

A STUDY ON THE SEVENTH-GRADE TEACHING SPEAKING METHODS AT MTS MUHAMMADIYAH I MALANG

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Abstract: The success of teaching learning process is greatly influenced by some components, namely teachers, students, methods, approach, strategy, technique, media and environment. Thus, teacher should recognize students' learning difficulties to achieve the main goal of curriculum. Teacher's main responsibility is to assist the students to reach goal in their learning process. This study aims to describe kinds of teaching speaking English methods at MTs Muhammadiyah 1 Malang as well as identifying and overcoming students' issues when the teacher applied the current teaching methods.

This study uses survey research because this study describes the application of teaching method, students' difficulties and teachers' strategies to overcome the students learning problems at MTs Muhammadiyah 1 Malang in academic year 2013/2014. The instruments used in this study were interview, questionnaire, observation and field notes.

Based on interview, the teacher mentioned that she has applied some popular methods of language learning such as direct method, silent way, communicative language teaching, audio lingual method, and suggestopedia. However, based on observation, the researcher found that the teacher only implemented three out of five methods, namely, suggestopedia, communicative language teaching and silent way. The students found difficulties when they had to practice English conversation. To overcome this problem, the teacher then giving them examples of how to produce conversation which later be called as communicative language method. Teacher also helped students to cover their vocabulary issues through gestures or other media as a practice of suggestopedia and by repeating many times in explaining the meaning of new words as an expression of audio lingual method. To maintain students' issue in expressing their English communication, the teacher overcomes it by asking the students what they did not understand yet and explained it until they understood and had bravery to express in English. In this point, again, the teacher practiced to apply audio lingual method.

In conclusion, throughout the application of three mostly used methods in provoking students' basic communication abilities, the teacher tried to assist students' issues such as difficult in mastering vocabularies, comprehension of teaching materials and confidence issues in practicing conversation.

Keywords: *Direct Method, Silent Way, Community Language Teaching, Audio Lingual Method, Desuggestopedia, and Conversation.*

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Introduction

The role of English as an international language is to break the boundaries of communication issues among nations which have different languages. English also put their salient position to understand different cultural issues around the world. Of two small rationales in learning English, Indonesia have applied the importance of learning English by providing space in its National Curriculum. Though the Indonesia recent curriculum *Kurikulum 2013* eliminate the teaching and learning English at elementary school, the existence of English as *a must teaching subject* still being considered as an international communication exposure for the upper level.

Among the ASIAN countries, English becomes a foreign language. No wonder though it has been years the implementations of English teaching and learning, the practical issues experienced by the learners are quite similar: one of the most is producing basic communication. Some research findings claimed that insufficient numbers of vocabularies and comprehension about the implemented materials influence students speaking mastery. Therefore, teacher's role in implementing various methodologies in teaching will influence student's learning outcomes. In other words, teachers must be able to identify students' problems toward the practice of offered teaching methods, so that students could grasp knowledge easily.

Teaching is one of concept of education activity. It is an activity of delivering knowledge to students in order to receive, respond, master, and develop the learning material. According to Brown (2000), teaching is stated by showing or helping someone to learn how to do something, give instruction, guiding in the study of something, providing with knowledge for comprehension purpose. It means that teaching refers to the process of imparting the knowledge and skill from the teachers to the learners. In teaching activity, teachers have important part to help and facilitate students in learning activities. The success of learning activity will depend on teacher's strategies in delivering the materials.

As previously mentioned, the success of teaching learning process is influenced by some components, namely teachers, students, methods, approach, strategy, technique, media and environment. To reach the goal of curriculum, effective implementation of the whole components should be supported each other. Teaching learning process is not an easy work, because the teacher should master theoretical knowledge and teaching practice ability. Thus, teaching English will be more effective and efficient if the teachers implement appropriate teaching methods for students.

According to Richard and Rodger , method is an overall plan for the orderly presentation of language material which means a method can be defined as the way

used to implement a plan that has been arranged in real and practical activities to achieve learning goals. Before the teachers start the teaching process in front of the class, they have to prepare the methods for teaching. In line with Richard and Rodger, Larsen and Freeman argue that method is as a foil for reflection that aid teachers in leading students' conscious awareness of thinking. In other words, methods can offer an alternative link to what students' learning difficulties and to what the teachers do in classroom. By implementing correct methods in the class, the teachers will be able to transfer the information, select the resource and define the roles of the students more easily.

In the researcher's daily experience as a teacher, teaching English in junior high school level is not an easy task. To teach the students, a teacher should find a good way to make the students enjoy and interested in learning English. Larsen and Freeman (2013) identify several popular methods in teaching foreign language that can be referred by teachers in teaching non-native English students, such as grammar translation method, audio lingual method, direct method, cooperative learning method, total physical response method, suggestopedia, silent way, and communicative approach.

Yet, not all methods are appropriate with teaching four skills of English, for example; grammar translation method appropriate for teaching grammar, and it is less appropriate for teaching speaking

because the characteristic of this method is that using mother tongue with little active use of the target language, and students are more focused on grammar rules and then apply it in translating sentences and texts into and out of the target (Brown, 2000). Meanwhile, in speaking the teacher can apply some methods such as direct methods, audio-lingual methods, and communicative language teaching, because from those methods there are some techniques appropriate for teaching speaking such as dialog memorization, chain drill, role play, conversation practice, etc. (Larsen and Freeman, 2000). By having various methods, the teacher can decide an appropriate method for teaching to improve students' speaking skill so that there will interactive and interesting environment of classroom. Thus, considering components such as method, technique, and strategy in teaching learning process, the teacher should recognize the difficulties that appear in teaching learning in order to figure out the optional solutions.

Teaching speaking is a very important part of language learning. The ability to communicate in English language clearly and efficiently contributes to the success of the learner in school and success learning outcomes later. According to Kayi (2006), teaching speaking is to teach learner to produce, use and select English words, and organize them in a comprehensive communication practice. The aim of teaching speaking is to improve English

orally production to teacher and their peer learners.

In line with the background of study, this study aims to find out: 1) how teacher applies the current teaching methods of speaking skill in teaching learning process, 2) students' difficulties in learning speaking when the teacher applies current teaching method, and 3) how teacher overcomes the students' difficulties in speaking practice when the teacher apply current teaching methods.

Popular Teaching Methods in Teaching English as Foreign Language

Teaching English for non-native English conveys special interest and empathy as English becomes fear for its learners. As the matter that English is as media of communication among the users, there are some popular methods being taught to gain its knowledge by the teacher to assist the students reach the goal in learning. The followings are kinds of teaching methods according to Larsen and Freeman :

Grammar Translation Method

Grammar Translation Method or more well-known as GTM is the oldest model of English teaching method that firstly introduced to have the learners understand about the grammatical features in English. GTM believes that the first priority in learning English non-native English learners is by mastering the grammatical

components. The purpose of Grammar Translation Method is the learner could be able to read written literature in the target language. Therefore, students need to learn about grammar rules and vocabulary in the target language.

Direct Method

Direct method is applied when the grammar translation method is considered not effective anymore. The objective of this method is to train students to use the target language vocabularies communicatively. This method has one basic rule that is no word-translation allowed. The direct method receives its name from the fact that the meaning is to be conveyed directly in the target language.

Audio-Lingual Method

Audio-lingual method is the upper level of Direct Method which uses oral-based approach like direct method but it has theoretical base linguistic and psychology. It is thought that the way to acquire the sentence patterns of the target language is by helping learners to respond correctly to stimuli through shaping and reinforcement.

Silent Way

Silent way method is the method with the principle that to use language for self-expression, to express their thought, perception, and feelings. Teachers do passively communication yet students actively respond toward teacher's hands

directing of pointing at any names of objects. Therefore, the students develop their independence learning by naming any names of English objects.

Suggestopedia

The concept of suggestopedia method is that teacher prioritizes students' convenience in learning. Teacher believes that student's convenience will give positive effect toward their comprehension of materials. It means this method can help students eliminate the fear that they cannot be successful toward studying. Thus, it can help them overcome the barriers in learning.

Community Language Learning

Community language learning method is the method which takes the principle that whole person learning. This means that not only they have intellectual ability, but also some understanding of relationship among students' feelings, physical reactions, instinctive protective reactions, and desire to learn.

Total Physical Response

Total Physical Response is a method with its main objective is students able to understand verbal instructions. Teacher can create very active and interactive classroom environment by asking students to move or even run for any instructed words. This method can reduce stress of people feeling when studying foreign language. It also can

encourage students to persist in their study beyond the beginning level of proficiency.

Communicative Language Teaching

Communicative language teaching method is aimed to apply the theoretical perspective of communicative approach by making communicative competence in the goal of language teaching and acknowledging the interdependence of language and communication. Teacher could design some communicative activities to persuade students' willingness to communicate.

Research Method

In this study, the researcher applied survey research because it could steeply identify the application of teaching method, students' difficulties and teacher's strategies to overcome the students' difficulties.

The researcher took a teacher who taught English and seventh-grade students as sample in this research. The teacher has been teaching English in this school for eleven years. The researcher's judgment to select one class (C class) out of three because this class was considered has active-participating students. The numbers of students in C class are thirty students.

Findings

Based on the interview between the teacher and the researcher, the teacher informed that in teaching speaking subject she applied some methods called direct

method, silent way, communicative language teaching, audio lingual method, and suggestopedia.

To gather information of interview, the researcher conducted three times of observation by attending the teaching process as non-participant as observer. In the first observation was conducted on April 15th, 2014, the method used by the teacher could be categorized as suggestopedia because the teacher tried to activate students' willingness in learning English through building students' motivation. Teacher tried to make students who had low motivation in learning English by merely preaching about the needs of English for students' future. To the students, the teacher suggested that more and more practice will make them used to understand English better so that students must have eliminated inconvenient feeling by imagining their future with English mastery. Accordingly, the teacher gave examples on how beneficial to master English like by English students can travel around the world, students can speak in different language and students pass National Examination successfully later.

What have been conducted by the teacher was in line with Larsen and Freeman (2000) who believes that suggestopedia method is more underpinning on regulating students to feel comfortable in learning environment, especially in introducing a foreign language, English. By pursuing students' motivation teacher could

emphasize on the students to use and practice particular foreign language for daily. In this case, the teacher gave belief that they would succeed in learning English. In applying this method, the teacher implemented primary activation by concerting technique and role playing technique.

In the second observation conducted on May 8th, 2014, the method used by the teacher was categorized as Communicative Language Teaching. Teacher divided the class into groups in role-play activities. The students were asked to arrange the conversation themselves. Teacher's suggestion was students could ignore grammatical pattern yet producing as many as possible activating the introduced vocabularies for their communication. It showed that the goal of language learning was to interact or communicate not merely on grammatical pattern. As stated by Richard and Rogers, interaction and not merely its grammatical features are the characteristics of communicative language teaching. It shows that communicative meaning in the context should be emphasized in language teaching. Moreover, Larsen and Freeman (2000) mentions that there are five techniques in this method. They are language game, scrambled sentence, picture story, authentic material, and role play. In applying this method, the writer found that the teacher only implemented authentic material and role play technique.

In the third observation carried out on May 20th, 2014, the method implemented was categorized into silent way because in guessing the picture game, the teacher was only facilitating and controlling. She just controlled the game and noticed the active and passive students during the game. According to Larsen and Freeman, one of techniques usually used by teachers is teacher's silence. Larsen and Freeman believe that independent learning is the basic characteristics of teaching learning in this method. So, the students could get autonomy in the language learning. It could be seen from the fact that the teacher only helped the students using gesture, picture, or mimic when they needed hints to guess new words. The teacher also suggested them help each other when they got difficulties. The techniques of silent way not implemented by the teacher were peer correction, word chart, and self-correction.

The following findings indicated that the teacher had applied the direct method. In the theory of direct method, some techniques proposed by Larsen and Freeman are question and answer exercise, getting students to self-correct, and conversation practice. Practically, the teacher did some activities to teach speaking skill by activating students to question and answer in a complete sentence so they could practice new vocabularies and grammatical pattern. The teacher gave the students chance to make questions with the answer, and asked

the students to have pair conversation. It is in line with the technique proposed by Larsen and Freeman (2000), the purpose of this technique is to emphasize the students to answer the questions correctly. Yet, in applying this method, the teacher did not implement reading aloud, dictation, fill in the blank, and paragraph writing.

Still on the same activities, the teacher admitted that she often asked the students to repeat after her in pronouncing new words or sentences in the dialogue. This was categorized into repetition technique of audio-lingual method proposed by Larsen and Freeman. In this method, the teacher implemented dialogue memorization, complete dialogue, repetition drill, and transformation drill. While, expansion drill, chain drill, single out substitution drill, multiple slot, substitution drill, question and answer, minimal pairs, and grammar game. Unfortunately, the teacher did not give solution to overcome the students' difficulty in English in problem solving task. Therefore, asking the students to tell their experience in English during speaking activity is actually included in community language learning method, but in this case, the writer found it in the post activities when the teacher implemented silent way method in the observation conducted on May 20th, 2014.

For students' issues in delivering unknown words of English translation, the teacher assisted the students by giving those

vocabularies while explaining to the students, so that students will have confidence in continuing their conversation practice. In addition, the teacher mentioned that the more effective to promote their confidence issues in speaking was also helped them in directly giving the vocabularies they needed. It was applied since the students did not know what to say or even they got difficult to name it. The teacher also emphasized that maintaining students' comfortable issues was important to keep spirit in learning English. Indeed, the teacher tried to apply some methods of teaching English to maintain the learning keep active by considering students learning issues.

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