous studies because they used descriptive qualitative. However, case study is included in descriptive qualitative. The results of this study were described in form of words. Second, in this study the researcher focused on the methods used in teaching speaking and the speaking activities. This is similar with the first and the second previous studies because all the researchers wanted to know about the teaching methods applied in teaching speaking. In addition, the third previous study with this study were discussing about the speaking activities. The researcher used all previous studies to get information needed related to this study because not all researchers had the same focus to be discussed. The third is about the subject. In this study, the researcher conducted a research in Junior High School. It was similar with the second previous study, because both of researchers were interested to investigate the phenomena happen in junior high school. It was different with the first and the third previous study, because they used senior high school as their subject. The next part was about the method of data collection. In this study, the researcher used observation and interview. It means that it was similar with the second previous study. Both of researchers thought that those methods were enough to get the information needed for their research. In other words, it was not similar with the first and the third previous studies, because both researchers added documentation as the technique of data collection. The researcher used all previous studies as a foundation to do

this research because the researcher learnt and get a lot of beneficial information from those researches.

In short, the researcher got some constructive information from the previous studies to conduct this study. From the first previous study, the researcher knew that the methods used to teach speaking in senior high school were CLT, TPR, and Audio Lingual Method. While from the second previous study, the researcher learnt about the teaching methods used to teach speaking in SMP Hj. Isriati, namely direct method, communicative approach and community language learning. Therefore, in this study the researcher wanted to investigate what methods were used in 7A class of MTs Surya Buana Malang. From the third previous study, the researcher got some information about speaking activities conducted at senior high school which include communicative games, discussion, debate, presentation, describing something, sharing, and singing songs. Thus, the researcher was curious about the speaking activities applied in junior high school.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research method used in this research. It contains some subchapters namely research design, data sources, data collection, data analysis and data triangulation.

3.1 Research Design

The researcher conducted this study by using qualitative as the approach. According to Kothari (2004) qualitative research related with qualitative phenomenon. It is aimed to discover and underlie motives of human behavior and desires. Qualitative research is designed to find out how people feel or think about particular subject.

This study belongs to case study. A theory from Ary (2006) states that case study is a type of research study that focuses on a single unit such as one individual or one group to arrive at a detailed description and understanding of the entity ("case"). However, in this study, the researcher wanted to know deeper about the particular phenomenon happens, which is the methods of teaching speaking at the 7A class of MTs Surya Buana Malang, including the methods, the speaking activities applied by the teacher, and also the impacts to the students. The result of this research described and reported in descriptive form.

3.2 Data Sources

This study was conducted at MTs Surya Buana Malang. It is located at Jl. Gajayana No IV/631 Malang. The reason why the researcher choose this school was because MTs Surya Buana Malang is one of private *Madrasah Tsanawiyah* or junior high schools that has a lot of achievements in English, starting from Malang Region Competition until National Competition.

This study was conducted at 7A class of MTs Surya Buana Malang based on the school recommendation. The researcher took the seventh grade as the subject of the research because the researcher believed that in this level of students, the English teaching and learning process is the basic foundation for junior high school. In 7A class, there were 32 students that consisted of 16 males and 16 females. The researcher collected the data from the English teacher, three students, and also the English teaching and learning process of 7A class of MTs Surya Buana Malang. In this research, the researcher used some data collection methods that will be discussed in the next sub chapter.

3.3 Data Collection

In order to get the required information of this research, the research collected the data by some data collection methods. According to Ary (2006) there are three common data collection methods that used in qualitative research: observation, interview, and document or artifacts such as audio and video recordings, photographs, artworks and others. Ary (2006) stated that the researcher may use one or more of these methods in a study. Therefore, the researcher used

observation and interview to collect the data because the researcher believed that those methods could obtain some information needed in this research.

3.3.1 Observation

The first method of collecting data used by the researcher was observation.

Based on Cohen (2007), observation is a process to collecting data that offers the observer the opportunity to gather “live” data from natural setting occurs. In addition, Flick (2009) mentioned that observation tries to understand the practices, the interactions, and the events, which occurs in a specific context. The advantages of using observation are: First, observation eliminates the subjective bias. Second, the information that obtained is related to what is currently happening. Third, observation is relatively less demanding of active respond from the respondents (Kothari, 2004). In order to collect data through observation, there are four instruments that can be used stated by Hancock (1998) which are: written description, video recordings, photographs and artefacts, and documentation.

In this study, observation was used to collect the data from English teaching and learning process as the main data. The observation focused on the methods in teaching speaking used by the teacher, the speaking activities, and the impact to the students. The observation was conducted twice in order to collect enough data. The researcher joined the class to observe the English teaching and learning process.

Actually, the researcher used video recorder and field notes as the instruments to support the observation. In fact, it was not allowed by the school because it was already the end of the semester. Therefore, the researcher only used field notes as the instrument of observation (Appendix 3). The field notes were adapted from

Ayudeviana (2015) with some additions and modifications to help the researcher obtain the data based on the focus of the study. In order to know the methods used by the teacher, the researcher observed some aspects constructing the methods such as teacher's role, students' role, activities, material, and the objectives. The activities written based on the 5 step sequences of activities in curriculum 2013.

3.3.2 Interview

The second method used to collect the data was by doing an interview with the English teacher and some students to get the information. Richards (1985) defined interview as a conversation between an investigator and an individual or a group of individuals in order to gather information. According to Cohen (2007) interviews allow the participants to discuss their interpretations of the world where they live, and express their point of view regarding the situations. There are two types of interview stated by Kothari (2004): personal interviews and telephone interviews.

In this study, the researcher used personal interviews with the English teacher and some students to collect the information. The researcher asked some face-to-face questions to the English teacher of 7A class of MTs Surya Buana Malang and some students. The data from the interview with the English teacher obtained the information about some aspects to be discussed. The interview consisted of 10 questions that cover teacher's beliefs, methods in teaching speaking, speaking activities, and also the impact to the students. The questions were adapted from Ayudeviana (2015) because the researcher found some similarities in the topic to be interviewed. However, this research adapted some questions and adjusted

them with the topic in this research (Appendix 5). The questions were classified in the table below.

Table 3.1. The Classification of Interview's Question with English Teachers

No	Topics of Interview	Question Item
1	Syllabus	1,2
2	Student's characteristics	3,4,5
3	Materials	6, 7
4	Methods	8
5	Speaking Activities	9
6	Impacts to Students	10

Moreover, the researcher conducted an interview with some students of seventh grade students of MTs Surya Buana Malang. There were three students as the representatives of 7A class to be interviewed. The three students were chosen randomly by the teacher. The data obtained the information about the methods and the speaking activities used in teaching speaking by the English teacher and the impact for them. The interview with the students consisted of 4 questions that were classified in the table below. The questions were also adapted from Ayudeviana (2015) and adjusted with the topic of this research.

Table 3.2. The Classification of Interview's Question with Students

No	Topics of Interview	Question Item
1	Speaking activities	1
2	Students' opinions	2,3
3	Methods	4

To make the interview stay on the line, the researcher prepared the interview guide to help the researcher keep focus on the interview session. (Appendix 7).

3.4 Data Analysis

After the researcher collected the data from the observations and the interviews, the data were analyzed by using three stages of data analysis from Ary (2006) as follows: familiarizing and organizing, coding and reducing, interpreting and representing. First, the researcher checked familiarity of the data and organized the data through creating list of data, copying all the data, and backup copy of the original data. Second, coding and reducing deal with identifying and categorizing the data, to be reduced based on the data needed only. Third, interpreting and representing the data is the last data analysis. It includes bringing out the meaning, telling story, providing an explanation, and represents or reports the findings of data collection methods that is used by the researcher.

In this study, the researcher read the data from the observations and the interviews. This was aimed to make the researcher familiar with the data. The data from interviews were transcribed directly without any changes to avoid bias. After that, the researcher made a list based on the criteria of some aspects constructing the methods of teaching speaking at 7A class of MTs Surya Buana Malang. It included the methods, the speaking activities in teaching speaking and also the impacts to the students. Then the data were copied and backed up if there was unwanted incident happens. Next, the researcher identified the data taken from the observations and the interviews that covered some aspects to be discussed based on the lists above. The unnecessary data was reduced to help the researcher focused on the limitation of this study. The last, the researcher analyzed the data taken from the two instruments by using the supporting theories and matched the data with the possible methods, interpreted and explained the data based on the researcher's

understanding. Finally, the researcher reported the findings of the research in form of description.

3.5. Data Triangulation

In order to ensure the validity of the data, triangulation was done by the researcher through crosschecking all sources of the data. According to Guion (2002), data triangulation involves the use of different sources of the data. In this study, the data obtained through the observations were crosschecked with the result of the interview with the teacher and interview with the students. On the other hand, the result of the interview with the teacher was crosschecked from the result of the observation and the interview with the students. The last, the result of the interview with the students was crosschecked with the result of the observation and also the result of the interview with the teacher. The data was considered true and trustworthy when the data taken from two or more sources are connected.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the data obtained through observations and interviews and also the discussion of the findings.

4.1 Finding

This subchapter presents the findings of the data collected by observations and interviews. The main data were obtained from the observations of English teaching and learning process conducted by the researcher at 7A class of MTs Surya Buana Malang. Based on the school's recommendation, the observations were conducted in two meetings: May 13th and 20th of 2016 by referring to the school's schedule. The supporting data were obtained by conducting the interviews with the English teacher and also three students of 7A class in order to complete the data that could not be obtained from the observations. The interview with the students was conducted on 20th May and the interview with the English teacher was conducted on 31st May.

4.1.1 Results of the Observation

The first observation was conducted on May 13th, 2016. The activities were described based on the learning steps on curriculum 2013 as follows: The topic in that meeting was procedure text. In the observing step, the teacher gave an example of procedure in making fried rice in form of video while the students were paying attention on the video given. The video was played twice. The first

video was shown to the students then the students and also the teacher watched the video together. At the second time, the video was played while the teacher asked the students to present their work in front of the class about procedure text just like in the video in group. After that, the teacher gave an opportunity to the students to ask anything about the video. In this questioning step, the students asked anything about procedure text that they had not got in the previous meeting. Then the teacher responded the students' questions so that they can have a better understanding about procedure text. In the exploring step, the teacher asked the students to identify the ingredients and the steps of making fried rice from the video randomly. The students responded to the teacher's questions correctly because they had watched the video twice. After exploring, the students were asked to associate. In this step, the students were asked to prepare the ingredients of their food that they would present. The teacher gave a lottery to decide who would be the first and the following group to present. After the students got the lottery number, they were asked to present their work in front of the class. This will be the communicating step. In this step, the first group performed their work in front of the class. It was aimed to give the students opportunities to speak in order to train their fluency, while the following group were paying attention to their friends' performance. After the demonstration, the other group were allowed to ask some questions to the groups who were already present.

After that, the teacher gave feedback to the groups who presented their work. The feedback can be from the mispronunciation and the missed components related to their procedure text, for example the title. The teacher taught the students how to pronounce the mispronounced words correctly to train their accuracy and suggested

the students who forgot to mention the title of their work. This activity was continued to the following groups remain. Overall, the classroom situation was interactive because almost all the students participated in the teaching and learning process.

The second observation was conducted on May 20th, 2016. This meeting was actually only doing the exercise before the students face the examination. The teacher gave a review of the materials about what they had learnt before in the second semester in form of exercise. The teacher asked the students to do the exercise individually. After finishing their work, the students and the teacher discussed the exercise together. Then, the students submitted their work to the teacher. The exercise mostly contained some conversations about some topics, consisted of describing people, describing pet, greetings, and also procedure, therefore the students were asked to come forward to the class and practice the conversations. The students were practicing the conversations in pairs. The teacher chose them randomly to come forward to the class. They were given time to memorize the conversations around 5 minutes. Each pair came forward to act their own roles, while the other students were paying attention to their friends' performance. In this meeting, the classroom atmosphere was quite interactive because there was a discussion between the teacher and the students about the exercise.

4.1.2. Results of Interview with the English teacher

Based on the interview with the English teacher, the result obtained related to aspects to discuss were described as follows: Firstly, about the methods of teaching speaking, she said that she often uses CLT to teach speaking to the students.

She used CLT because the learning type in the curriculum 2013 was “student-centered”, so the students were required to have an active participation during the teaching and learning process. In addition, the teacher’s consideration of using CLT was to give a better ability of speaking to the students in terms of accuracy and fluency. Therefore, CLT was effective to make the students have better ability in speaking.

Audio Lingual Method was another method mentioned by the teacher to be used to teach speaking to the students. Based on the interview, the teacher mentioned that sometimes she used ALM to drill the students’ vocabulary. The teacher thought that although ALM supposed to be left behind because it was not relevant with the applied curriculum which is curriculum 2013, it was still necessary to use ALM to make the students remember how to pronounce the English words correctly.

Secondly about the speaking activities, she said that there were some speaking activities applied by the teacher to the students of 7A class. The speaking activities were discussion, role-play, and telling story. Sometimes, she also asked the students to speak in front of the class. She mentioned that those speaking activities had some impacts to the students. For example, by having discussion, it could train the students to speak, express their opinion, and improve new

knowledge for the students. On the other hand, role-play could enhance the students' creativity. Moreover, telling stories could avoid the boredom in the classroom.

4.1.3 Results of the Interview with the Students

From the data collected by conducting an interview with the three students, some results were revealed as follow: about the teaching methods, they did not know the methods used by the teacher. On the other hand, the answers about the speaking activities had been applied and also the impacts to them were varied. The first student, Abdul Rasyid H. said that the teacher had applied the discussion and role-play. He liked those activities because the activities could improve his knowledge and experience. The second student, Ahmad Ridho Al Ghifari, mentioned the speaking activity used by the teacher was discussion. He clearly stated that he liked the activity because it could increase his knowledge and train himself to speak in English with his friends and also the teacher. The third student, Khairunnisa Qaulan Sadida, said that the teacher used role-play and discussion as the speaking activities in teaching English. She liked the activities because she was able to improve her knowledge and her confidence.

After all data from all instruments were collected, the researcher crosschecked the findings of the study. The information about the method of teaching speaking, the speaking activities, and the impacts to the students taken/collected from the observations were crosschecked with all the data from the interview with the teacher and the students. On the other hand, all information came from the teacher were crosschecked with the data obtained from the observations and the interview with the students. Last but not least, the information from the

interview with the students were crosschecked with the data from the interview with the teacher and also the observations. After finding the matched data from two or more instruments, the researcher discussed the findings based on the focus of this study.

4.2 Discussion

This subchapter discusses the findings of the study about the methods of teaching speaking used by the teacher, the speaking activities applied in the classroom, and the impacts to the students of 7A class at MTs Surya Buana Malang.

4.2.1 Methods of Teaching Speaking used by the Teacher

The first aspect to be discussed from the findings is about the teaching methods used by the teacher to teach speaking. According to Brown (2001), methods deal with the teacher's roles, the students' roles, activities, objectives, and the materials. Based on the observation, the teacher's role was a facilitator. She facilitated the communication in the classroom, and made the situation that promoted the students to speak. It can be seen from the way the teacher asked the students to present their work of procedure text in the first meeting of observation, and allowed the audiences to ask some questions. It is in line with the theory from Brown (2001) the role of teacher as a facilitator and a guide is one of characteristics of CLT.

On the other hand, the students participated to speak up in the teaching and learning process by having a presentation and also question. It means that the students became the communicators in the classroom and they have responsibility

to learn. It is in line with Brown (2001) that giving the students autonomy to learn is the other characteristics of CLT.

However, the activities from the first observation required the students to act like the real chef that demonstrate the menu. So they can learn how to speak and act like a real chef. From watching the demonstration of making food, it will give the students the experience like in the real situation. Therefore, the activity was meaningful for the students because they get some knowledge and experiences from the activity. It is in the same point of view with Richard (2001) that the goal of classroom activities in CLT should be authentic and the communication should be meaningful.

From the facts appeared above, the researcher believes that the method used by the teacher was CLT. It is supported by the teacher's statement on the interview that CLT was used to make the teaching and learning process more interactive and to train the students' accuracy and fluency. It was done by giving the students' opportunities to practice their speaking ability in the communicative tasks. In addition, the teacher train the students' fluency by asking the students to speak in front of the class, and giving some corrections if there is mispronunciation to train students' accuracy. It is in line with Brown (2001) that two characteristics of CLT were engaging students to use language for meaningful purposes and emphasizing students' fluency and accuracy. Therefore, CLT is an appropriate teaching method to teach speaking to the students. Moreover, it is in line with the applied curriculum that is curriculum 2013 which said that the learning type of this curriculum is student-centered.

Overall, after crosschecking the data from the observations and the interviews, it could be concluded that CLT is the method used by the English teacher to teach speaking to the students of 7A class. It can be seen from the data taken from two instruments led the method used by the teacher to teach speaking is CLT (Communicative Language Teaching).

Actually, CLT is not the only method used by the teacher to teach speaking, it was mentioned by the teacher when conducting the interview that ALM was also used. Unfortunately, the evidence leading to the use of ALM could not be obtained when the researcher conducted the observations. ALM concerns on some aspects like oral activity by drilling, conversation practice, and also there is no translation. There are some characteristics of Audio-lingual Method stated by Larsen (2000) as follows: students learn new vocabulary and new structural patterns through dialogue, teacher ask the students to imitate and repeat to learn the dialogue, teacher drills the students by some patterns like repetition, backward build-up, chain, substitution, transformation, and question-and-answer, reinforce the students' responses, and grammar is taught by examples given. Based on the finding from the observation, the activity in the teaching and learning process did not represent the characteristics of ALM.

4.2.2 Speaking Activities applied by the Teacher

The other aspect that became the focus of the researcher was the speaking activities. Based on Harmer (2007), good speaking activities can engage the students in learning language, promote the students to speak, and give beneficial feedback to the students. From the findings, there were some speaking activities

applied by the teacher to teach speaking at 7A class of MTs Surya Buana Malang were as follow:

The first speaking activities were simulation and role play. Based on the observation, the students of 7A class were asked to have a simulation of being a chef that demonstrates how to make a food. It was also supported by the interview with the English teacher and the three students. Based on the teacher, when the students had a role-play, they made their own role-play script by themselves. It was supported by all the students' statement that they had done the role-play. It is in line with the theory from Harmer (2007) that simulation and role-play give experiences of what people really do in the real world. Therefore, by having a simulation of being a chef, the students got the experiences of what was like to be a chef. In other hand, the students got the experiences of being the role that they played.

The second speaking activity was acting from a script. Based on the observation on the second meeting, the students were asked to practice the conversation on the exercise. They were asked to come forward and have conversation in pairs about describing people, describing pet, greetings, and also procedure text. Based on the interview with the English teacher and the students, the students onced asked by the teacher to act from the dialogue. As what had been mentioned by Harmer (2007), that students can learn and produce language at the same time by acting from a script. From this activity, the students could learn and enhance their speaking ability by performing in front of the class.

4.2.3 The Impact to the Students

The impact of speaking activity is the last aspect to be discussed in this research. The results of the observations and the interviews were discussed as follows:

From all speaking activities had been applied by the teacher, the researcher concluded there were some impacts towards the speaking activities to the students.

From the simulation, the students could practice their speaking ability and encourage their confidence to speak by presenting their work, get some constructive feedbacks from the teacher after the presentation, and improve their knowledge and experiences to do as what people do in the real world. From the role play, the students increased their creativity from making the script. Moreover, by acting from a script, the students could enhance their speaking ability.

As what had been stated by Ur (1996) that characteristics of successful speaking activity are to make the students talk a lot in allocated time and all students can participate fairly. It is supported by Harmer (2007) that good speaking activities can engage the students in learning language. However, the teacher of 7A class already applied good and appropriate speaking activities to enhance the students' speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two subchapters, which are conclusion and suggestion of this study. The conclusion was obtained from the findings and the discussion, while the suggestion was based on the conclusion.

5.1 Conclusion

This study focuses on investigating the methods of teaching speaking at 7A class of MTs Surya Buana Malang including the teaching methods, the speaking activities, and also the impacts to the students. Based on the data obtained and also the discussion of the findings, the researcher can retrieve some conclusions below.

Firstly, the method of teaching speaking used by the English teacher of 7A class of MTs Surya Buana Malang is CLT. It can be seen from some characteristics: First, the teacher's role is a facilitator or a guide. Second, the students have responsibility in learning by actively participated in the teaching and learning process. Third, the classroom activities are authentic and meaningful to the students. In addition, CLT is used to make the teaching and learning process more interactive and to train the students' fluency and accuracy.

Secondly, there are two speaking activities applied to the students of 7A class during the research, simulation and role-play, and acting from the script. Simulation and role-play is applied to give knowledge and experiences to the students as what people do in the real world and also increase their creativity.

Acting from a script is applied to enhance the students' speaking ability by performing in front of the class.

Last but not least, there are some impacts of the activities to the students of 7A class. The students can practice their speaking ability and get some feedbacks, get knowledge and experiences, and train their confidence to speak.

However, the teacher always adjusts the methods and the speaking activities that are used based on the topic and the curriculum applied to make the teaching and learning process fun and understandable.

5.2 Suggestion

After conducting this research, the researcher wants to give some suggestions for the teacher and also for the further researcher

1. For the teacher, it is suggested to maximize the methods to improve the students' speaking ability. It is also important to enrich the speaking activities that are appropriate for the students so that they will be more interested on the lesson, and get more knowledge and experiences.
2. For further researchers, it is suggested to conduct a research on the implementation of teaching for other English skills, such as listening, reading, and writing. It is also suggested to conduct a research with longer time and more preparation to gain enough data. The other researcher also can conduct a research with different subjects, it can be from different classes or different level of education.

REFERENCES

- Ary, D et al (2006). *Introduction to research in education (8th Edition)*. Wadsworth. Wadsworth, Cengage Learning.
- Ayudeviana. M. (2015). *An analysis on method in teaching English for students with mental retardation (A case study at SMPLB N Kedungkandang, Malang)*. Malang. Brawijaya University
- Badan Standar Nasional Pendidikan (2015). *Peraturan badan standar nasional pendidikan nomor: 0034/P/Bsnp/Xii/2015*. Jakarta.
- Brown. H. D (2001). *Teaching by principles an interactive approach to language pedagogy second edition*. New York. Longman
- Brown. H. D (2007). *Principles of language learning and teaching fifth edition*. Pearson Education. Longman
- Charolina (2014). *A study on teaching speaking at SMAN 1 Boyolangu Tulungagung*. Tulungagung. English Education Program State Islamic Institute (IAIN) of Tulungagung.
- Cohen. L, Manion. L, & Morrison. K. (2007). *Research methods in education 6th Edition*. New York. Routledge
- Flick. U. (2009). *An introduction to qualitative research fourth edition*. London. SAGE Publications.
- Fulcher. G. (2003). *Testing second language speaking*. Routledge. Pearson
- Guion. L. A. (2002). *Triangulation: establishing the validity of qualitative studies*. University of Florida. USA
- Hancock. B. (1998). *An introduction to qualitative research*. Nottingham. Division of General Practice University of Nottingham
- Harmer. J. (2001). *The practice of English language teaching third edition*. Longman. Longman Pearson.
- Harmer. J. (2007). *The practice of English language teaching fourth edition*. Longman. Pearson
- Harmer. J. (2007). *How to teach English new edition*. Longman Pearson. Pearson Education Limited

Jufri (2014). *Teaching listening at junior and senior high schools as demanded by curriculum 2013*. Padang. Fakultas Bahasa dan Seni Universitas Negeri Padang.

Kothari (2004). *Research methodology, methods and techniques (second revised edition)*. New Delhi. New Age International Publisher

Larsen. D. (2000). *Techniques and principles in language teaching second edition*. Oxford. Oxford University Press.

Menteri Agama Republik Indonesia (2014). *Keputusan menteri agama republik indonesia no 117 tahun 2014 tentang implementasi kurikulum 2013 di mardasah*. Jakarta. Kementerian Agama Provinsi Jawa Timur

Newton. J. & Nation. I. S. P. (2009). *Teaching ESL/EFL listening and speaking*. New York. Routledge

Nunan. D. (2003). *Practical English language teaching*. New York. McGraw Hill Education (Asia)

Parel, M.F. & Jain, P.M. (2008). *English language teaching (methods, tools & techniques)*. Sunrise Publisher & Distributors.

Qureshi. I. A. (2010). *The importance of speaking skills for EFL learners*. Pakistan Department of English, Alama Iqbal Open University,

Richards. J. & Schmidt. R (1985). *Dictionary of language teaching & applied linguistics*. Pearson. Longman Pearson Education.

Richards. J. & Theodore. S. R. (2001) *Approaches and methods in language teaching second edition*. New York. Cambridge University Press

Richards. J. (2008). *Teaching listening and speaking from theory to practice*. New York. Cambridge University Press

Sugiyartono (2011). *A descriptive study on method in teaching speaking at the eighth year of SMP Hj. Isriati Semarang in the academic year of 2010/2011*. Semarang. Tarbiyah Faculty Walisongo State Institute for Islamic Studies Semarang.

Susanti. A. Y. H. (2007). *Using role play in teaching speaking*. Jakarta. Syarif Hidayatullah Jakarta Islamic State University.

Thornbury. S. (2005). *How to teach speaking*. Longman Pearson. Pearson Education Limited.

Ur. Penny. (1996). *A course in language teaching, practice and theory*. Cambridge University Press.

Zakiya', H. (2014). *A study on teaching speaking at Ma Terpadu Al-Anwar Durenan Trenggalek Academic Year 2013/2014*. Tulungagung. State Islamic Institute of Tulungagung.





APPENDICES

APPENDICES

Appendix 1. The Achievements of Mts Surya Buana Malang in English Competition

No	Kinds of competition	Place	Level	Achievements	Year
1	Speech	MAN 3 Malang	East Java	2 nd Place	2015
2	Speech	UIN Malang	National	2 nd Place	2015
2	Speech	Malang	East Java	2 nd Place	2014
3	English Science Competition	Asrama Haji Sukolilo Surabaya	East Java	3 rd Place	2014
4	English Science Competition	Malang	Malang	2 nd Place	2014
5	English Science Competition	Malang	Malang	1 st Place	2014
6	Speech	Malang	East Java	1 st Place	2014
7	Speech	MTsN Malang 1	Malang	1 st Place	2013
8	Story Telling	Malang	Malang	5 th Place	2010
9	Speech	Malang	East Java	2 nd Place	2010
10	Spelling Bee	Malang	East Java	1 st Place	2008
11	Telling story	SMK PGRI 3	Malang	3 rd Place	2008
12	Speech	Kepanjen	East Java	1 st Place	2006
13	Speech	Sabilillah	Malang	3 rd Place	2005
14	Speech	Sabilillah	Malang	2 nd Place	2005

Note: Retrieved from the school's administration

Appendix 2. Students' Score of MTs Surya Buana in the Second Semester of Academic Year 2015/2016

Class : VII-A
Semester : Two

No	Name	Speaking Score	Final Score
1	A R N	70	87
2	A H M	100	97
3	A F H	90	87
4	A S	70	87
5	A A F F	0	0
6	A P K E	70	83
7	B K	90	87
8	B P	100	97
9	C S	70	83
10	D M R	100	90
11	D N A	70	83
12	F A K	85	83
13	F A Z	90	83
14	H N A	90	83
15	I A H	100	90
16	K Q S	100	97
17	M Z Z S	100	93
18	M Z A	100	90
19	M P R	100	93
20	M K X N	100	90
21	M D M P	85	87
22	M A M	95	87
23	M W A	100	90
24	N S S W P M	100	97
25	N N D	70	83
26	N A K	85	87
27	R L A	85	93
28	R S D	100	93
29	S T	100	90
30	U R A	100	97
31	N M	70	83
32	M B N R	100	93

Note :

- Retrieved from the English teacher
- The name of the students written initially to keep the secrecy of the students.
- The standard minimum score is 75

Appendix 3. Field Notes of Classroom Observations

Meeting :
Date :
Topic :

No	Activity	Sequences of Activity		Role*
1	Opening			T/S
2	Core	Observing steps		
		Questioning steps		
		Exploring steps		
		Associating steps		
		Communicating steps		
3	Closing			

*Note :

- T = Teacher S = Students

- Adapted from Ayudeviana (2015) and adjusted based on the focus of the study

Appendix 4. Result of Classroom Observation by using Field Notes

Meeting : 1

Date : May 13th, 2016

Topic : Procedure text

No	Activity	Sequences of Activity		Role*
1	Opening	The teacher led the students to pray before the lesson began and checked the attendance		T
		The teacher reviewed the material of the previous meeting about procedure text		T
		The teacher gave warming up by asking some questions related to the previous material		T
2	Core	<i>Observing steps</i>	The teacher gave a video about procedure text	T
			The students and the teacher watched together	T & S
		<i>Questioning steps</i>	The students asked questions related to the video	S
			The teacher responded to students' questions	T
		<i>Exploring steps</i>	The teacher asked the students to identify parts of procedure text in the video	T
			The students responded to the teacher's questions	S
		<i>Associating steps</i>	The teacher asked the students to perform their task	T
			The students prepared their work to be presented	S
		<i>Communicating steps</i>	The students presented their work in front of the class in group	S
			The students asked to the group who presented	S
			The teacher gave feedback to the students' presentation	T
				T
3	Closing	After all the groups presented the task, the teacher reviewed the material		T
		The teacher ended the class with a pray		T

***Note :**

T = Teacher S = Students

Meeting : 2

Date : May 20th, 2016

Topic : describing people and procedure text

No	Activity	Sequences of Activity	Role
1	Opening	The teacher led the students to pray before the lesson began and checked the attendance	T
		The teacher reviewed the material of the previous meeting	T
		The teacher told the students that this meeting was only about the exercise before they pass the examination	T
		The teacher brainstormed the students by asking some questions related to the materials that have been learnt in the second semester	T
2	Core	The teacher gave the exercise to the students	T
		The teacher asked the students to do it individually	T
		After the students finish their work, the teacher and students discussed the exercise	T&S
		The teacher asked the students to take turn in discussing the exercise	T
		The students read the questions loudly and the others were paying attention	S
		The students submitted the exercise to the teacher	S
		Some students were asked to have a conversation in front of the class from the exercise	S
		The teacher asked the students about the difficulties of the materials and gave feedback	T
3	Closing	The teacher gave reflection about the meeting to ensure the students' understanding	T
		The teacher dismissed the meeting by praying because the time is up	T

Note :

T = Teacher S = Students

Appendix 5. Interview Guide for the English Teacher

INTERVIEW GUIDE FOR THE ENGLISH TEACHER OF 7A CLASS OF MTS SURYA BUANA MALANG (*)

Date

Place

Interviewee

1. *Apa silabus yang ibu pakai? Apakah selalu memakai silabus untuk mengajar?*

What is the syllabus that you used? Do you always use it?

2. *Apa tujuan pengajaran kemampuan speaking untuk siswa? Apa pertimbangannya?*

What is the goal of the teaching speaking for the students? What is the consideration?

3. *Apa kesulitan yang dihadapi siswa untuk menguasai speaking?*

What are the difficulties faced by the students to master speaking?

4. *Bagaimana kemampuan speaking siswa saat ini?*

How is the students' speaking competence this current time?

5. *Bagaimana cara siswa belajar speaking?*

How is the way the students learn speaking?

6. *Materi apa yang digunakan untuk mengajarkan speaking kepada siswa?*

What are the materials used to teach speaking to the students?

7. *Apa buku pelajaran yang digunakan?*

What is the book used?

8. *Apa metode yang digunakan ibu untuk mengajarkan kemampuan speaking untuk siswa? Apa alasannya ibu menggunakan metode tersebut?*

What are the teaching methods you used to teach speaking to the students? What are the reason to use it?

9. *Kegiatan apa saja yang digunakan untuk mengajarkan kemampuan speaking siswa?*

What are the speaking activities applied to teach speaking?

10. *Apa dampaknya pada kemampuan speaking untuk siswa dari kegiatan tersebut?*

What are the impacts of the methods and the activities to the students' speaking ability?

Note: (*) adapted from interview guide by Ayudeviana, 2015 and adjusted based on the focus of the study



Appendix 6. Transcript of Interview with the English Teacher

TRANSCRIPT OF INTERVIEW WITH THE ENGLISH TEACHER OF 7A CLASS OF MTS SURYA BUANA MALANG

Date : Tuesday, May 31th, 2016

Place : Guest Office

Interviewee : Athika Diena H, M.Pd.

1. *Apa silabus yang ibu pakai? Apakah selalu memakai silabus untuk mengajar?*

What is the syllabus that you used? Do you always use it?

Answer:

Silabus 2013 dari Kementrian Agama, jadi dari pusat. Kalau silabus iya selalu.

The Syllabus of 2013 from Kementrian Agama. Yes I always use the syllabus

2. *Apa tujuan pengajaran kemampuan speaking untuk siswa? Apa pertimbangannya?*

What is the goal of the teaching speaking for the students? What is the consideration?

Answer:

Siswa bisa memiliki kemampuan speaking dengan baik. Meliputi Accuracy dan Fluency

Sesuai KI (Kompetensi Inti) dan KD (Kompetensi Dasar) dan topic yang diajarkan.

The students can have a good speaking ability. Including the accuracy and fluency

Based on the Kompetensi Inti and Kompetensi Dasar and the topic to be learnt.

3. *Apa kesulitan yang dihadapi siswa untuk menguasai speaking?*

What are the difficulties faced by the students to master speaking?

Answer:

Kalau kesulitan yang dihadapi siswa ya tanya ke siswanya ya mas.

Well if you ask me about the students' difficulty, it will be better if you ask them directly, mas.

4. *Bagaimana kemampuan speaking siswa saat ini?*

How is the students' speaking competence this current time?

Answer:

Kemampuannya berbeda beda, ada yang high ada yang low ada yang medium.

Kalau untuk kelas 7a lebih banyak yang middle ke high ya.

I think the students' abilities are varied, some of them are high, low, and also medium. But for 7A class I think the middle and the high are dominant.

5. *Bagaimana cara siswa untuk belajar speaking?*

How is the way the students learn speaking?

Answer:

Ya mereka biasanya belajar dari misalnya audio atau video native gitu ya, sama mereka biasanya saya latih untuk maju ke depan ngomong Bahasa Inggris.

Well usually they used to learn from the audio or video from native speaker. I used to train them to speak in front of the class in English.

6. *Materi apa yang digunakan untuk mengajarkan speaking kepada siswa?*

What are the materials used to teach speaking to the students?

Answer:

Semua materi. Insyaallah semua KD itu mencakup 4 skil, dari receptive dan productivenya ada, jadi integrated semua skill itu masuk, semuanya masuk disitu.

Berarti semua materi masuk dan disesuaikan.

All the materials. I think all of the KD in the syllabus consisted of four skills.

Consisting of receptive and productive skills. So the materials were integrated.

Therefore, all the materials can be used and adjusted.

7. *Apa buku pelajaran yang digunakan?*

What is the text book used?

Answer:

Kami pakai dari pusat, tapi gak melulu itu, jadi gak terpaku dari satu buku, bisa cari sumber lain juga.

We use the book from Kementerian Agama, but not always, so it is not stick to one book, we can search from other sources too.

8. *Apa metode yang digunakan ibu untuk mengajarkan kemampuan speaking untuk siswa? Apa alasannya ibu menggunakan metode tersebut?*

What are the teaching methods you used to teach speaking to the students? What are the reason to use it?

Answer:

Yang sering dipakai itu CLT, jadi Communicative Language Teaching ya mas, karena kan sekarang siswanya dituntut lebih aktif atau student-centered. Jadi kan mereka dituntut lebih aktif berpartisipasi di kelas dan gurunya lebih ke memfasilitasi. But we need to correct the students ya, kalo gak gitu kan mereka gak tau mana yang bener. Dan gak saklek ya, kadang juga pakai Audiolingual, walaupun sebenarnya ini sudah mulai ditinggalkan, tapi kadang masih dipakai untuk drilling siswa.

I often uses CLT, which is Communicative Language Teaching, because the students are required to be more active or it can be called as student-centered. So they were required to be actively participated in the classroom and the teacher is the facilitator. But we need to correct the students, so that they will know the correct one. And I think it is not fixed, sometimes I use Audio Lingual Method, even though we have to leave this method, but sometimes it is still being used to drill the students' vocabulary.

9. *Kegiatan apa saja yang digunakan untuk mengajarkan kemampuan speaking siswa?*

What are the speaking activities applied to teach speaking?

Answer:

Discussion pernah, diskusi itu menurut saya bisa melatih anak untuk bicara, mengeluarkan pendapat dan menambah pengetahuan baru untuk siswa. terus role-play, kalo role-play malah mereka bikin sendiri scriptnya tapi saya yang ngasih topiknya. Jadi melatih kekreatifitasan mereka. Telling stories juga pernah, pas bab awal mereka belajar tentang introducing themselves mereka juga saya suruh untuk bercerita bebas jadi gak bosen cuma pengenalan dan itu itu aja. Yang sering itu games, giant snake and ladder.

The first is discussion, I think discussion can train the students to speak, express their opinions, and improve new knowledge for the students. The next is role-play, when I ask them to play a role-play, they make the script by themselves based on the topic given, so it will train their creativity. I also ever asked them to tell stories, in the beginning of the material when they learn about introducing themselves, I

asked them to tell a story freely to avoid the boredom in the introduction activity. We often used games, like giant snake and ladder games.

10. Apa dampaknya pada kemampuan speaking untuk siswa dari kegiatan tersebut?

What are the impacts of the methods and the activities to the students' speaking ability?

Answer:

Dampaknya ya, dari pembelajaran itu kan yang penting fun, tapi mereka paham juga, kalo fun fun tok tapi pahamnya ndak kan percuma, jadi harus dua duanya, kalo sudah gitu kan mereka jadi rileks dan interest sama pelajarannya, nah baru mereka mulai aktif bicara di kelas, jadi kalo saya suruh maju sudah pede, dan juga tertarik untuk mengikuti pelajaran.

Well the impact is I think the importance of the teaching and learning process is that it is fun, but they also have to understand, if it is only fun and they do not understand, I think it's useless. Therefore, it should be both of them, it can make them feel relax and interested with the lesson. Eventually, they starts to actively speak in the class, so if I ask them to come forward in front of the class to speak, they will be confident and also interested to follow the lesson.

Appendix 7. Interview Guide for the Students

INTERVIEW GUIDE FOR THE STUDENTS OF 7A CLASS OF MTS SURYA BUANA MALANG (*)

Name :
Class :
Date :
Place :

1. *Kegiatan berbicara (speaking) apa saja yang pernah dilakukan oleh guru di dalam kelas?*

What are the speaking activities that had been done by the teacher in the classroom?

2. *Bagaimana menurut anda tentang aktivitasnya? Apa anda menyukainya?*

What is your opinion about the activities? Do you like it?

3. *Bagaimana aktivitas itu mempengaruhi kemampuan speakingmu? Kenapa?*

How does it influence your speaking ability? Why?

4. *Apa anda tahu tentang metode yang dipakai oleh guru? Jika iya apakah itu?*

Do you know the methods used by the teacher? If you do, what is it?

Note: (*) adapted from interview guide by Ayudeviana, 2015 and adjusted based on the focus of the study

Appendix 8. Transcript of Interview with the Students

TRANSCRIPT OF INTERVIEW WITH THE STUDENTS OF

7A CLASS OF MTS SURYA BUANA MALANG

Name : Abdul Rasyid H
Class : 7 A
Date : May 20th, 2016
Place : In front of the Office

1. *Kegiatan berbicara (speaking) apa saja yang pernah dilakukan oleh guru di dalam kelas?*

What are the speaking activities that had been done by the teacher in the classroom?

Answer:

Yang pernah itu diskusi, drama, dan permainan gitu kaya ular tangga

Speaking activities that had been applied are discussion, role play, and games like snake and ladder.

2. *Bagaimana menurut anda tentang aktivitasnya? Apa anda menyukainya?*

How is your opinion about the activities? Do you like it?

Answer:

Iya, suka

Yes, I like it

3. *Bagaimana aktivitas itu mempengaruhi kemampuan speakingmu? Kenapa?*

How does it influence your speaking ability? Why?

Answer:

Karena menambah wawasan, dan pengalaman juga.

Because it is improving my knowledge and experience.

4. *Apa anda tahu tentang metode yang dipakai oleh guru? Jika iya apakah itu?*

Do you know the methods used by the teacher? If it is yes what is it?

Answer:

Tidak tahu

I do not know

Name : Ahmad Ridho Al Ghifari
Class : 7 A
Date : May 20th, 2016
Place : In front of the Office

1. *Kegiatan berbicara (speaking) apa saja yang pernah dilakukan oleh guru di dalam kelas?*

What are the speaking activities that had been done by the teacher in the classroom?

Answer:

Ehm itu diskusi dan games, aku malah sering disuruh ngomong didepan kelas jadi contoh buat temen temen

Discussion and games, I often come forward to the class and speak as the model for my friends.

2. *Bagaimana menurut anda tentang aktivitasnya? Apa anda menyukainya?*

How is your opinion about the activities? Do you like it?

Answer:

Iya melatih kepercayaan diri untuk ngomong Bahasa inggris, sama temen dan guru pakai Bahasa inggris.

It trains my confidence to speak English with my friends and also the teacher.

3. *Bagaimana aktivitas itu mempengaruhi kemampuan speakingmu? Kenapa?*

How does it influence your speaking ability? Why?

Answer:

Iya, karena menambah pengetahuan.

Yes because it improves my knowledge

4. *Apa anda tahu tentang metode yang dipakai oleh guru? Jika iya apakah itu?*

Do you know the methods used by the teacher? If it is yes, what is it?

Answer:

Enggak

No

Name : Khairunnisa Qaulan Sadida

Class : 7 A

Date : May 20th, 2016

Place : In front of the Office

1. *Kegiatan berbicara (speaking) apa saja yang pernah dilakukan oleh guru di dalam kelas?*

What are the speaking activities that had been done by the teacher in the classroom?

Answer:

Public speaking, drama, diskusi, permainan, dan disuruh maju ke depan.

Public speaking, role-play, discussion, games, and speak in front of the class

2. *Bagaimana menurut anda tentang aktivitasnya? Apa anda menyukainya?*

How is your opinion about the activities? Do you like it?

Answer:

Suka

Yes, I like it.

3. *Bagaimana aktivitas itu mempengaruhi kemampuan speakingmu? Kenapa?*

How does it influence your speaking ability? Why?

Answer:

Karena melatih kepercayaan diri dan menambah pengetahuan

Because it can train my confidence and improve my knowledge.

4. *Apa anda tahu tentang metode yang dipakai oleh guru? Jika iya apakah itu?*

Do you know the methods used by the teacher? If it is yes what is it?

Answer:

Nggak tahu

I don't know

Appendix 9. Letter of Research Permission from Faculty



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341-575875, Fax. +62341-575822
E-mail : fib_ub@ub.ac.id - <http://www.fib.ub.ac.id>

Malang, 03 JULY 2016

Nomor : 1051 /UN10.12/AK/2016
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth. Kepala Kantor Kementerian Agama
Jalan Panji Suroso nomor 2
Kota Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Muhammad Mirza Fahmi
NIM : 125110500111008
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"A STUDY ON METHODS IN TEACHING SPEAKING AT THE SEVENTH GRADE OF MTS SURYA BUANA MALANG ACADEMIC YEAR 2015/2016"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,



Prof. Ir. Rasya Andrita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Tembusan: Yth.
Kepala MTS, Surya Buana Malang



KEMENTERIAN AGAMA
KANTOR KOTA MALANG

Jl. R. Panji Suroso No. 2 Telp. 491605 - 477684 Fax. 477684
<http://www.depagkotamalang.go.id> email: depag@depagkotamalang.go.id
MALANG

Nomor
Sifat
Lampiran
Hal

Kd.15.25/1/TL.00/161/2016
Biasa
Ijin Penelitian

Malang, 16 Mei 2016

Kepada
Yth. Kepala Madrasah Tsanawiyah Surya Buana
Kota Malang

Menindaklanjuti surat Dekan Fakultas Ilmu Budaya Universitas Brawijaya Kota Malang Nomor : 1052/UN10.12/AK/2016 tanggal 03 Mei 2016 perihal Permohonan Ijin Penelitian, dengan ini kami sampaikan bahwa pada dasarnya *menyetujui/tidak keberatan* memberikan ijin kepada:

Nama : MUHAMMAD MIRZA FAHMI
N I M : 125110500111008
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris
Judul Karya Ilmiah : "A Study on Methods in Teaching Speaking at The Seventh Grade of MTs Surya Buana Malang Academic Year 2015/2016"

Mengadakan Penelitian dilembaga yang Saudara pimpin dengan ketentuan sebagai berikut:

1. Selama mengadakan penelitian mentaati tata tertib yang berlaku.
2. Setelah selesai mengadakan penelitian memberikan laporan secara tertulis kepada Kepala Kankemenag Kota Malang dan Kepala Madrasah

Demikian atas perhatiannya disampaikan terima kasih.

a.n. Kepala

Kantor Pendidikan Madrasah
KEMENTERIAN AGAMA
KANTOR KOTA MALANG
H. Chandra Achmad, SE
NIP. 196510231994031001

Tembusan:

1. Kepala Kankemenag Kota Malang
2. Dekan Fakultas Ilmu Budaya Universitas Brawijaya Malang
3. Mahasiswa yang bersangkutan

Appendix 11. Letter of Research Permission from the School



YAYASAN BAHANA CITA PERSADA MALANG
SEKOLAH ALAM TERPADU
MADRASAH TSANAWIYAH SURYA BUANA (TERAKREDITASI A)
N S M : 121235730019 NPSN : 20583822
Jl. Gejajana IV/631 Kota Malang Telp/Fax. (0341) 574185 http://www.mtsuryabuana.sch.id
http://www.mts-suryabuana.blogspot.com email: mtsuryabuana@gmail@yahoo.com

SURAT KETERANGAN No. 161/513.02.05/MTs- SB/V/2016

Yang bertandatangan di bawah ini:

Nama : Akhmad Riyadi, S.Si, S.Pd.
Jabatan : Kepala Madrasah Tsanawiyah Surya Buana

Menerangkan bahwa :

Nama : Muhamad Mirza Fahmi
NIM : 125110500111008
Jurusan : Pendidikan Bahasa Inggris
Universitas Brawijaya

Yang tersebut diatas benar benar telah melaksanakan penelitian dalam rangka menyelesaikan tugas skripsi dengan judul " *A Study On Methods In Teaching Speaking At The Seventh Grade Of MTs Surya Buana Malang Academic year 2015/2016* " di MTs Surya Buana pada tanggal 01 Mei s.d 31 Mei 2016

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya



Appendix 12. Letter of Researcher Statement



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib_ub.ac.id

Surat Pernyataan

Saya, yang bertandatangan di bawah ini:

Nama : Muhammad Mirza Fahmi
NIM : 125110500111008
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"A STUDY ON METHODS IN TEACHING SPEAKING AT THE SEVENTH GRADE OF MTS SURYA BUANA MALANG ACADEMIC YEAR 2015/2016"

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 26 April 2016

Yang membuat pernyataan;

Muhammad Mirza Fahmi
125110500111008

Mengetahui:

Dekan

Ketua Program Studi
S1 Pendidikan Bahasa Inggris

Prof. Ir. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Dr. Esti Junining
NIP. 19720604 200212 2 001

Appendix 13. Documentations of the Classroom Observations



The observation was done in the first meeting at May 13th, 2016. The students were asked to present their work of procedure text.



The observation was done in the second meeting at May 20th, 2016. The students were asked to have a conversation from the exercise.

Appendix 14. Documentations of Interview with the Students



The interview was conducted with three students taken randomly by the English teacher on May 20th, 2016 at in front of the office.

Appendix 15. Documentations of Interview with the English Teacher

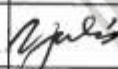


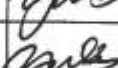
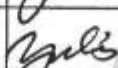
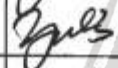
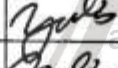
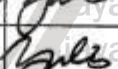

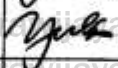
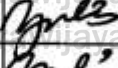





The interview was conducted with the English teacher of 7A class, Ms. Athika Diena H, M.Pd on May 31th, 2016 at the guest room of the school.

Appendix 16. Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Muhamad Mirza Fahmi
2. NIM : 125110500111008
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Methods in Teaching Speaking at the Seventh Grade Students of MTs Surya Buana Malang Academic Year 2015/2016
5. Tanggal Mengajukan : 15 Februari 2016
6. Tanggal Selesai : 5 Agustus 2016
7. Nama Pembimbing : Yulia Hapsari, M.Pd.
8. Keterangan Konsultasi

No.	Tanggal	Materi	Dosen Pembimbing	Paraf
1.	4 Maret 2016	Konsultasi Judul	Yulia Hapsari, M. Pd	
2.	7 Maret 2016	Konsultasi Bab 1	Yulia Hapsari, M. Pd	
3.	14 Maret 2016	Konsultasi Bab 1	Yulia Hapsari, M. Pd	
4.	21 Maret 2016	Konsultasi Bab 2 & 3	Yulia Hapsari, M. Pd	
5.	28 Maret 2016	Konsultasi Bab 1, 2, 3	Yulia Hapsari, M. Pd	
6.	4 April 2016	Konsultasi Bab 1, 2, 3	Yulia Hapsari, M. Pd	
7.	11 April 2016	ACC Seminar Proposal	Yulia Hapsari, M. Pd	
8.	18 April 2016	Seminar Proposal	Yulia Hapsari, M. Pd	
9.	13 Mei 2016	Penelitian 1	Yulia Hapsari, M. Pd	
10.	20 Mei 2016	Penelitian 2	Yulia Hapsari, M. Pd	
11.	31 Mei 2016	Penelitian 3	Yulia Hapsari, M. Pd	
12.	20 Juni 2016	Konsultasi Bab 1-5	Yulia Hapsari, M. Pd	
13.	23 Juni 2016	ACC Seminar Hasil	Yulia Hapsari, M. Pd	
14.	28 Juni 2016	Seminar Hasil	Yulia Hapsari, M. Pd	

15.	15 Juli 2016	Konsultasi dan Revisi Bab 1-5	Yulia Hapsari, M. Pd	
16.	19 Juli 2016	ACC Ujian Skripsi	Yulia Hapsari, M. Pd	
17.	25 Juli 2016	Ujian Skripsi	Yulia Hapsari, M. Pd	
18.	4 Agustus 2016	Konsultasi dan Revisi Bab 1-5	Yulia Hapsari, M. Pd	
19.	5 Agustus 2016	ACC Penjilidan Skripsi	Yulia Hapsari, M. Pd	

9. Telah dievaluasi dan diuji dengan nilai:

A

Mengetahui,
Pembantu Dekan I
Bidang Akademik



Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001

Pembimbing



Yulia Hapsari, M.Pd.
NIK. 201201 800713 2001