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## PEDOMAN TRANSLITERASI ARAB – LATIN

### 1. KONSONAN

ء = ‘	ز = Z	ق = Q
ب = B	س = S	ك = K
ث = TS	ص = SH	م = M
ج = J	ض = DL	ن = N
ح = H	ط = TH	و = W
خ = KH	ظ = ZH	ه = H
د = D	ع = ‘	ي = Y
ذ = DZ	غ = GH	ة = T
ر = R	ف = F	

### II. VOKAL PENDEK

ـَ = u
ـِ = i
ـِ = a

### III. VOKAL PANJANG

وْ = û
يْ = i
اْ = a

### IV. DIFTONG

وْ = au
يْ = ai

### V. PEMBAURAN

ال = al
الش = al-sy..
وال = wa al

## *Pengantar Redaksi*

Sebagai suatu kegiatan intelektual, penelitian membutuhkan sejumlah sarana pendukung. Yakni wadah untuk mengekspresikan dan sekaligus mengkomunikasikan hasil segar temuan-temuannya kepada publik. Agar hasil temuan penelitian bisa lebih berdaya guna dan bisa dikonsumsi oleh kalangan publik yang lebih luas, baik intra maupun ekstra kampus, maka Fenomena, sebagai jurnal penelitian STAIN Jember, bermaksud menjawab kebutuhan itu sekaligus menjembatani antara peneliti sebagai sumber informasi dengan publik sebagai sasaran konsumen hasil penelitian.

Dalam edisi perdana tahun 2006 ini, Fenomena berhasil menjaring sejumlah ringkasan hasil penelitian, yang tema-temanya sangat beragam. Tema tentang "Teaching the Speaking Skill in the English Classes at MTs al-Ma'arif Wuluhan Jember" disampaikan oleh Moch. Imam Machfudi, Dwi Puspitarini dengan bahasan berjudul "The Analisis of the Use Some Languages among the Sellers of Pasar Mangli Jember to Maintain Good Transactional Interaction with their Buyers in 2004", otonomi daerah dan pondok pesantren diangkat oleh Miftah Arifin dalam sebuah judul "Pengaruh Otonomi Daerah terhadap Pengembangan Pondok Pesantren di Kabupaten Jember", dan M Nur Harisuddin mengenai "Pengetahuan dan Kekuasaan dalam Orientalisme", Abd. Rahman DS dalam judul penelitian "Penerapan Maksim Tutur dan Prinsip Sopan Santun dalam Komunikasi Verbal di STAIN Jember", Dyah Nawangsari mengangkat judul "Pendidikan Seks di Pondok Pesantren", Fuadatul Huroniyah dalam hal "Hubungan antara Pola Asuh Islami dengan Kematangan Beragama pada Remaja dalam Budaya Masyarakat Jawa", dan M. Walid Mudri dengan judul "Implementasi KBK di MA Ma'arif Kencong Jember" serta Siti Mislikah tentang "Alih Kode dalam Komunikasi Lisan antara Dosen dan Mahasiswa di STAIN Jember",

Dan akhirnya kami sangat menunggu kritik konstruktif dari semua pihak yang berkompeten demi perbaikan ke depan jurnal Fenomena.

*Redaksi*

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## **TEACHING THE SPEAKING SKILL IN THE ENGLISH CLASSES AT MTS. MA'ARIF WULUHAN JEMBER**

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### **ABSTRAKSI**

Menurunnya kemampuan ketrampilan berbicara (Speaking) pada Sekolah Menengah Pertama menunjukkan kecenderungannya pada beberapa tahun terakhir ini. Upaya-upaya telah dilakukan oleh guru dan pemerintah untuk meningkatkan kemampuan siswa. Namun demikian upaya itu belum menunjukkan hasil yang memuaskan semua pihak. Penelitian kualitatif ini bertujuan untuk mendeskripsikan pengajaran speaking skill di MTs. Al Ma'arif Wuluhan, Kabupaten Jember dan menemukan bahwa penempatan pembelajaran ketrampilan speaking yang terintegrasi dengan keterampilan yang lain seperti reading, listening dan writing yang dilakukan oleh guru dengan menggunakan media pembelajaran menunjukkan efektifitas pengajaran keterampilan speaking tersebut.

**Kata Kunci :** Pengajaran Bahasa dan Keterampilan Berbicara

The recent discussion of teaching English as a Second or Foreign Language deals with the difficulties faced by the students in communicating their ideas by using English. This has been an acute disease for more than three decades where the teaching of English does not show significance development. This problem is nowadays increasing and shows the decrease in achievement, especially in speaking class.

We are aware that speaking in English is not always easy for learners in general, especially for beginners including students of junior high school (SMP/MTs). It is due to their limited knowledge of English. Consequently, they are reluctant to speak English in the classroom let alone outside the classroom.

Students find it difficult to speak or make a discussion in the classroom because they do not know how to organize their ideas. How to make the students speak in English, especially students of junior high school in Indonesia is still a problem. The fact shows that the students cannot speak English even though they have learned it for three years. This phenomenon reflects that English achievement is still questionable.

In order to discover the real process of teaching and learning of English speaking skill in the classroom and the use of media in the classroom, it is necessary to investigate the practice in the field. Junior high school level is chosen as the place in which the researcher conducts the investigation. Therefore, MTs.

Ma'arif Wuluhan is selected as a basis of the research with the consideration that this school is one of the successful schools in Jember, in terms of the number of students. Although it is a private school, the number of students is big enough in each academic year, for instance, in the academic year 2005/2006 the number of students are 573. It is a representative number of student to be the selected as the research area.

The researcher is eager to know how the teachers of MTs. Ma'arif Wuluhan teach English speaking skill integrated with other skills. Therefore, the study focused on the teachers' and learners' activities in English class which focused on the speaking activities. The researcher also wants to know how the teachers insert the English speaking skill integrated with other skills appropriately.

## RESEARCH METODOLOGY

This research is qualitative in nature based on some characteristic i.e. (1) having one natural setting as the data sources, (2) using the researcher as the key instrument, (3) having much concern with the process rather than the outcomes, (4) being descriptive in nature, (5) having much concern with the utterances or words as the analysis of data rather than the numbers, (6) and analyzing the data inductively (Bogdan & Biklen, 1998).

The technique of analyzing data on this study was adapted from Miles & Huberman (1994). They confirm that data analysis consists of three activities, namely: *data reduction*, *data display*, and *data verification*. In data reduction, the process, selecting, and organizing raw data obtained in data collections were done. In data abstracting, all of the collected data were transcribed into written texts. The third or final activity in the data analysis is *conclusion drawing or verification*. This activity tries to

find out the meanings, patterns, explanations, possible configurations, causal flows, and propositions of certain things.

In this research, triangulation was used to check the trustworthiness of data. According to Miles and Huberman (1994) triangulation is the use of two or more methods of data collection in the study of some aspects of human behavior. In relation to this study, the use of trustworthiness of the data is necessary to be checked in order to reduce the researchers' opinion, prejudices, and biases about the data that have been obtained from the field notes on observation, questionnaires, and interview.

## RESEARCH FINDINGS AND DISCUSSION

Based on the classroom observation that had been conducted for two months, the teachers of MTs. Al Ma'arif Wuluhan applied some techniques in teaching speaking as integrated with the instruction of other skills in the classroom. As stated previously the observation was conducted to the first, the second, and the third year classes. At each class level, one class was chosen as the subject of this study. They were Ia, IIb, and IIIc. The English teacher of the third class chose the class in order to facilitate the researcher to conduct the research in terms of the time.

### 1. At the First Year

From the first observation, it was found that the English teacher (T1) taught speaking skill by integrating it with other skills by using several techniques. In the beginning of the lesson, for example, T1 invited the learners to discuss the previous lesson with the learners. She tried to explore the learners' ideas on the previous lesson by giving questions and attracting the learners to answer the questions orally and voluntarily. In the previous lesson

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they learned about Spelling alphabets and Words. The teacher here used repetition drills to train the learners' pronunciation.

In the meeting, it was found that the English instruction was focused on reading and followed by speaking, and pronunciation. When the teacher asked the learners to read, it means that the teacher tried to train learner's reading ability which includes the ability to pronounce the words appropriately and to understand the text comprehensively. When the teacher asked questions and the learners answered orally she intended to gave them an opportunity to express their ideas based on the information they have obtained from the text. When the teacher wrote certain words which were difficult for the learners to pronounce, she read aloud or pronounced the words with the correct model. It means that besides understanding the text comprehensively the teacher tried to correct the learners' pronunciation ability.

In relation to the percentage of using English in the classroom, the English teachers at the first grade stated that she uses English 50 % in the classroom as a means of communication between her and the learners in the language-learning program. As has been found in the observation, the teacher in fact used English about 50 % in transferring, questioning, and discussing the learning material with the students. The teachers stated that the learners should be trained to be accustomed to English, so that they can try to listen, to understand, and to practice the foreign language they have learnt.

Concerning with the techniques that the teacher applied in teaching English especially in speaking skill, the English teacher said that in the first year, she applied some techniques. The first technique was giving a model of reading aloud to the learners and asking the

learners to read in order to check the pronunciation. In addition, reading aloud to children helps them develop and improve literacy skills—reading, writing, speaking, and listening. The second was expressing new vocabulary and asking learners to imitate. The third is in the form of asking and answering questions orally based on the topic, and the fourth is practicing a dialogue in the textbook in pairs or in groups.

In addition, the teacher confirmed that she also applied "telling story technique" in which the learners were asked to tell their own story in front of the class. The teacher and other learners listened to the story. In storytelling, it provides learners with the ability to express his or her thoughts and feelings articulately through oral language. The art of story telling can be an enjoyable tool for practicing both listening skills and verbal expressions.

Dialogue was also used by the English teacher at the first year. Dialogues which was used in to help learners to develop their conversation skills is a common practice in most English classes. One of the main advantages of using dialogues was that learners were given a rubric as a basis on which they can then build the similar dialogue. Once they have become comfortable in using a dialogue, learners can go on to have related conversation building on their familiarity with the dialogue and the vocabulary specific to the situation.

Describing pictures and things were also taken into account in English class at the first year. In this activity, the teacher usually asked the learner to describe pictures such as animals, plants, vegetables, people etc, in front of the class.

In relation to the possibility that the teacher teaches English speaking skill for the hours or 2 x 45 minutes, she said that she had never taught speaking skill along the hours.

She taught the speaking skills by integrating it with other skills. She also confirmed that speaking skill was usually inserted on the pre-reading and post-reading. Sometimes she tried to invite the learners to speak whenever it is needed. The speaking skill might appear in listening and in reading activity. As found in the observation, the teacher began the lesson with brainstorming that encouraged the learners to speak and to express their ideas orally. In asking questions for example, she usually used

English and the learners must answer in English too. At the end of the activity the teacher also discussed the lesson that the learners had obtained to give feedback to the teacher and to the teaching and learning process.

To summarize, the techniques that the teacher used in teaching English speaking skill in the classroom of MTs. Al Ma'arif Wuluhan is shown in Table below.

No	Teaching Purpose	Technique	Teacher's Activities
1	To train the student to pronounce words correctly	Reading Aloud	<ul style="list-style-type: none"> <li>○ The teacher read a short text aloud to the learners twice and the learners listened to the teacher carefully</li> <li>○ The teacher gave the learners questions based on the short text.</li> <li>○ The learners answered the teachers' questions orally and voluntarily.</li> <li>○ The teacher also gave the learners little explanation related to the short text.</li> <li>○ The teacher asked learners to read a text aloud on the compulsory book.</li> <li>○ Whenever the learners mispronounced certain words, the teacher directly corrected the words and wrote them on the blackboard.</li> <li>○ The teacher gave models how to pronounce the words.</li> </ul>
2	To make students more enthusiastic in speaking	Question and Answer	<ul style="list-style-type: none"> <li>○ The teacher gave the learners comprehension questions related to the text.</li> <li>○ The learners answered the teachers' questions orally, voluntarily, and enthusiastically.</li> </ul>
3	To make students memorize the words	Repetition/Drill	<ul style="list-style-type: none"> <li>○ Teacher trained the learners' pronunciation (e.g. Teacher said "students", and the learners repeated after the teacher).</li> <li>○ The learners spelled the letter on the word "students" several times.</li> </ul>

4	To make the students mention and increase their own words	Discussion	<ul style="list-style-type: none"> <li>○ In the beginning of the lesson the teacher discussed the previous lesson with the learners through questioning.</li> <li>○ The teacher generated the learners' ideas about the previous lesson and the learners answered in English orally.</li> <li>○ The teacher asked learners to do an exercise of the next lesson in students' worksheet.</li> <li>○ The teacher discussed the exercise with the learners.</li> <li>○ The teacher asked the learners to read a text</li> <li>○ The teacher and the learners discussed the content of the reading text.</li> <li>○ The teacher asked the learners to mention the color of things.</li> <li>○ The learners mentioned the color of things orally and voluntarily</li> </ul>
5	To practice dialogue	Practicing Dialogues	<ul style="list-style-type: none"> <li>○ The teacher asked the learners in pairs to practice a dialogue on the textbook</li> <li>○ The learners practiced the dialogue in pairs.</li> </ul>
6	To summarize story that have been read	Story Telling	<ul style="list-style-type: none"> <li>○ The teacher invited the learners to tell their own story in front of the class (the story can be based on their experience or based on what they have read)</li> </ul>
7	To increase their vocabulary by describing things	Describing Real Things or Pictures	<ul style="list-style-type: none"> <li>○ The Teacher showed the learners the real things/ objects such as fruits.</li> <li>○ The teacher asked the learners to describe the color, taste, size, form, and the advantages of the objects.</li> <li>○ The teacher asked the learners to describe the physical appearance of one of their friends in front of the class.</li> </ul>

## 2. At the Second Year

Different from the first year, in the second year, the teacher led the learners to have a discussion class by grouping them. He, then,

divided the learners into 10 groups, each of which consisted of four and five persons. After giving some instructions related to the learner's activity, the learners began to discuss a topic that they



should present in front of the class after the discussion. The learners were given ten minutes approximately to discuss the topic and to arrange their ideas on their report paper. Finishing the discussion, the teacher asked the learners to stop the discussion and asked each group to present their result of discussion to the class. The teacher instructed the learners not to read their report but to speak spontaneously. However, it seemed that the learners were reluctant to do that because of the limitation of their speaking ability.

Concerning the technique of teaching English speaking, T2 confirmed that he practiced asking and answering questions orally based on the topic that are discussed. Sometimes, the teacher also used dialogues that were provided on the textbook. As had been stated earlier, using dialogues could help learners develop their conversation skills. The teacher also used story-telling technique in which it was empowering for learners to be able to express his or her thoughts and feelings articulately through oral language. In addition, the art of story-telling could be an enjoyable tool for practicing both listening skills and verbal expressions.

The teacher (T2) confirmed that for a certain time, he used the time (2x45 minutes) special for speaking activities. The activity includes giving a model of a dialogue to the learners, and then asking learners to make a similar dialogue with the model of the dialogue in pairs. Finally, it may also be in the form of asking the learners to practice the dialogue in front of the class.

In the second year, there are many factors that support the learners' ability in speaking. T2 reported that through reading and discussion learners could improve their speaking ability. Why reading and discussion? Reading might be a good exercise for the learners' pronunciation in which good pronunciation is important in speaking skill. By reading and pronouncing English words, the learners were trained to be familiar with the foreign language. In understanding the content of the English reading text, discussion was used in order to invite the learners to express their ideas spontaneously. This activity can encourage the learners into reading comprehension and speaking activity.

In order to achieve the target of the curriculum, T2 confirmed that the target of the curriculum had not been reached yet. He added that there were some factors that affect the phenomena. First, the construction of curriculum ideally should be constructed based on the peoples' need and not based on political needs. Second, educational system such as the system of evaluation was still ineffective especially for English assessment.

The most important thing in language teaching is how to make the language easier to understand for the learners to help them understand what the teacher explained. The table below shows the summary of the use of techniques related to the teaching of English speaking at the second year.

No	Teaching Purpose	Technique	Teacher's Activities
1	To let the students create their own ability in conversation	Group discussion	<ul style="list-style-type: none"> <li>○ The teacher led the learners to form a group discussion</li> <li>○ The teacher gave instructions referring to the learners' activity in the discussion.</li> <li>○ The teacher provided 10 minutes to discuss a selected topic.</li> </ul>

			<ul style="list-style-type: none"> <li>○ The teacher asked learners to present the result of the discussion in front of the class.</li> <li>○ The teacher gave helps whenever the discussion got stuck.</li> </ul>
2	To make students more enthusiastic in speaking and understand the text they have read	Questions and answer	<ul style="list-style-type: none"> <li>○ The teacher asked learners to read a reading text.</li> <li>○ The teacher discussed the content of the reading text with the class.</li> <li>○ The teacher read questions related to the text book and asked the learners to answer them voluntarily.</li> <li>○ The teacher read a text and the learners read it silently while listening to the teachers.</li> <li>○ The teacher asked learners to find and to orally state the topic sentence and the main idea of each paragraph.</li> <li>○ The learners expressed their ideas orally and voluntarily</li> </ul>
3	To practice student's braveness in communicating ideas	Practicing Dialogue	<ul style="list-style-type: none"> <li>○ The teacher asked the learners to practice a short dialogue in pairs.</li> <li>○ The teacher asked the learners to change the idea from the dialogue with their own ideas.</li> </ul>

### 3. At the Third Year

At the third year, English is taught by a senior English teacher (T3) at the school. On the first observation at this school, the teacher asked the learners to write their homework on the blackboard. Some of the learners wrote down their homework on the blackboard voluntarily. Then, the teacher discussed the learner's answers with the class. The teacher also gave some explanations related to the homework. Next, the teacher asked the learners to differentiate the first and the second sentences of the homework and to answer the teachers' questions orally. Their homework is about the use of *too much*. While other

volunteers were writing their answers on the blackboard, the teacher was walking around the class correcting the others' works.

From the observation, it seemed that "discussion" was one of the techniques that the teacher used in teaching English, especially the speaking skill, in the classroom. Here the teacher tried to generate ideas from the learners interactively. In addition, the questions which were presented to the learners can train them to think critically. Then, the teacher asked the learners to answer the exercises on the compulsory book and discussed the answers with the class. The learners answered the questions orally.

The next activity began when the teacher asked the learners to read and to understand paragraphs to find the main idea of every paragraph. The learners followed the teachers' instruction to read and to understand it. The learners, one by one, mentioned the main idea of the paragraphs. The teacher helped them to find the best main idea if their answers were incomplete. The teacher asked questions which were related to the exercises completed with some pictures in the textbook. The learners then answered orally and voluntarily. At the end of the activity, the learners were asked to practice a dialogue in pairs in front of the class.

In relation to the techniques that the teacher used in the class, the teacher confirmed some techniques that she usually applies. The first is that the teacher showed the learners the newest vocabulary and asked learners to imitate and to pronounce the words. Then she asked the learners some questions and expected the learners to answer the questions orally. Third, she ordered the learners to memorize dialogues and present the dialogue in front of the class. Fourth, she placed the learners in groups and asked them to have a discussion on the topic given, but also to present the results in front of the class. The last is that she asked the learners to practice a dialogue based on the learners' textbook in pairs.

Besides the techniques that have been stated above, T3 also uses role-play as an alternative technique used in English class especially in speaking activity. In applying a role play, the teacher not only creates a dramatic situation in a classroom-in part simply by acting out dialogues, but also in part by relabeled objects and people in the room. To prepare for imaginative role-playing-the teacher can expand the classroom indefinitely and provide imaginatively natural contexts for the language being used.

In applying role-playing technique, T3 says that she usually spends the hours (2x45 minutes) for that activity. For instance, the topic is about *going to a library or visit a relative*. One learner is supposed to be a librarian and another learner be a reader, or a learner would be a guest and the other became a host. Then, they perform it in front of the class in a dramatic situation that is presented in the form of dialogues.

Moreover, the teacher also asked the learners to describe pictures individually in front of the class, for example, describing traditional house and traditional cloth of Indonesia. The teacher confirmed that this activity was very useful for the learners to improve their speaking skill as well as to increase their vocabulary. The teacher said that she inserted speaking skill all the time. Therefore, the learners were accustomed to listen and to practice English all the time.

The factors that influence the learners' ability in speaking skill according to the teacher is listening and reading. Through listening from the teacher or media, the learners will try to imitate what they have heard. This is also supported by Nation (1992: 17) as he states that listening is seen as a way to present models that learners immediately copied. It is suggested that the best method is to practice meaningful listening. Moreover, Nation confirms that listening is the way of learning language. It gives learners information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills.

From the statements above, it can be concluded that learning listening skills

functions as a bridge to learn speaking skills. By listening many times, the learners are expected to find a model of spoken English directly.

The table below shows the summary of the use of techniques referring to the teaching of English speaking skill in the third year of MTS. Al Ma'arif Wuluhan.

No	Teaching Purpose	Technique	Teacher's Activities
1	To train the students with ability in transferring their ideas	Discussion	<ul style="list-style-type: none"> <li>○ The teacher began the lesson by discussing the learners' homework</li> <li>○ Then the teacher discussed a reading text with the class</li> <li>○ The teacher tried to get the learners' ideas related interactively</li> <li>○ The teacher asked the learners to answer questions related to the text and discussed the answers with the class.</li> <li>○ The teacher asked the learners to read and understand paragraphs to find the main idea of every paragraph.</li> <li>○ The learners voluntarily mentioned the main idea of each paragraphs</li> </ul>
2	To encourage the student to make questions	Question and Answer	<ul style="list-style-type: none"> <li>○ The teacher read some comprehension questions, and then the learners answered the questions orally and voluntarily.</li> </ul>
3	To encourage the student to make questions	Question and Answer	<ul style="list-style-type: none"> <li>○ The teacher read some comprehension questions, and then the learners answered the questions orally and voluntarily.</li> </ul>
4	To practice their ideas in pair	Practicing Dialogue	<ul style="list-style-type: none"> <li>○ The teacher asked the learners to practice a dialogue in pairs</li> <li>○ The learners in pairs practiced a dialogue provided on the textbook</li> </ul>
5	To make students to be able to describe things	Describing Pictures / Things	<ul style="list-style-type: none"> <li>○ The teacher asked the learners to act out a certain profession for instance, a doctor.</li> <li>○ The teacher assigned one learner as a doctor and the others as patients.</li> <li>○ The teacher provided the learners with a situation in which they could role play.</li> <li>○ The learners performed it in front of the class.</li> </ul>

1	To make students to be able to describe things	Describing Pictures / Things	<ul style="list-style-type: none"> <li>o The teacher asked the learners in turns to describe a traditional costume or house based on the pictures in front of the class.</li> <li>o The teacher asked the learners to describe the accessories such as bracelet and belt that make up the traditional clothes.</li> </ul>
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## DISCUSSION

The teaching of English speaking skill at MTs. Al Ma'arif Wuluhan is integrated with the teaching of other English skills. In teaching the speaking skill, each teacher from each level has different ways and techniques in inserting the skill into the other skills. The English teacher of the first year applied some techniques in teaching speaking skill. First, *discussion technique* was used by the teacher to review the previous lesson, to generate ideas about the new lesson (brainstorming), and to make the conclusion about the lesson at the end of the class. Second, *repetition or drill* was used by the teacher to train the learners' pronunciation. In this technique, the learners repeated an utterance aloud as soon as they heard it. The utterance was brief to be retained by the ears. Third, *question and answer* was also applied especially in discussing the content of a reading text. This technique was very useful for the learners in understanding information from reading text then the information was discussed orally in order to express their ideas. Fourth, *reading aloud* was used to give the learners good models of pronunciation. In this activity, the teacher asked the learners to read aloud

one by one, and checked the pronunciation thoroughly. Fifth, *story telling* was used to tell the learners' own story in front of the class. This technique provided the learners with the ability to express their thoughts and feeling articulately through oral language. In addition, the art of story telling could be an enjoyable tool for practicing both listening skills and verbal expressions. Sixth, *practicing dialogue* was used in order to help the learners developing their conversation skills. Once the learners have become comfortable to use a dialogue, they can then go on to have related conversation building on their familiarity with the dialogue and the vocabulary specific to the situation.

The English teacher of the second year was also more dominant using *discussion* as a technique to invite the learners to speak English spontaneously. However, the teacher modified the discussion into small group discussion which consisted of five or six pupils. In each small group discussion the learners discussed in English their own topic provided by the teacher. Then, the learners presented the result of the discussion in front of the class. Moreover, questions and answers about the topic occurred

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between the learners and the presenter and also the teacher as a facilitator.

The teacher also *discussed* the lesson with the class especially in reading activity. In other words, the teacher discussed with the learners about the content of a reading text or about the learners' exercises (assignment). *Practicing dialogue in pairs* was also one of the techniques that were used by the teacher of the second year as a way to invite the learners to speak English within a context.

In the third year, the teacher also used *discussion* in almost all English activities in the classroom. In reading activity, for example, the teacher discussed with the learners about the content of the reading text. Then the learners voluntarily answered the teachers' questions orally. So, reading activities are also included in speaking activities. When the teacher asked questions related to the content of the text, the teacher expected the learners to get the information from the text and to express their ideas spontaneously. In addition, the activities do not only train the learners to read comprehensively, but also train the learners' speaking ability as well as their pronunciation. Likewise, in listening activity, the teacher usually gave questions after playing the cassette. Then the learners answered the question orally. So, the learners were involved in two activities; they were listening and speaking. In addition, the teacher also used *role-playing technique* as an alternative technique used in speaking activity. In applying this technique the teacher does not only create a dramatic situation in a classroom-in part simply by acting out dialogues, but also in part by relabeled objects and people in the room to prepare

for imaginative role playing. According to the teacher, she also asked learners to *describe things* or pictures in front of the class. This activity was very useful for the learners to improve their speaking skill as well as to increase their vocabulary. *Questions and answer technique* is also used by the teacher in the learning activity. In this activity, the teacher read some comprehension questions and the learners answered the questions based on the text orally.

It is also found that some of the learners especially the learners of the second and third year were reluctant to speak English in the classroom because of psychological factors such as fear, shyness, nervous. This factor has a negative effect to the learners' development especially in speaking skill. While other factors such as linguistic factors still become constraints for the learners in speaking. For example, the learners have insufficient understanding of common grammatical patterns in English (e.g. English tenses) and how these are different from their own language. The learners also get difficulties in transferring from their first language to the sounds, rhythm and stress patterns of English which is called language interference. In addition, the learners have problem related to culture; that is a belief that learning involves listening to the teacher and not speaking in class.

In relation with using media, the English teachers used real things or objects, flash cards or pictures, tape recorder, and VCD player. Tape recorder and VCD player were used by the teacher in the language laboratory, while real things and flash cards were used in the classroom. However, the researcher failed to find out

the use of media in the second year class because among others the teacher may find it unnecessary to use teaching media in the classroom.

## CONCLUSION

Based on the descriptions of the findings presented previously, a conclusion is presented on the basis of the research questions and findings, namely about the techniques and media used in teaching speaking as integrated with other skills at MTs. Al Ma'arif Wuluhan – Jember.

The technique of teaching English speaking skill at MTs. Al Ma'arif Wuluhan – Jember is integrated with the teaching of other English skills. In teaching the speaking skill, each teacher from each level has different ways and techniques in inserting the skill into the other skills. The English teacher of the first year applied some techniques in teaching speaking skill, the teacher of the second and the third year do the different things, in the sense that each teacher has their own technique. The techniques used by each teacher have contributed in building the students activity in speaking. Supported by the use of media in the teaching speaking skill together with other skill such as reading, listening and writing, it seems that the techniques used by those teachers have reached its goal.

In relation with using media, the English teachers used real things or objects, flash cards or pictures, tape recorder, and VCD player. Tape recorder and VCD player were used by the teacher in the language laboratory, while real things and flash cards were used in the classroom. In terms of using media it can be concluded that the teaching of English speaking skill

integratively with other skills came to its effectiveness. In other words, teaching the English speaking skill at MTs Al Ma'arif Wuluhan by using media is effective.

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