TEACHING LEARNING PROCESS OF SPEAKING AT THE SECOND SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF IAIN SURAKARTA IN THE ACADEMIC YEAR 2017/2018

THESIS
Submitted as A Partial Requirements
For the degree of Sarjana in English Education

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DEDICATION

This Thesis is dedicated to:
1. My beloved parents. Mother (Rukimah) and Father (Munjahid) who always stay for me.
2. My beloved brother. (Muhammad Hasim and Farhan Dloifur Yusuf)
3. All of my best friends who always support me.
4. All of my teachers and lectures.
M O T T O

A Person who never made a mistake never tried anything new

(Albert Enstein)

The more we are grateful, the more happiness we get.

(The researcher)
PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Teaching Learning Process of Speaking at the second semester of English Education Department of IAIN Surakarta in the Academic Year 2017/2018” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If letter proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this research paper is far from being perfect, in order to make it better, the writer accepts some advices and criticisms. The last, the researcher hopes this research paper would be useful for us.
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Surakarta, ............

The researcher
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ABSTRACT


Advisor: Dr. Hj Woro Retnaningsih, M.Pd.

Key Words: Teaching process, role-play

This study was aimed describing how is the teaching-learning process of speaking class to the second semester of IAIN Surakarta in 2017/2018 academic year, describing the method by the teacher, describing the role by lecturer and by the students at the second semester of IAIN Surakarta in 2017/2018 academic year.

The method used in this research was descriptive qualitative research which analyze in the data in the from of word. The researcher conducted in the second semester students of IAIN Surakarta which consist of 34x3 class students. The method of collecting data was 1) Observation 2) Interview 3) Documentation. The data has been analyzed through interactive model proposed by Miles and Hubberman (1992: 20) covering Collecting the data, Reducing the data, Displaying the data and Drawing conclusion.

The result of the research that the teacher used the Role-play Method and Total Physical Response (TPR). The material used in teaching-learning process of speaking skill was taken from lecturer Handbook and lecturer file. The teacher’s role were as organizer, as assessor, as observer, as tutor, as facilitator. The student’s role were as the performer, as listener, as the main subject of learning. The problem faced by the teacher were the different levels of students and arrange the time.
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CHAPTER I
INTRODUCTION
In this chapter, the researcher discusses the introduction of the study. This chapter consists of seven parts. They are background of the study, identification of the problem, limitation of the study, problem statement, objective of the study, significance of the study, and definition of key terms.

A. Background of the Study

According to Widdowson (1996: 59), the skill of speaking is the skill which is conventionally referred to as “listening”. While, productive aspect of speaking referred to as “saying”. It can be said that speaking has a productive part when one participant in an interaction assumes the active role of speaker. To be competent in language, they must be clever to communication, read and read by using language. People who have ability a speaking will be better can be easy in their communication. To develop speaking skill, the students need some practice usually done in pair and group. According to Lynch (1996:105) states that in the classroom, ‘speaking’ can cover a wide range of oral activities, from genuine interaction (i.e. actually talking to someone about something) to repetition drills. From the statement above, it can be seen that speaking is one of important skill in learning English.

According to Tarigan (1986: 1-2), According to Tarigan (1982:5) speaking is the ability to communicate with language and the primary aim of speaking is for communication. Speaking is very important and it seems that it is more demanding in the language teaching and learning. Speaking has closed
relationship with the communication and interaction because one of the functions of the language is for communication.

Based on the first previous observation conducted in class 2B on 21\textsuperscript{th} February 2018 the researcher found that the teacher in the speaking class had created atmosphere where students feel free and confidence to deliver their thought, feeling, and idea in the conversation. The teacher also had given motivation to the students by using the appropriate classroom interaction during speaking lesson in order to develop the students’ English language skills in general and speaking skills in particular through classroom interaction. Interaction in classroom which aims at teaching the target language come from different interaction types like teacher speaking to the individual, members of a group and the whole class, a student speak to the teacher, to another student, to group members, and to the whole class. As a result, most of students become active in the classroom and they always communicate each other in English during the teaching and learning process to practice their speaking ability.

Based on the second previous observation in class 2B and interview with the students on 28\textsuperscript{th} February 2018, it was found that the students did not have problems in speaking. However, there are still several students who are not able to express their idea in English both in written and oral form. Thus, it seemed that the students did not have substantial amount of vocabulary mastery and they often give few respond when the teacher ask the question in
the classroom. These problems may be caused by the quality of interaction between the teacher and the students, and the students and the teacher.

The third previous observation in class 2D on 7th March 2018, showed that students were very active during the teaching learning process of speaking class. In this previous observation, the researcher observed the classroom interaction pattern of the speaking class during the teaching and learning process. First, it was found that the students-teacher interaction, the students always give responses to the teacher’s talks and questions. Here, most of students were able to give responses to the teacher’s questions and involve in the discussion. From the students-students interaction, it can be seen that the students were communicating in English to practice their speaking in group of two or more. This pattern of interaction was set up by the teacher during the teaching learning process of speaking. Besides, the teacher also give individual work to the students such as presentation practice and speech. This pattern could lead to whole class interaction as students who conducted presentation or speech must deliver some questions to the audience and they must answer the questions given by the presenter. By performing this presentation, the students may have interaction to the other students and build confidence. The teacher only play role as supervisor who gave evaluation and suggestion to the presentation. In addition, interview result conducted to the students indicated that the teacher’s model of teaching speaking can help the students to develop their speaking ability, such as by giving presentation in front of the class, the student can build interaction to others in the classroom.
and increase his or her confident in speaking in front of audience. By the pattern of students-students interaction, it is also indicated that students can share problems to each other related to difficulty in pronouncing some words, revising grammar or improving vocabulary.

Based on the fourth previous observation in class 2C on 23rd March 2018, obtained that in the presentation practice, the teacher always give opportunity to the audience to give feedback or responses to the student who had finished conducting the presentation, and then student who becomes a presenter can freely answer the question. This made the students enjoy the class and very enthusiastic to give responses the presenter. Besides, the teacher also gave feedback for the presenter by giving some suggestions and evaluate the presentation. The suggestions were given to the presenter and also for the next presenter.

Based on the above previous observations, it can be concluded that appear several patterns of interaction during the teaching and learning process of speaking class and those patterns of interaction in the classroom can bring a good atmosphere to the students in practicing English. Teaching learning process used as building knowledge and improving language skills. By reducing the amount of teachers talk in classroom and by increasing the learners’ talk time, it keeps the learners active in the classroom. The importance of interaction has a significant role both in the classroom and out of classroom. Therefore, teachers and students should consider it as an essential part in learning and teaching language skills, especially in speaking
class. They also added that classroom interaction helps the teachers to manage who should talk, to whom, on what topic, in what language. According to the classroom interaction which is a productive teaching technique manages the classroom language learning. “Interaction is face-to-face communication with particular prosody, facial expression, silence, and rhythmical patterns of behavior between the participants. Interaction also provides opportunities for production and receiving feedback.

The interaction can be between teacher and students and also between student and student. Both of these kinds of interaction need to be enhanced in the classroom environment. Nugroho (in Adaba, 2017) stated that classroom interaction has a significant role. Experiencing something by oneself will help learning it better and in the classroom environment it has been gained by engaging in classroom activities. Interaction between students and teacher influences the learning success. Learning opportunities are more for those who are active in conversation through taking turns than those who are passive. Interaction is viewed as significant by Chaudron (in Nurmasitah, 2017) because analyzing target language structures and getting the meaning of classroom events is done via interaction. It is through interaction that learners gain opportunities to insert the derived structures of classroom events into their own speech (the scaffolding principles). The communication constructed between the teacher and learners determine how much classroom events are meaningful for the learners. Classroom interaction does not only promote English language development but it also fosters the development of social
skills (e.g. politeness, respect for others) that people need to operate successfully in any culture.

The actual learning achievement of contextual learning can be applied in learning speaking skill. In learning speaking students are required to be able to speak actively using good intonation, choice of appropriate words, the use of appropriate and logical expressions. Thus, students can speak in the context of everyday life (Nunan, 2003). The ability of learners to speak English actively is very important.

Some speaking lessons that can be applied in the classroom are discussion, role play, simulation, information gap, storytelling, interview, and reporting (Kayi, 2006: 1-4). This lesson can not be applied thoroughly in teaching. Students are still in the context of theory, so they can not apply speaking in their daily life.

Based on the pre-observation in the students of Speaking 2, there are several conclusions as follows: 1) Students understand grammar, but can not apply it verbally (speaking); 2) Students have not been able to use their ability to speak English in their daily life; 3) Teaching is packed is on the topic / theory that is in Speaking, so it is less contextualized; 4) students can not become self-regulated learners; 5) Students face difficulties in speaking fluency. Thus, this study focuses on the contextualization of Speaking learning.

Most speaking research only focuses on improving students’ speaking ability in the classroom, but can not be used or applied in everyday life. Thus,
it takes a more contextual teaching design to be used in everyday conversation in the form of the use of literary works in the form of fairy tales.

In connection with that, in the practice of everyday learning process there are still many teachers who make mistakes in fulfilling their duties and functions (Prayitno, 2005.b). These mistakes are often not realized by the teachers, even still regarded as something normal and reasonable (Mukhaiyar, 2007). In any case, the slightest mistake that lecturer make especially in the learning process, will negatively affect the development of learners.

Related to English speaking skills, it means empowering students to be able to do speaking skills in the easiest way. Students feel good about English lessons because they are taught through a much more fun strategy that is encouraged for students to learn actively and creatively. If the students are already happy, active and creative to English subjects, their abilities both written and oral will increase. In the National Examination especially English lessons do not need free assistance (answers given by teachers) through short message system (SMS).

So, based on the above explanation of the talk, here, the researcher wants to analyze the speaking class in one of the universities. IAIN Surakarta is the setting. The IAIN Surakarta students especially in the second semester must learn speaking skills in formal interaction. Mastering speaking skills is the single most important aspect of learning a second language or a foreign language, and success is measured based on the ability to engage in language conversations (Fauziati, 2010: 15). More specifically, the syllabus speaking at
the British IAIN Department also said that after completing the topic of the conversation. Students can communicate verbally accurately (based on English structure rules), true (contextual), and efficient (as function) in English.

In English Department, there are four levels of speaking class. Speaking I ‘informal interaction’ learned by first semester, speaking II ‘situational communication’ learned by the second semester, speaking III ‘debating’ for third semester, and the last speaking IV ‘opening speech, language skills presentation, subject presentation, and how to read diagram in English’ for fourth semester. The entire sub for each level are speaking I are introduction, unforgettable experience, role of youth, and future plans. The materials of speaking II is making a complex conversation. For example in hotel situation, restaurant situation, hospital situation, etc. the materials of speaking III is debate. Student can practice Australian, Asian, American, or British debate according to their lecturer. The students could improve their argument, how to ask and give argument and disagreement, and how to criticize some issues. The material of speaking IV is academic presentation. The students can explore their speaking ability for presenting something individually.

There is material to be taught in my speaking for the second semester. The material can be separated into several sub-materials. They differ from each other to others. Such materials are formal interactions. Researchers interested in analyzing speaking and speaking process in the second half of
the English education department of IAIN Surakarta study. The reason researchers in choosing speaking II as the object of this study are: 1) The material in the second semester is the basis of the formal study of English at the university can be apply in the our work after done in university. 2) Students' speaking ability is low in the third semester to four semesters. From the above explanation so researcher conduct title "TEACHING LEARNING PROCESS OF SPEAKING IN SECOND SEMESTER OF ENGLISH EDUCATION DEPARTMENT OF STATE ISLAMIC INSTITUTE (IAIN) OF SURAKARTA IN ACADEMIC YEAR 2017/2018".

B. Identification of the Problem

Based on the background of research above, the identification of the study in this research can be identified as follows:

1. Students should know if education is very important in today, moreover to face the globalization era.

2. Lecturer should know the role of government, educational institutional, and school especially lecturer in preparing a good quality education.

3. Lecturer must be know what the method they used in teaching learning process.

4. Lecturer should know how to solve problem in teaching speaking class.

5. The interaction between lecturer and students in classroom should be kept in a good relationship.
C. Limitation of the Study

In conducting the researcher, the writer makes limitation. The writer only focus on the teaching learning process with consist of, teaching objective, procedures, the method lecturer used, lecturer’s role, student’s role at the second semester of English education department of IAIN.

D. Problem Statement

Based on background and the limitation of the problem, the researcher got the problem statement in “Teaching learning process of speaking of the second semester in IAIN Surakarta in the 2017/2018 academic year is: How is teaching learning process of speaking of the second semester of IAIN surakarta in 2017/2018 academic year?”

E. Objective of the Study

Based on the problem statement the objective of the research To describe the teaching learning process of speaking at the second semester of English Education Department of IAIN 2017/2018 academic year.

F. Significant of the study

There are two significant of the study.

1. Theoretical significant

The researcher hopes that the result of the study can be used as the reference for those who want to conduct a research in English teaching learning process, especially in teaching speaking.

2. Practice significant

a. For the Researcher
The result of the research can be used as one of the ways to develop the researcher’s knowledge and experience.

b. For the Reader

The reader will get more information and knowledge of the teaching learning process of speaking.

c. For the English Lecturer

The result of the study can be useful for English lecturer in giving additional in English speaking for the second semester students.

d. For other Researcher

The result of the study can be used as a reference in conducting other research, especially research speaking.

G. Definition of Key Terms

1. Teaching

Teaching is an art of presenting knowledge, science and skill to the students (Brown, 2000: )

2. Learning

Learning is gain knowledge or skill in a subject or activity. (Oxford Learners Pocket Dictionary)

3. Process

Process is series of things that are done in order to achieve something. (Oxford Learners Pocket Dictionary)
4. Teaching learning process

Teaching learning process is instructional process through organization and direct instruction of teacher, learner, and material in the classroom (Richard and Roger, 1998:22)

5. Speaking

Speaking is productive skill that can directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test – taker’s listening skill which is necessary compromises the reliability and validity of an oral production test (Brown, 2003:140)

6. Teaching speaking

It is the teaching learning process in the matter of speaking skill. In contributes the new understanding about the speaking to the others. It is all about transferring the better understanding of speaking to those does not really understand about speaking. Teacher should be good animators when asking students to produce language (Jeremy, 2011:276)
CHAPTER II
THEORETICAL REVIEW

This chapter discusses the relevant theories related to the study, the previous researches related to the study, and the researcher’s conceptual framework in conducting the research. This chapter is divided into three parts: theoretical description, previous study, and conceptual framework. The theoretical description provides the readers with the underlying theories related to the problems of the research. Previous study presents about research conducted in the previous as the foundation of this study. The conceptual framework is presented to highlight the researcher’s own position on the issue.

A. Definition of Teaching Learning Process

In formal education is composed of teaching and learning. Brown (2007:7) stated that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. Leo said that (2013:1) teaching is stand for treat, encourage, activate, coordinate, heighten, infuse, nurture, and graduatee. Teaching means giving the instruction to (a person): give a person knowledge skill, etc (Homby, 1995: 37).

Based on Crawford (2005: 10) teaching is more than a set of methods. Teaching means addressing a set of objectives, for particular group of students, at a certain point in the school year, with certain resources, within particular time frame, in a particular school and community setting. It means finding a balance between direct instructions and orchestrating the activities of individuals and groups of students. It means developing students skills and
strategies for learning, at the same time they learn the content of the curriculum

Learning is a relatively steady change in behavior thanks to practice and experience. Learning is actually done by humans for the rest of their lives, anytime anywhere, either at school or at home within the designated time. But one thing is certain that the learning done by human beings is always based on certain intentions and intentions (Hamalik, 2009: 34). Learning is a place that is flowing, dynamic, full of risk and exciting. Mistakes, creativity, potential and amazement fill the place (Porter, et al., 2003: 27). Winkel (1999: 36) argues that learning is a mental or psychic activity, which takes place in an active interaction with the environment, resulting in a change in knowledge, understanding, skill, and attitudinal value, this change being relative, constant and traceable.

Learning is a form of change within a person expressed in ways of behaving thanks to an experience. The new behavior can be knowledge, understanding, attitudes, habits, and skills. Learning will bring about change if the free learner determines the lesson material and the way in which it is learned. Learning is to give students the freedom to choose lesson material and how to study it according to their interests and abilities, the freedom is not out of the learning framework.

The description of learning has some basic things to learn, as stated by Subana dan Sunarti (2009: 37).
a. A deliberate activity

b. Activity brings visible and concealed changes in the perfection of something that has ever been learned

c. These changes include changes in physical skills, perceptual speed, memory content, thinking abilities, attitudes toward values and inhibitions and other mental functions (changes pertaining to the psychical and physical aspects,

d. The change is constant

Factors that cause learning problems are classified into two, namely internal factors and external factors (Ahmadi and Supriyono, 2011: 75). Internal factors: These internal factors are factors that originate within the individual itself and (2) external factors are factors outside the individual can come from the family or school environment.

Internal and external factors are explained by Ahmadi and Supriyono (2011: 75-77), that these internal factors are physical and psychic. Internal factors are physically related to the state of the body that includes a healthy or unhealthy body, the body is deformed or not. Body in a healthy state so that in doing an activity will work well. Others with the condition of the body that is sick or less sick can cause children in learning to have difficulty, easy tired, drowsy and so on.
While the body defects in question is an abnormal or less perfect learner body such as: less vision, impaired hearing, mute and so forth.

Internal factors are psychic is related to the state of the soul or spiritual students that include: (1) intelligence, the level of intelligence possessed by someone, (2) talent, ie the potential or ability possessed by individuals since birth, (3) strongly from within the heart of the individual to perform certain activities, (4) motivation, namely the underlying / directed drive to perform the activity, and (5) mental, that mental health is related to the emotional state of the individual (Richard dan Renandya, 2002: 55).

External factors are distinguished by family, school and social or social factors, (1) family factors. The family is the main factor in shaping the behavior of the child and in other activities, in this case the parent plays an important role in the emergence of problems in children in learning, therefore the way parents educate children, parent and child relationships, parental guidance on children, family, and family economic conditions can affect children's learning problems, (2) school factor. Included in this school factor are teachers who have personality or have good qualities, teacher relationships with students; the way the teacher teaches; the way teachers use teaching methods, the use of learning tools at school, discipline enforcement on school rules, and the condition of school buildings, and (3) social environmental factors. Social environmental factors are related to the
way children in associating with peers, the state of neighborhood neighbors around the house, and activities of children in activities in the community. If children enter the wrong social environment will be able to turn off the spirit of children to learn.

The most important factor in learning is psychological factors that directly relate to the learner itself. Without attention to the subject matter will result in ineffective learning activities. Meanwhile, students who do not utilize all the five senses to learn will gain learning results that are not optimal. Similarly, negative student responses to teachers and a particular field of study will make learning activities only done carelessly. The lack of ability of students in developing fantasy, will also lead to erroneous responses in learning. Conversely, students who have a talent in a particular field can increase their interest in learning in the field of study of interest.

The learning process demanded by the National Education Standards (SNP) is an interactive learning process. This process allows learners to form partnership relationships in the learning environment. Such relationships provide opportunities for learners to give each other and receive (Hamalik, 2009: 87).

Teaching and learning process (learning) is a systematic effort by teachers to realize the learning process run effectively and efficiently starting from planning, implementation, and evaluation. The ability to manage learning is an absolute requirement for teachers
to realize their professional competence. Consequently, teachers should have a complete and correct understanding of the concepts of learning and teaching (Subana dan Sunarti, 2009: 46).

Teacher's activities are programmed in instructional design to make students learn actively and emphasize the provision of learning resources. Learning is the process of interaction between students and learning resources in a learning environment (National Education System Act No. 20 of 2003). Learning is a two-way communication process, teaching is done by the teacher as an educator, while learning is done by students (Sagala, 2008: 61).

Learning is a two-way communication process, teaching is done by the teacher as an educator, while learning is done by students (Hamalik, 2009: 48). The concept of learning according to Fathurrohman and Sutikno (2009: 17) is a process whereby a person's environment is deliberately managed to allow a person to participate in certain behaviors in specific conditions to generate responses in learning is a special subset of education.

Sobhi dan Preece (2018: 8) explains that learning is an activity to organize or manage (manage) the environment so as to create the best atmosphere and connect it with learners so that there is a fun learning process. While Hamalik (2009: 46) defines learning as a process of conveying knowledge and skills from teachers to students. In another sense, it is also explained that teaching is a professional
activity that requires high-level skills in its development process is still regarded as an activity of delivery or submission of knowledge.

Learning is also called the process of teaching and learning is essentially a process of communication, teachers act as messengers and students as the recipient of the message. Messages sent by teachers in the form of content / teachings are poured into the symbols of communication both verbal (words and writings) and nonverbal. This process is called encoding. The interpretation of the communication symbols by the students is called decoding (Prosper, dan Mastura, 2017: 9).

Hamalik (2009: 49) explains that in the learning process or learning is always based on a particular curriculum in accordance with the demands of educational institutions / schools and community needs as well as other factors. There are four objectives to be achieved, among others, as follows:

1) Provide comprehensive information about the science of teaching as an integral part of the science of education.

2) Provide information about the concept of learning and some learning theories, coloring a system and teaching strategies.

3) Provides information about teaching concepts as well as some teaching and teaching theories and approaches.

4) Provide information on the fundamentals of curriculum development briefly, part of model must to know in the study.
Sobhi dan Preece (2018: 7) explains that teachers have four roles in education include:

1) Teachers as teachers

As teachers, teachers are responsible for fostering the development of knowledge, attitudes, and skills. Although the teacher's role has been completed, the teacher's role as the educator and counselor is still ongoing. As teacher lecturer should always master the material or subject matter that will be taught and always develop it in the sense of improving its ability in such science because it will determine learning outcomes achieved by children (Usman, 2009: 9).

2) Teachers as mentors and motivators

Sudjana (2012: 15) explains that the teacher as mentors provide guidance are two kinds of roles is that contains many different and equations. The second is often done by teachers who want to educate and who are loving and loving students, and the teacher as a supervisor put pressure on the task, providing assistance to the students in solving the problems it faces. This task is an educational aspect, because it is not only concerned with knowledge, but also concerns the development of personality and the formation of the values of the students.
3) Teacher as a facilitator

Acting as a facilitator, teachers in this case will provide facilities or ease in the learning process, for example by creating an atmosphere of learning activities in such a way, harmonious with the development of children so that the interaction of learning will take place effectively.

Sudirman (2009: 143) explains that in the learning activities, the teacher will act as a faculty and motivator who are familiar with full responsibility, and treat learners as partners in digging and processing information toward the planned teaching and learning objectives. Teachers in performing their professional duties are always faced with choices, because the reality on the ground sometimes does not match expectations, such as how to act, the most appropriate learning materials, the most effective presentation methods, the most suitable tools, the most efficient steps, the most complete learning resources, the appropriate evaluation system.

Although teachers are autonomous, teachers are also given the flexibility to manage learning, and teachers must be able to make their choice by considering all relevant aspects or supporting the objectives to be achieved. In this case the teacher acts as a decision maker. As a facilitator the teacher should be able to find a useful source of learning and can support the achievement of
objectives and teaching and learning process, both in the form of resource persons, books, texts, magazines, or newspapers (Usma, 2012: 11).

4) Teachers as administrative staff

Teachers as administrative staff, does not mean as office employees, but as a class manager or manager (manager) learning and teaching interaction. With the occurrence of good management, the teacher will be easier to influence his class in the context of education and teaching.

Furthermore Brown (Brown, 2001) explains in general lecturer role as organizer, motivator, director, transmitter, facilitator, moderator, and evaluator. Organizer is the organizer of academic activities, syllabus, lesson schedule, and components related to the learning process. Motivator is a stimulant and encouragement to increase student's potential and creativity in the learning process. Steering is a supervisor of student activities in accordance with the objectives of the activities to be achieved. Transmitter is a disseminator of education and learning policy. Moderator is a mediator in teaching and learning activities of students in mediating or providing solutions to solve problems experienced by students. Meanwhile, the evaluator is evaluating the learning process both intrinsically and extrinsically.
Brown's (Brown: 2001) opinion on the role of teacher / lecturer can be explained as follows:

a) Harmer (2008: 57-67) explains the role of lecturer, first as a controller. When a lecturer acts as a controller (pengontrol), then their main task is to be responsible for the ongoing teaching and learning activities in the classroom, including when students discuss in their group. As a controller, lecturers will be better used when giving commands, explanations, and when lecturers provide tasks in the form of frequently asked questions.

b) Secondly, as a manager (organizer). The main task of lecturers is to implement the activities of organizing students to carry out various activities. These activities include providing information, recounting procedures in performing such activities, placing students in groups and ending a learning activity. The main thing a lecturer should do when organizing something is to involve fully active students when the activities to be implemented are new, interesting, and beneficial to the students.

c) Third, the assessor (Penilai). One of the most desirable of lecturers is to get an indication if the language they are using or learned is correct, the role of lecturer as appraiser here is very necessary. Lecturers should provide feedback, corrections, and
assessment of students in various ways, such as providing feedback on student achievement.

d) Fourth, as a facilitator. When students engage in role playing activities, students have difficulty in continuing their activities due to lack of controlled vocabulary that must stop in role playing activities. In these situations the lecturer keeps helping them but does not stop this activity. Here is the role of lecturer as a guide or facilitator.

e) Fifth, as a participant. Lecturers are very important role as participants in learning activities. The role is not as a lecturer, the lecturer needs to be involved in a discussion activity, for example when the lecturer revives the group discussion, the lecturer acts as a group member of the discussion, but the lecturer's role is not to dominate the discussion but simply to increase motivation and develop inspiration to provoke creativity students for the discussion to go well.

f) Sixth, as resource (narasumber). lecturer role as a source of knowledge needed by students. This is due to the desire of students to ask how to say something in the target language, speak something, and desire to know the meaning of a word or phrase.

g) Seventh, as tutor (pengajar). Here the lecturer combines the role of facilitator and resource person. For example, students do
tasks that require considerable time such as speech or speech then the role of lecturers provide direction or guidance in working on these activities.

h) Eighth, as observer *(pengamat)*. When the lecturer acts as an observer, the main task that must be done is to control the students to do the tasks to be easy to provide individual direct guidance. When lecturers observe should not overly dorm or dominate. We recommend that lecturers make a record of their own achievements both individually and entirely to see the progress of student activities and the progress of the learning process.

1. **Teaching Learning Process**

   In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, explains that Learning and learning are the main activities in the education process. National education in Indonesia is defined as a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential so that they have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for self students themselves and for society, nation, and country.

   The continuation of the educational interaction process between students and teachers in the learning process requires supporting components which at the same time characterize the occurrence of the
educational interaction. The intended component is the goal to be achieved, the material / message that becomes the content of the interaction, active students experience the learning process, the teacher who implements the learning process, methods to achieve learning goals, situations that allow the learning process to run well, and an assessment of the interaction results in the learning process (Sardiman, 2008: 13).

Teaching and learning takes place in a process that starts with planning various components and learning tools so that they can be implemented in the form of educational interactions, and end with evaluations to measure and assess the level of achievement of the expected learning goals.

Teaching and learning is a complex process by uniting components that have their own characteristics that are integrated, interrelated and influencing to achieve the expected goals or competencies. The components of learning in question include objectives, material, methods, media, and sources, evaluations, students, teachers, and the environment (Sukirman, 2009: 1)

Suryabrata (2010: 271) explains that learning and learning are planned activities to achieve certain goals characterized by the involvement of a number of components that are interrelated with each other. The components of learning and learning in question are called learning devices which are based on the plan for implementing learning, learning tools that capture methods, media, and learning resources, as well
as evaluation tools, both in the form of tests and non-questions. Teaching and learning, both as a process and as a system, have received the attention of experts with different perspectives in accordance with their respective fields of expertise, resulting in diverse learning and learning concepts and theories.

2. **Teaching English Method**

   The method of teaching is a knowledge of how to teach used if a teacher or instructor. Another definition is a technique that is mastered by the teacher to teach or present learning material to students in the class both individually and in groups (Hamalik, 2009: 72).

   Furthermore Djamarah (2008: 37) states that the method can be interpreted as a tool to achieve goals. By utilizing the method accurately, the teacher will be able to achieve the teaching goals. The method can also be interpreted as a lubricant in achieving the goal. With the use of the right method the objectives that have been formulated will be easier to achieve. In other words, between methods and goals must be in the same direction. Thus it is interpreted that the use of teaching methods aims that lessons can be absorbed, understood, and utilized by students well.

   English is a foreign language whose existence is used as an international communication tool both verbally and in writing. The English subjects referred to in this study are a process of learning English in speaking material. The following are some methods that can be used in
learning English with speaking material (Richards and Renandya, 2007: 66-68).

a. Direct methods

The direct method of teaching method means that English language teaching is given directly by using the target language (English). Namely directly pointing or showing objects, images, directly in the original discussion. So that it affects the mastery of many vocabularies by requiring children to speak in the target language.

b. Lingual Audio

That is a method of teaching that aims to train hearing comprehension, accurate pronunciation, recognize speech symbols such as graphics and then be able to bring them back into writing. Other objectives of this method are: (1) to control the sound patterns of the form, and the commands in the new discussion, (2) to recognize vocabulary items contained in the pattern, (3) meaning or intent so that students can speak the language like the original.

c. Silent Way Method

The teaching characteristics of the silent way method are students begin learning their language through basic building and language sounds. These are all introduced through specific colored voice tables of languages. By relying on known voices from their native language, the teacher lives directing students to associate the sound of
the target language with the specific color in question. Then this same
color is used to help students learn to spell that matches sound (through
the fidel color code table) how to read and pronounce words correctly.

d. Desuggestopedia Method.

This method is an illustrative method with the characteristics of
the teaching and learning process of the Desuggestopedia methods.
Desuggestopedia is Desuggestopedic material carried out in bright and
cheerful classrooms. Posters about grammar installed everywhere in
order to be useful for student learning. The poster is changed every
Sunday to create a new atmosphere in the learning environment.

e. CLT (Communicative Language Teaching)

The main of CLT is teaching to discuss with communicative
approaches as suggested by Jack C. Richards and Theodore S. Rodgers,
that: "the communicative approach is language teaching starts from a
theory of language as communication. The goal of teaching is to
develop what Hymes (1972) refers to as communicative competence"

f. Community Language Learning

The characteristic of the teaching and learning process of the
CLL method is that students typically have a conversation that uses
their native language. The teacher helps them to express what they
want to do by giving a piece of the target language translation. These
pieces are recorded, then out, the voice is like a changing conversation
voice, then transcripts of conversations and translations with the target
language are written below. Conversation conversations will help students a lot. Various activities are carried out such as (grammar exam, pronunciation or making new sentences with words from transcripts) so that students can further explore their language, during which students are invited to express how they feel and conversely the teacher understands them.

g. Total Physical Response (TPR)

The characteristic learning process of the TPR method is the first stage of the lesson is the model. The instructor gives orders to several students then the teacher participates in doing what he ordered with the students. In the second stage students demonstrate that they are capable and understand the command by doing it themselves, the other students who observe also have the opportunity to demonstrate their understanding.

h. Role-playing

Brown (2004: 141-142) divides speaking skills into taxonomies that arise in oral production. This taxonomy is from imitative to extensive, namely: imitative, intensive, responsive, interactive and extensive (monologue). As stated by Brown above, role-playing is one of the most spoken language production activities. In role-playing there are activities that can invite students to interact with each other. Activities in speaking skills are divided into four categories: 1) aural: oral activities, 2) visual: oral activities, 3) material-aided: oral activities,
and 4) culture awareness: oral activities. Role-playing activities carried out in the classroom with the role of teachers and students contain the two categories mentioned above, namely aural: oral activities and cultural awareness: oral activities.

3. Speaking Review

a. Nation of Speaking

According to Chaney's definition, he describes that speaking in the same way says that speaking is "the process of burying and sharing meaning even though the use of verbal and non-verbal symbols, are various contexts" (Chaney in S eloeva 2011: 17). Speaking as verbal communication plays an important role in our society. In speaking activities, there is a process of sending and receiving between speakers and listeners. Speakers, messages, and listeners are components of speech activity. While Nelson (Purwianingsih, 2002: 15) states that "speaking is necessary to elevate human beings on a level such as sleeping or drinking water at a biological level".

From the above explanation the authors conclude that talking is the process of sending and receiving messages. Speaking is an interactive process for constriction of meaning involving the production, reception, and processing of information.
b. Aspects of speaking

According to Brown (2001: 268) there are several aspects of speech that must be acknowledged by language learners in speaking teaching, namely:

2) Pronunciation

Pronunciation relates to phonology, the study of the structure of speech sounds and functions in the language. Pronunciation is a difficult component in learning to speak, but pronunciation must be learned by the student because it is very important. Students will speak well if they master pronunciation. Pronunciation is the way students speak English well. In addition, pronunciation is one of the difficult language components because it deals with phonology. Phonology refers to a grammatical component consisting of elements and principles that determine how sounds vary and patterns in language (Abrar, dkk., 2018: 35).

3) Grammar

It is important to learn with the language of learners to produce sentences correctly. Grammar is the study of sentences correctly.

3) Vocabulary

Vocabulary is the basic knowledge that language learners have. There will be a big problem for language learners if they do
not have adequate vocabulary and they can not communicate effectively in terms of producing and organizing English sentences.

4) Fluency and Accuracy

Fluency and accuracy are needed when we want to master speech; eloquence is the speed of speech, while accuracy is focused on the elements of phonology, grammar, and discourse. Both are important goals in speaking of English. I'm English, sometimes more important eloquence and an early goal in language teaching than accuracy. This can be defined as the ability to speak fluently and according to professional needs. Fluent means to keep the meaning of the language. There may be errors, fillers and repetitions, but there is not an unusually long pause in the flow of speech. In interactive speaking activities, these indicators try to get their students to share their own ideas, opinions, and expectations. They are fully aware of the meaning they want for the convoy, but the content of their actual message is unpredictable, and the connected instructor gives them the exact language they need to communicate.

There are several features of fluency. Terms may be long but not often, pauses usually filled, pauses occur at meaningful transition points, that means there is a pause in the smoothness.
5) Understanding

Understanding refers to understanding the language including understanding what the speaker is saying. Speakers and listeners must understand what they are talking about in a particular topic, if they can understand what they say, there will be a response from them. If they can not understand and understand speech, they can not respond to other speakers' words automatically. Understanding is the basic knowledge to understand the meaning of speech.

c. Teaching Speaking

According to Sobhi dan Preece (2018: 6), there are five principles of speaking teaching, such as:

1) Realize the difference between a second language and a foreign language learning context

2) Give students practice with fluency and accuracy

3) Provide opportunities for speaking by using group work or partner work, and limiting teacher talks.

4) Plan a speaking assignment that involves negotiating meaning.

5) Designing classroom activities involving guidance and good practice in both transactional and interaction interactions.

This means that in teaching the ability to speak, teachers must recognize the difficulties faced by students. Teachers help their
students develop their knowledge by providing authentic practices that prepare students for real-life communication situations. They help their students develop their ability to produce logical, logical correct sentences that relate to specific contexts, and do so using acceptable pronunciation.

Meanwhile, according to Sobhi dan Preece (2018: 9), to teach how to speak to teach language learners to:

1) Produce speech sounds of English and sound patterns.
2) Use stress words and phrases, intonation patterns and second language rhythms.
3) Choose appropriate words and sentences according to the proper arrangement of social, audience, situation, and material.
4) Arrange their thoughts in a meaningful and logical sequence.
5) Use language as a tool to express value and judgment.
6) Use language quickly and confidently with a bit of unnatural pause, called smoothness.

Teaching to speak is how to express students' emotions, communicative needs to interact with others in any situation, so that student peers have pronunciation, grammar, and fluency in good communication.

d. Components of Teaching Learning Process of Speaking

To support the teaching and learning process running smoothly, learning needs several components. There are like:
1) Teaching Objectives In teaching and learning process there is a purpose of teaching, that is learning objectives. According to Sudirman (2009: 68) the purpose of teaching learning is the teaching situation (application of approach, method, and technique in the classroom) used to know the results achieved. If the outcome of the teaching objective does not match the goal, the teaching ultimately does not work.

2) Class Procedure Procedures include the actual moment for the number of practices and behaviors that operate in teaching the language according to a particular method. In other words, the procedure is a classroom practice performed by the teacher when presenting the language program. Every time a teacher wants something done, there must be a teaching speaking procedure (Wong and Wong, 2009: 3).

3) Explain: state, explain, exemplify, and show the procedure.

    In explaining it can be in form; defining procedures concretely, demonstrating the procedure, not just telling, and pointing out complex procedures step by step.

4) Train: practice and practice procedures under teacher supervision.

   a) Have students practice the procedure, step by step, under the supervision of the teacher. After each step, make sure that the student has taken the steps correctly.
b) Have the students repeat the procedure until it becomes routine. Students should be able to perform the procedure automatically without teacher supervision.

5) Reinforce: Reteach, realize, train and strengthen classroom procedures until it becomes a student hobbit or routine.
   a) Determent weather students have learned the procedures or weather they need for further explanations, demonstrations, or exercises.
   b) Review the correct procedure if the exercise is unacceptable and provide corrective feedback.
   c) Praise students when practice is acceptable.

5. Teacher’s Role

In every teaching and learning process, a teacher plays an important role. Teacher as an information center means a teacher is a source of knowledge in the classroom. Teachers involving students handle all classroom activities. Traditionally, teachers have full authority in the classroom. According to Richard dan Renandya (2002: 55) the types of roles that can be seen by the teacher in the class of learning monitors, motivators, organizers and students’ behavioral controls, accurate language model selection, counselors and friends, needs analysts, materials developers, evaluators.

Shakila (2009) explores sections of classroom management that are always related to giving feedback, controlling learners, seating
arrangements, and the interaction between educators and learners. There are two actions suggested by Ur (2012) in maintaining the classroom atmosphere to remain conducive. The two actions were performed in two different sessions at a time before a problem occurred and at the time after a problem occurred. *Maintaining before problem* terdiri dari *carefull planning, clear instruction* dan *keep in touch*. Sedangkan dalam *mantaining after problem* terdiri dari *deal with quietly, don’t take thing personally* dan *don’t use threats*.

a. Giving feedback (*memberikan timbal balik*)

   There are has 2 kind of feedback

   1) Written feedback (*timbal balik secara tertulis*)

   2) Oral feedback (*timbal balik secara lesan*)

   The feedback function is divided into:

   1) Positive feedback: feedback that motivates learners and helps them to learn.

   2) Negative feedback: feedback that actually reduces and decreases the interest of learners in learning.

b. Seating arrangements

   Seating arrangements are a major part of educator planning for classroom management. Educators not only pay attention to the physical arrangement of the room but also the participation of learners in the room. Consideration in organizing and arranging the classroom environment will make the learning process more
effective. Educators should be able to approach every corner of the class without having to move the bench learners. Educators should also be able to organize the seats of learners to become a learning center, and its position is not too far from educators. There are many positions or seating arrangements that can be used by educators. There are six commonly used settings: clusters, rows, table rows, semi-circles, pairs and center or activity zones. A good seating position is of course based on the needs of educators and activities in the class itself.

6. Learner’s Role

The role of the learner is considered as the involvement of students in teaching and learning activities. According to Richard and Renandya (2002: 13), the role of learners associated with learning approaches, learning attitudes prefer learning styles and strategies, preferred learning activities, learning patterns of learners, the interaction of learners, the pattern of teacher interaction to learners, the level of controlling learners exercising on their own learning, how learners characterize effective teaching, and how learners characterize effective learning.

Learners are negotiators (between themselves, learning process, and learning goals). Students are also listeners where they must listen to receive lessons. According to Khamova (2015: 39) "learners must now
participate in classroom activities based on cooperative rather than individualistic approaches. Students should feel comfortable listening to their peers in group work on partner duties, rather than relying on teacher models. They are expected to take a greater degree of responsibility for their own learning. Learners need to contribute as much as they can, and learn independently. Students are expected to interact primarily with each other and not with the teacher as a player.

7. **Classroom Interaction**

   Interaction in a teaching and learning process is very important and necessary. Interaction also helps learners to develop their language skills and social skills. So, maximizing interaction in the classroom is the task of educators. The interaction also will not appear suddenly when the educator teaches. The interaction process should be considered and planned before educators begin teaching. Interaction is a collaboration of exchange of thoughts, feelings or ideas between an educator and a learner or between a learner and another learner (Brown, 2001: 159).

   The interaction of educators and learners can be categorized as an intensive and systematic social contact, requiring a mechanism of controlling and governing action. Thus, the role of educators here is vital to foster interaction of learners either with educators or with other learners. Therefore an educator must be creative and flexible in facing the most difficult situations in the classroom. Furthermore, with good
classroom interaction, it is certain that the classroom atmosphere will be more conducive to the main objectives in teaching and learning process. As Syah (2009: 69) points out, the ultimate goal of classroom management is to build a conducive classroom atmosphere and support learners to interact in English, in a meaningful way so as to foster the development of learners in learning English.

**B. Previous Related Study**

Several research of speech acts have been conducted by the researchers in various types. The variation is seen from the analysis of the types, the functions, the directness, and the literal and non-literal aspects.

The researcher has two previous studies to support the research. First, the study of English teaching learning process was conducted by Hidayah (UMS, 2010) entitled *the teaching of English to the first year students of SMP N 2 Sragi Pekalongan*. The objectives of her research are as follows: to observe the implementation of English teaching learning process and the problem faced by the teacher in teaching-learning process in teaching English especially to the first students. In collected data, she conducts three steps. Those are observation, interview, and documents. Based on her result study, the objective of English teaching is to develop communicative competence both in written and oral form. The material that used by teachers is appropriate with syllabus of school level based curriculum. The English teaching learning process in SMP N 2 Sragi Pekalongan is very simple. There are four problem
faced by teacher, those are classroom management, limited and different capacity of the students and unstable motivation of the students.

The second previous study was conducted by Mahayu, Beta H (UMS, 2014) entailed *English teaching-learning process at the seventh grade of SMP N 2 Sawit Boyolali in 2013/2014 academic year*. The objective of the research are to describe in 2013/2014 academic year and to describe the problem faces by the teacher and the students in English teaching learning process at the seventh grade of SMP N 2 Sawit Boyolali in the academic year 2013/2014. She used three methods to collect the data. Those are observation, interview, and document analysis. Her analysis of the data by using descriptive qualitative research and interactive model. Interactive model consist of three main competences. Those are the reduction of data, the display of the data, and verification of data.

The third previous study was an English language teaching Journal conduct by Rizal and Widyantoro (UNY, 2014) entailed *The Implementation of the cooperative learning strategy of think-pair-share (Tps) Technique to Enhance Grade Xi Students’ Reading Comprehension at SMA N 1 Pracimantoro in the academic year 2013/2014*. The aim of this action research is to enhance or improve the reading comprehension of grade XI students SMA N 1 Pracimantoro through the implantation of cooperative learning strategy of think-pair-share type in reading class. The research finding shows the reading comprehension of most students improved after the think-pair-share technique was used in the teaching and learning process. It
was indicated by increase of the mean of students’ reading comprehension scores in the pre-test and past-test (5.73 to 7.79).

The similarity of the researches in the previous studies above with this present research is the objective of the research is the object of the research. All of the researchers in the previous studies above conducted their research in teaching learning process. Moreover, the different between the previous studies above with this research is that the present’s writer focuses on implementation teaching-learning process of speaking at the second semester of English Education department of IAIN Surakarta in the academic year 2017/2018.

C. Conceptual Framework

Conceptual framework is a guideline done by the researcher to investigate the problems of the study. The qualitative method conducted in this research brings to the analysis framework that is different with the quantitative one. It is stated that in the qualitative research, the researcher should not arrange any hypothesis of the research that would be done.

As quoted by Khamova (2015: 38), argued that delivering questions in social science research is not always significant:

“For some research styles, especially those that emphasize the scientific testing role, those questions make sense. But for other styles – when the social researcher assumes a learning role – the questions don’t work. When you stand on the edge of a village and watch the noise and motion, you wonder, „Who are the people and what are they doing?“ When you read a news story about the discontent of young lawyers with their profession, you wonder, „What is going on here?“ Hypotheses, measurement, samples, and instruments are the wrong guidelines. Instead, you need to learn about the world you understand by encountering it first-hand and making some sense out of it”.
Hence, the framework of the qualitative research analysis is adapted from the provided theories rather than from the hypothesis. For that reason, this study is conducted to identify the implementation of teaching learning process of speaking at the first semester of English Education of the State Islamic Institute (IAIN) of Surakarta. It is carried out under the study of implementation of teaching speaking at the second semester of English Education Department of IAIN Surakarta.
In this chapter, the researcher presents in details the methodology of the study used in this study. It is divided into several sub chapters. They are the research design, setting of research, subject of the data sources, object of the research, instruments of the researcher, technique of collecting the data, technique of analyzing the data, and trustworthiness of the data.

A. Research Design

Research design is a planning to do a research. It means necessary for the management of the entire research endeavor. Leedy (1985:96) states that:

“It is the visualization of the body of the data and the problems associated with the employment of those data in the entire research project. It is the common sense and the clear thinking that is necessary for the management of the entire research endeavor.”

Research design depends on the purpose of the research. M. G Kweit and R.W Kweit (in Leddy, 1985:96) state that, “Research design is the strategy, the plan, and the structure of conducting research project”. The strategy is important to conduct a research. Appropriate strategy makes easier in collecting the data.

The research approach used in this study is descriptive qualitative research where the researcher can describe holistically the implementation of speaking teaching learning process of speaking at the English Education. In addition, Miles and Huberman (1994: 10) states, “qualitative data are useful
when one needs to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same setting.”

There are several characteristics of qualitative research proposed by Moleong (2009: 8-13). First, qualitative research conducted in a natural setting or in a context of entity. It means that the research phenomenon has to be studied in the whole contexts of the findings. Second, the researcher gets involve in the field activities when conduct the research as the participant-observation. Third, a qualitative research organized through qualitative methods such as observation, interview, or documentation. Fourth, qualitative research commits an inductive data analysis. Fifth, the research arranged using a grounded theory. Sixth, the data being collected are words, pictures, not figures. Then, the significant of the research is the process, not the findings. Next, focus as the boundary of the research. Ninth, validity, reliability, and objectivity are the specific criteria of the validity of data. Tenth, the design of the research is suited to the realities that often change continually; in the other words, the nature of the research is temporal. The last, the research findings will be discussed and agreed together with the person of data source (Moleong, 2009: 8-13). From those explanations above, it is in line with the aims of the present study which attempted to explore the implementation of speaking teaching learning process, the problem faced by the teacher and the students at first semester of English Education.
B. Setting of Research

This present study was conducted on teaching learning process in speaking class of the second semester of English Education Department of IAIN Surakarta. The State Islamic Institute (IAIN) of Surakarta is one of the Islamic colleges in Surakarta and it has 3 faculties. One of the faculties is Islamic Education and Teacher Training Faculty. English Education Program is one of the programs that include in Islamic Education and Teacher Training Faculty. This faculty classifies four skills of English become separately classes. There are speaking classes, reading classes, writing classes, and listening classes. Therefore, it will give the benefits of the researcher to analyze teaching learning process of speaking class. Speaking can be know attitude and to measure how to speak orally and on the spot. Speaking especially more easily and focus on specific class. IAIN Surakarta is also one of the institutes that not only focus on education but also on religion. One of the goals of this institute is to make the student to be a good person that has excellent education, good appearance and good religiosity. Therefore, the lecturer should be a good model to reach the goal with good material in teaching learning process.

The pre research has done on January 2018. The research was conducted at 6th January 2018 until 7th may 2018. The research was conducted one for each five speaking classes. The duration of once teaching learning process was 100 minutes. The researcher used three classes at the second semester. There is B, C, and E class. The activity and interaction in classroom
speaking class that analyzed in this study are Miss Maria M. Pd., Mr. Sabariyanto, and Mr. Puput Atianto.

C. Subject of the Research

The subject of this research is English lecturer and the student of second semester of English Education Department of IAIN in the academic year 2017/2018. The lecturer is Miss Maria Wulandari M. Pd, Mr. Sabariyanto M.Pd, and Mr. Puput Arianto M.Pd.

D. Instrument of the Research

In identifying the research, the researcher needs some supporting instruments. It is used to collect the data so that it can help the researcher to analyze the data. According to Suharsimi (in Hasan 2002:77) “instruments are tools or facilities to collect the data in order to make easy in doing study and to get a good result”.

The major instrument of the study is the researcher herself because the kind of study is descriptive qualitative research. The researcher is as the planner, data collector of the research and the researcher should report the result of the analysis. Therefore, the researcher has to understand the basic unit of implementation especially in teaching learning process of speaking. The researcher needs some supporting equipments such as a set of camera to record lecturer’s activity of teaching learning process, and reference books to analyze the finding deeply.
The object of this researcher is teaching learning process of speaking at the second semester of English Education Department of IAIN in the academic year 2017/2018.

E. Data and Source Data

The main data of this researcher are information/description of teaching learning process of speaking at the second semester of English Education Department of IAIN in the academic year 2017/2018. The other data and lesson plan, syllabus, and field notes. The last data are interview script consisting of interview with the lecturer and the five students.

There are three sources of the data: event, informant, and document

1. Event

Here Event focuses on the activities that happen in the classroom during teaching-learning process of speaking at the second semester at IAIN Surakarta in the academic year 2017/2018. The data are taken by observing the process of teaching-learning process in the classroom.

2. Informant

The Informants are English Teacher and students of second semester class of speaking class at IAIN Surakarta in the academic year 2017/2018.

3. Document

The documents in this research are all of written data related to the English speaking teaching learning. The documents are lesson plan, syllabus, and field note.
F. Technique of Collecting Data

There are three technique of collecting data, there are:

1. Observation

According to Heigham and Croker (2009: 166) observation is the conscious noticing and detailed examination of participants’ behavior in a naturalistic setting. This method is used in the study of researcher to obtain geographical IAIN Surakarta, and also to obtain data about the process of teaching and learning in second semester of speaking at IAIN Surakarta. Related with the problem statement of this study, the observation was to identify the teaching learning process in speaking.

2. Interview

The interview is a conversation with a certain intent that conversations carried out by the two parties, namely the interviewer ask questions and interviewed who gave the answer to that question (Lexy J, 2013: 186). In the study, researcher prepares several questions to give for the informant, eg. Lecturer and students who aim to obtain information about the teaching and learning of students, and also to find role of lecturer and students in speaking class.

3. Document analysis

Document is used to provide information, which is relevant to the research. The documents analyzed by researcher are lesson plan, syllabus, and field notes which is appropriate at the second semester of English Education Department of IAIN in the academic year 2017 / 2018.
G. Technique for analyzing data

The data in this researcher will be analyzed using the descriptive qualitative method. The steps in analyzing data are follows:

1. Data Reduction

This is the session where the researcher reduced the data that was collected. The data that taken from the observation interview and document that was collected, then reduced. The researcher use the important data that support to answer the problem related to the implementation of teaching learning process of speaking, and the problem faced by the student.

2. Data display

The data display is organizing and the self-describing data from the reduction. This step is an attempt to assemble back all data obtained from the field during the activities in progress. After the researcher presents the data, the researcher analyses the data. In this step the researcher describes the results from the problem statement. Researcher describes all results of observation, interview and documents with details.

3. Conclusion and Verification

Conclusion drawing involves moving back to consider what the analyzed data mean and to assess whether the data findings fit the objectives of the study. At this stage, the data that has been analyzed were read and re-read to develop the conclusions regarding the study. The conclusions, then, were verified by revisiting the data as many times as
necessary. Verification was also enhanced by conducting peer checking and consultation with the supervisors.

The writer draws the conclusion of the related of the data. In the process of verifying data, the writer analyzes the data from the result of observation and interview.

H. The Trustworthiness of the Data

The validity of the data is important in qualitative study. The validation of the data determines the quality of the result of study. The researcher uses triangulation as a technique to examine the data validation. Denzin (1970) extended the idea of triangulation beyond its conventional association with study methods and designs. He distinguished four forms of triangulation;

1. **Data triangulation**, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.

2. **Investigator triangulation**, which refers to the use of more than one researcher in the field to gather and interpret data.

3. **Theoretical triangulation**, which refers to the use of more than one theoretical position in interpreting data.

4. **Methodological triangulation**, which refers to the use of more than one method for gathering data.

In this study, the researcher uses triangulation to obtain the validity of the study. The researcher collects and selects the data that have correlation
with the theory and the subject. Triangulation itself means utilizing something outside the data to compare them. In this research, the researcher used the combination between data and methodological triangulation. It means the researcher gets data which is taken inside the teaching learning process of speaking class by using observation method with interview and data. The source taken by interviewing the lecturer and the students.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter of thesis, the researcher presents the research finding and discussion related to answer of the research problem that have been formulated before in problem statement on Chapter 1. This chapter includes the teaching learning process of speaking in the second semester of English Education department and problem faced in teaching learning process of speaking in the second semester of English education department of IAIN Srakarta.

A. Research Finding

This part presenting the findings of the research based on the research questions, how is teaching learning process of speaking class of the second semester of IAIN Surakarta. Besides, the findings also include the method used by lecturer and the role of lecturer and students.

1. Lecturer 1

a The Description of Teaching and Learning Process in Speaking Class

The research took the data about the teaching and learning process of speaking in the second semester of IAIN Surakarta. The teaching learning process described in several part, such as. There are method of teaching learning process, the material, the media and teacher and students role.

There are three stages in the teaching and learning process. The first step is opening activity, the second is the main activity and the
third is closing activities. All these stage are used by the lecturer in IAIN Surakarta.

The researcher was first observation in the D class. In the classroom with Mr. Sabariyanto as a lecturer. The researcher conducts the observation on Wednesday, February 21st 2018 at 10.20 – 12.00 A.M. at D classroom.

The students was start in the classroom. This day one of three groups was ready with their presentation in front of the classroom and the setting of area. The lecturer was coming to the classroom. He is not opening this meeting, but the opening this meeting is presentation’s students. The lecturer sits down in the student or audience line. The lecturer gave value and he is record this group students’ presentation.

**Table 4.1 Teaching Learning Process by lecture 1**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>• (the opening implement by students’ presentation)</td>
</tr>
<tr>
<td></td>
<td>• (the presentstiion was done) the lecturer opening with saying <em>assalamu'alaikum warahmatullah hiwabarokatuh.</em></td>
</tr>
<tr>
<td></td>
<td>• The teacher gave some question “what d you think about the presentation?”</td>
</tr>
<tr>
<td>Main activity</td>
<td>• the lecturer explain the material was done the students’ presentation</td>
</tr>
</tbody>
</table>
| Closing                                                                 | The lecturer and the students concluded the material together
|                                                                      | The lecturer gave some task in-group and then next meeting the students was ready to perform in the front of the class.
|                                                                      | The lecturer asks with the students if all of the students were understand.
|                                                                      | The lecturer closes the meeting by saying *hamdalah* and *wassalamu’alaikum warahmatullah hiwabarokatuh*.

The result of the observation for B class of speaking class at the second semester that hold by Mr. Sabariyanto will be explained below.
At the time Mr Sabariyanto was teaching practice about the moderator and MC in some a situation. For the first the lecturer show only how the students perform in front of the class with this their group. The lecturer coming the classroom and the he not open the meeting, but he sit down in the line of students or audience. He record the presentation until done.

This presentation was done, and then lecturer standup from the line of student and go front the classroom. The lecturer open the meeting like talk in the dialog and with English language. For the first he say “ok good afternoon everybody”. The students answer “good afternoon Mr.” and then he said according the presentation. “ok thank you, about the presentation is good with good prepare too I like your prepare totalities. Ok I will correct your performance”.

The lecturer gave feedback from the presentation. He gave feedback according the grammatical, pronunciation, gesture. He gave example how is check good grammatical, how the pronunciation, and how good looking gesture. After he gave the feedback, then the students practice hoe good pronunciation, gesture.

The material was done enough the day, Mr. Sabariyanto explain the next material about seminar. In the seminar consist of moderator, MC, a source, participant. He is gave explain one by one part of the task from number of seminar. From moderator has task to control this schedule. The MC has task to control this stage perform.
Source or informant to gave information in the seminar show. And the participant is audience and can be gave some question from the seminar.

Mr. Sabariyanto gave example the situation of seminar. He gave instruction for every group to looking some of seminar by you tube. The time is out and he makes two groups. Every group must be prepare from now. And next week perform.

The lecturer close the meeting by saying *hamdallah and wassalau, alaikumwarahmatullah hiwabarokatuh.*

b. The Methods Used

Every lecturer has some method to teaching learning process. In the first research, the researcher was observed with the lecturer. The lecturer of B class in teaching learning process is Mr. Sabariyanto.

The method in teaching must be appropriate to the purpose of the study. The teacher has to choose not only good method but appropriate with the condition of the students. The finding of the research includes kind of theme methods that is used in teaching speaking and not more the time. The method used by the teacher on teaching speaking is role play.

Role-play method is a form of improvisation with a communicative based approach, a teaching method oriented to the importance of communication goals in oral communication. The role
Playing method hereinafter referred to as the role play method serves to facilitate the occurrence of meaningful communication and interaction for language learners because it is associated with real communication. By using the role play method the teacher gives the opportunity for students to practice communication and play different roles from their daily lives in a predetermined situation, with the quote, as follows:

Saya menggunakan role play, kenapa role play karena kalau individual waktu-nya terlalu lama tapi kalau saya menggunakan Role play sekali menilai bisa banyak bahasa iswa in a group tapi tetap penilaian Individual (Sabariyanto 28 Februari jam 11.56)

(I use role play, why role play, because if individualist this time is too long but if I use Role play once judge can be many language in group but still Individual appraisal (Sabariyanto, February 28th at 11.56 AM))

Role-playing methods are used by lecturers, because they are useful to help bring language into life or provide real experiences to learners using language as a communication tool. Through role-playing activities learners can explore their abilities. Role-playing can be useful for spurring oral fluency and training learners' abilities in specific skills, especially in learning English. Reason use method of lecture and role play is obtained from answers from the results of interview.

Pembelajaran berbicara deskriptif dengan metode Role play sangat menarik, karena membuat mahasiswa aktif belajar bersama dan berdiskusi, sehingga tercipta suasana pembelajaran yang lebih menyenangkan (Sabariyanto 28 Februari jam 11.56).
(The learning of descriptive talk with Role play lecture method is very interesting, because it makes students actively study together and discuss, so as to create a more enjoyable learning atmosphere (Sabariyanto, February 28th at 11.56AM)).

English speaking skills of students can be raised through the application of role play methods. This method influences the positive attitude of students in learning to speak English. more daring to express his opinion, and more passionate in improving speaking skills.

c. The Role of Lecturer

The first lecturer has some role in the classroom. The first observed, the researcher conduct the role of lecturer by Mr. Sabariyanto. In the classroom he has some role like the following:

Lecturer as manager (organizer) with the main task of lecturers is to implement the activities of organizing students to carry out various activities. These activities include providing information, recounting procedures in performing such activities, placing students in groups and ending a learning activity. The main thing a lecturer should do when organizing something is to involve fully active students when the activities to be performed are new, interesting, and beneficial to the students.

Organisator atau pengelola kelas
Magemen kelas itu mengelompokkan secara acak jadi ndak yang tinggi dengan yg tinggi soalnya kalo acak nanti credibilitynya yang tinggi dalam speaking supaya bisa memacu yang rendah. Kalau saya kumpulkan yang pintar dengan yang pintar dan yang kurang ampu dengan yang pintar dan yang kurang mampu maka kasian mereka yang kurang mampu maka role play yang saya jalankan tidak berhasil (Sabariyanto 28 februari jam 11.56).
(Organizer or classroom managers
Magemen classified randomly so high ndak with high because if random later credibilitynya high in speaking in order to spur the low. If I collect the clever with the smart and the less ampu with the less able then their poor youth then the role play that I run does not work (Sabariyanto February 28th at 11.56 AM)).

Lecturers as appraisers the lecturer is a central in teaching learning process knowledge. He gave role to appraiser to all of the students in the classroom.

Dosen sebagai Penilai
Iya karena speaking itu kan banyak aspek yang kita pertimbangkan pertama mesti dari fluencynya dulu, kalau fluencynya bafus maka sapa berpindah ke pronunciationnya, otomatis gesturnya dia, kalau yang kemarin – kemarin berkaitan dengan formal interaction konteks publik otomatis bagaimana cara dia membawakannya eye contentnya, gesturnya bagaimana, kalau sudah lalu containnya jadi contain yang dibawakan sudah pas apa belum (Sabariyanto 28 Februari 2018 jam 11.56)
(Lecturer as his appraiser
because speaking that is many aspects that we consider first must be from fluency first, if the fluency, then move to the pronunciations, automatic the gesture him, if yesterday - yesterday related to formal interaction automatic public context how if he brought it eye the context, gesture how, if it has been contains so that brought what is not fit yet (Sabariyanto February 28th at 11.56))

Lecturer as a tutor as the work of lecturers in combining the role facilitators and resource persons. Such as students do tasks that require considerable time such as speech or speech then the role of lecturers provide direction or guidance in working on these activities. According the following interview.

Dosen berperan sebagai Tutor
mereka bisa mengeksplosi diri. Kalau jika ada sesuatu yang kurang bagus akan saya paparkan. Kalo itu saya hanya memberikan gambaran sekilas nanti mereka akan berkreasi sendiri sebagai contoh begini, tadi saya paparkan bagaimana seminar pilih materi
yang baru untuk diperbincangkan hanya itu lalu mereka akan lebih kreatif sendiri idenya (Sabariyanto28 Februari 2018 jam 11.56).
(The role of lecturer as Tutor
They can explore themselves. If something is not good I will describe. If I just give a glimpse later they will be creative themselves as an example like this, I described how the seminar select new material to be discussed only then they will be more creative own idea (Sabariyanto February 28th at 11.56))

2. Lecturer 2

a. The Description of Teaching and Learning Process in Speaking Class

The researcher was first observation in the D class. In the classroom with Mr. Puput Arianto as a lecturer. The researcher conducts the observation on Wednesday, March 7th 2018 at 10.20 – 12.00 A.M. at D classroom

The result of observation for class D that hold by Mr. Puput Ariyanto on march 7th 2018, at 10.20 – 12.00 can be explained as below. At the time, Mr. Puput Ariyanto was teaching speaking with the material job interview but has little. There are will explain full and makes and practice about job interview. The students gave pair in group to practice job interview.
Table 4.2 Teaching Learning Process by lecture 2

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>• The lecturer opened with say assalamu’alaikum warahmatullah hiwabarokatuh and basmallah.</td>
</tr>
<tr>
<td></td>
<td>• The lecturer checked the students’ attendants list</td>
</tr>
<tr>
<td></td>
<td>• The lecturer wake the students’ interest by asking quotation about the material “what do you think about job Interview?”</td>
</tr>
<tr>
<td>Main activity</td>
<td>• The lecturer beginning the material about job Interview.</td>
</tr>
<tr>
<td></td>
<td>• Every student opens the smart phone (the material about interview was send to every students one day before the meeting).</td>
</tr>
<tr>
<td></td>
<td>• The lecturer is explaining what he content in job interview.</td>
</tr>
<tr>
<td></td>
<td>• The lecturer is random ask with the student if the students’ understand.</td>
</tr>
<tr>
<td></td>
<td>• Most of the students understand with this explanation from the lecturer.</td>
</tr>
<tr>
<td></td>
<td>• The lecturer make pair group to make</td>
</tr>
</tbody>
</table>
### Interview

- The students were done making some text interview. Then every pair of groups performed in front of the class.
- The students' performance was not done so in the next meeting must be continued.

### Closing

- The lecturer and the students concluded the material together.
- The lecturer asks with the students if all of the students were understand.
- The lecturer closes the meeting by saying hamdalah and *wassalamu'alaikum warahmatullah hiwabarokatuh*.

In lesson for today, the teacher used the material on line sent to every student. First, the students tried to make the situation in the class calm, and then the lecturer tried to warm up the students’ concentration. The lecturer greeted the students. The following was dialogue between the lecture and the students. Lecture begin to open the lesson with greeting “*Assalaumu.alaikum warohmatulloh wabarookatuh*”. The students answer “*wa’alaikumussalam warohmatulloh wabarokaatuh*”. The lecturer gave greeting move “*good morning everyone, how are you?*” the students answer move
“good morning Mr. I am fine, and you?” the last greeting he say “good.”.

After greeting the lecturer said “before we start out lasson, please said basmallah together”, all the students said bamallah together. After that the lecturer checked the students’ attendents list. After that, the lecturer gave instruction to open our smart phone and the lecturer beginning to explanation about job interview.

Every students with easy understand with the material and he gave some task to job interview. In the task he always monitoring all of the student. If the students done makes interview list every pair performin front of the classroom.

But not done every pair the time was over. The student and lecturer close the material this day. And the lecturer say hamdallah and wassalamualaikum warahmatullah hi wabarokatuh.

b. The Methods Used

The second observed, the researcher observed at D class. In class D the lecturer is Mr. Puput Arianto. He has method in the teaching learning process in classroom.

The method in teaching must be appropriate to the purpose of the study. The teacher has to choose not only good method but appropriate with the condition of the students. The finding of the research includes kind of theme methods that is used in teaching
speaking and not more the time. The method used by the teacher on teaching speaking is role play.

Role-play method is a form of improvisation with a communicative based approach, a teaching method oriented to the importance of communication goals in oral communication. The role playing method hereinafter referred to as the role play method serves to facilitate the occurrence of meaningful communication and interaction for language learners because it is associated with real communication. But, not only role play but he make free method because the purpose is to make easy to understand the material, with the quote, as follows:

_If my method is not specific what method because we focus is how the student is he practice, so at the end I do not focus on my method but sometimes I love the video sometimes those looking for video or method role play. However, we crosscheck also with their theory, theory or experience so we can experience or with video. Because sometimes the theory is not the same as the video and sometimes the video is not the same as the theory, because usually the activity in event - event is very dynamic can change very quickly, therefore lost fast in the world of speaking._ (Puput Arianto on March 13th at 13.13 PM).
From the method he used, he looks the situation in teaching learning process. He is not only used role-play but also lecture method. Lecture method is good method he used in the first meeting.

c. The Role of Lecturer

The second lecturer has some role in the classroom. The first second observed the researcher conduct the role of lecturer by Mr. Puput Arianto. In the classroom, he has some role like the following:

Lecturers as facilitators are done when students are involved in role playing activities, students have difficulty to continue their activities because of the lack of vocabulary that is controlled so that it must stop in role playing activities. In these situations the lecturer keeps helping them but does not stop this activity. Here is the role of lecturer as a guide or facilitator.

_Peran saya sebagai fasilitator saja, jadi kadang saya memberi contoh – contoh video atau mereka mencari video. Tujuan saya adalah kalau saya memberikan video maka templatanya hanya satu tapi kalau mereka mencari sendiri maka mereka akan memiliki gambaran atau mereka dapat mencari contoh sendiri bisa jadi dalam kelas itu ada berbagai model dan apabila dari saya maka hanya akan monoton dan mereka tidak dapat berkembang (Puput 13 maret 2018 jam 13.13)._

(My role as a facilitator, so sometimes I give examples of videos or they search for videos. My goal is if I give the video then the template is only one but if they are looking for themselves then they will have a picture or they can search for their own example it could be in the class there are various models and if from me then it will only watch and they can not develop (Puput Maret 13th at 01.13PM)).

Lecturer as observer (observer), lecturer acts as observer, the main task that must be implemented is controlling students to do tasks
to easily provide individual guidance directly. When lecturers observe should not overly dorm or dominate. We recommend that lecturers make a record of their own achievements both individually and entirely to see the progress of student activities and the progress of learning process.

*Dosen sebagai observer
Selalu harus. Bagi mereka akan lebih banyak mendapatii jika mereka mencari sendiri dan diskusi bertanya dari pada menerima yang dari saya mereka akan lebih luas untuk bertanya dan memberi feedback (Puput 13 Maret 2018 jam 13.13).
(Lecturer as an observer
Always must. For them will find more if they are looking for themselves and the discussion asks from receiving from me they will be more knowledgeable to ask and give feedback (Puput Maret 13 at 01.13 PM))

3. Lecturer 3

a The Description of Teaching and Learning Process in Speaking Class

In the tried research, the researcher was observed at E class. In the E class, consist of 34 students and 1 lecturer. The researcher was observed with lecturer. She is Mrs. Maria as a lecturer at E class. The research was on Friday, March 23rd 2018 at 01.00 – 02.40 P.M.
## Table 4.3 Teaching Learning Process By lecture 3

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **Opening**    | • The lecturer opening the lesson at 01.00 P.M.  
• She opened the meeting by greeting.  
• She say “assalamu’alaikum warohmatullah hiwabarokatuh” and beginning the lesson by basmallah.  
• The lecturer check attendance list. |
| **Main activity** | • The lecturer ask to students “who are group to perform this day?  
• Some of group come in front of the class and beginning to presentation(seminar).  
• The presentation was done, and then MC open the question to audience.  
• Some of student raise our hand and she stand up from the chair participant. She ask according topic to informant.  
• MC writes the question, and then MC ask more to participant “any more question?” but nothing else to raise our hand.  
• The informants answer the participants’ question.  
• Enough this presentation and this group back to |
the chair. From the presentation and now the lecturer gave feedback according this presentation.

- The lecturer corrects the grammatical, pronunciation.
- The lecturer to continuo the lesson. She open with the new material that is about ob interview.
- Before she to be continuo, she ask to all of student if the know about job interview?
- The students answer that he can answer.
- The lecturer explain about job interview, how the HRD gesture and how applicant.
- The lecturer gave the question generally in the question in job interview.

<table>
<thead>
<tr>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The lecturer gave task about job interview in pair.</td>
</tr>
<tr>
<td>- The students’ pair is free.</td>
</tr>
<tr>
<td>- The lecturer and the students together closed the lesson. And close by hamdalalah and <em>wassalamu’alaikum warahmatullah hi wabarokatuh</em>.</td>
</tr>
</tbody>
</table>
In the research, the class was start at one o’clock P.M. the lecturer open the lesson by greeting to the students. The following was dialogue between lecturer and the students. The lecture open the meeting with greeting “Asslamualaikum warahmatullah hiwabarokatu” and the students answer “walalaikumusalam warahmatullah hiwabarokatu”. She greeting move “everybody good afternoon”, students answer move “good afternoon miss”.

Before greeting the lecturer said “before we start our lesson, please say basmallah together” students said “bismillahirrohmanirrohim”. After greeting, the lecturer checked the students’ attendance list. There is one student who absent because he was sick. Before the teacher explained the material. She call one of group to perform about the last material. And then the presentation is god enough and with question from participant. After done the presentation and the group is sit-down miss Maria gave some review or feedback to all of the student. She is gave true about the grammatical, pronunciation and etc. she show how to speaking well. The lecturer enough to gave feed back and she ask to al of students like this. The lecture say “ok, all of students that is feed back from me, any more question?” the students answer “no”. the lecturer gave question move “do you understand from the is material enough?” the student said together “yes enough miss.”
The lecturer to be continued to lesson about different material. Now Miss. Maria wants to explain about job interview. Before she is continuing, she gave question about the material. The question from the lecture “ok students, what do you know about job interview?” one of the students answer the question “job interview is dialogue company’s HRD and applicant.” The else student “Job interview is about work” and the lecturer say enough and she explain the material.

Ok now, open your material was I gave for all of you. Then Miss. Maria explains all of the material. Finished from the explanation the lecturer gave task to all of students in pair group. The student make pair group according number. Then every pair makes some question and answer according job interview. In the assignment not enough, the time is over and the lecturer and students to close the material together. The lecturer don’t forget to remained to the students, if the next meeting is every single pain perform in front of the classroom.

The result from the observation of the three lecturer can be look that three lecturer is similar but little different. Every student can be understood is very easy.

b. The Methods Used

The third observation, the researcher observed by class E. the lecturer of class E is Mrs. Maria. She looks good lecturer. She has a method used in teaching learning process of speaking. The teaching learning process is not forgotten from the method. Miss. Maria gave
some method to improve students intelligent. From the following interview quote:

Biasanya saya menggunakan diskusi untuk penyampaian teorinya, dengan itu apabila mereka punya pengalaman public speaking bisa di share kepada yang lain. Kalo metode sendiri saya pakai role-play lebih banyak ke praktek dan performan, ada yang kelompok juga. Kalau saya kelompok saya menggunakan role-play (Maria on March 25th at 10.13 AM).

(I usually use the discussion to convey the theory, so if they have experience in public speaking it can be shared with others. If my own method uses role-play more to practice and preference, there are also groups. If so, my group uses role-play. (Maria on March 25th at 10.13 AM)).

From the method she used is good. She can control all of the students in the classroom. The lecturer can be efficient in the time.

c. The Role of Lecturer

The third lecturer has some role in teaching learning process at classroom. The third observed the researcher conduct the role of lecturer by Mrs. Maria. In the classroom, she has some role like the following:

Lecturers as facilitators are done when students are involved in role playing activities, students have difficulty to continue their activities because of the lack of vocabulary that is controlled so that it must stop in role playing activities. In these situations the lecturer keeps helping them but does not stop this activity. Here is the role of lecturer as a guide or facilitator.
Peran saya sebagai fasilitator saja, jadi kadang saya memberi contoh – contoh video atau mereka mencari video. Tujuan saya adalah kalau saya memberikan video maka tempatanya hanya satu tapi kalau mereka mencari sendiri maka mereka akan memiliki gambaran atau mereka dapat mencari contoh sendiri bisa jadi dalam kelas itu ada berbagai model. Dan mereka bisa menanyakan apapun yang mereka Belem mengerti. (Maria 23 maret 2018 jam 10.13).

(My role as a facilitator, so sometimes I give examples of videos or they search for videos. My goal is if I give the video then the template is only one but if they are looking for themselves then they will have a picture or they can search for their own example it could be in the class there are various models and they can ask to me if they not yen understand. (Maria, March 13th at 01.13PM)

One of the most expected of the lecturers is to obtain an indication if the language they use or learned it is correct, the role of lecturer as an appraiser here is very necessary. Lecturers should provide feedback, correction, and assessment of the students in various ways, such as providing feedback on student achievement.

Dosen sebagai Penilai

Iya karena speaking itu kan banyak aspek yang kita pertimbangkan pertama mesti dari fluency nya dulu, kalau fluency nya bafus maka sapa berpindah ke pronounciationnya, otomatis gesturnya dia, kalau yang kemarin – kemarin berkaitan dengan formal interaction konteks publik otomatis bagaimana cara dia membawakannya eye contextnya, gesture nya bagaimana, kalau sudah lalu containnya jadi contain yang dibawakan sudah pas apa belum (Maria 23 maret 2018 jam 10.13).

(Lecturer as his appraiser because speaking that is many aspects that we consider first must be from fluency first, if the fluency, then move to the pronunciations, automatic the gesture him, if yesterday - yesterday related to formal interaction automatic public context how if he brought it eye the context, gesture how, if it has been contains so that brought what is not fit yet (Maria, March 23rd 2018 at 10.13 AM))
From the observed, the researcher conducts the different of the lecturer apply in teaching learning process of speaking class in classroom.

**Table 4.4 The Different of Teaching Learning Process Three Lecturer**

<table>
<thead>
<tr>
<th>No</th>
<th>Lec</th>
<th>Activity</th>
<th>Method</th>
<th>Lecturer Role</th>
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<tbody>
<tr>
<td></td>
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<td>Opening</td>
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</tbody>
</table>
4. Student’s Roles of Speaking Class

Based on the observation in the class of speaking in second semester. They are students of B, D and E class has many roles, such us:

a. As the performer

   Based on the observation, in the teaching learning process, the students acted as performer. The students always performed in front of the class every meeting. the goal of the teacher ask to the students perform in front of the class is to trained the mental.

b. As a listener

   In the teaching learning process of speaking skill, the student listened when the lecturer explained the material. Sometime the student made came noises in the class, but the teacher stopped the noisiness in the class by “ssttt…”. Beside that the students tried to understand the material. if the student still confused with material, than the students asked to the lecturer to explain clearly.

c. As the main subject of learning

   The students as the main subject of learning. Its mean that the students must be active in the class. The lecturer always said, the student must be active in the class if they want to be success.

B. Discussion

   In the discussion, it would be discuss about the main point of research finding concerning the teaching learning process of speaking skill at the second semester of IAIN Surakarta. The teaching learning process of the
speaking had some concerns that had to be analyzed such as: (1) the description of teaching learning process of speaking at the second semester (2) the method used (3) the role of lecturer (4) the role of students.

In this section, the researcher tried to make description of the research finding with the relevant references. After the describing the data, the researcher needed to analyze the data. It was in line the answer of the problem statement.

The teaching learning process of speaking was divides into opening, main activity, and closing. Based of the observation. In teaching method, the lecturer used role-play.

It is line with Brown, (2004: 141-142) theory that the role-play has one very good rule. In teaching learning process, the lecturer can be control all of student in this one time. The students can be speaking orally in front of the class and in front of the friend. This method is good to explore the felling of students. Student can be improving our ability.

Based of the observation and interview in teaching method, the lecturer said “Saya menggunakan role play, kenapa role play karna kalo individual waktunya terlalu lama tapi kalau saya menggunakan Role play sekali menilai bisa banyak bahasa siswa in a group tapi tetap penilaian Individual (Sabariyanto 28 Februari jam 11.56)”

Based on the final analysis it was found this research fully different with previous studies of Wachyudi, dkk., (2015), where this final research found that the lecturer focused her teaching learning speaking on the student’s
activity in communication. The result shows that the teaching speaking material consists of formal in the word such as speech, moderator, seminar and etc. The formal interaction was the continuation of the classroom interaction where the lecturer wants to know the development of the student’s interaction in the oral speaking. The classroom management process by the lecturer in teaching runs quite well. In addition, both lecturers also apply aspects related to classroom management such as movement (proximity, aprociacy, movement, awareness), before and after problems, giving feedback (written, oral, positive and negative), and seating arrangements.

Hamalik (2009) argues that the most important factor in learning is psychological factors that relate directly to the learner itself. Without attention to the learning object will result in ineffective learning activities. Meanwhile, students who do not use all five senses to learn will get learning results that are not optimal. Likewise, negative student responses to teachers (lecturers) and a particular field of study will make learning activities only done carelessly. The inability of students to develop fantasies, will also result in erroneous responses in learning. Conversely, students who have a talent in a particular field can increase their interest in learning in the field of study of interest.

Based on the research finding in the speaking class, the lecturer had some rules. Those were lecturer as organizer of the classroom, facilitator for the students, appraiser for the students, tutor and lecturer as observer. Richard and Renandya state there are many lecturer as organizer.
The last finding in speaking class is student’s role. The roles of the students in classroom as the performer, as listener, as the main subject of learning.
CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the writer verify his conclusion on the research finding and also gives some suggestion.

A. Conclusion

Based of the result of researcher about teaching learning process of speaking in the second semester of English Department Education of State Islamic Institute (IAIN) of Surakarta in academic year 2017/2018 conduct conclusion bellow:

1. The purpose of learning to speak in English in tertiary institutions is that students are expected to be able to demonstrate ability in mastering competencies and performance in mastering competencies and linguistic, kinesthetic and cultured language performance, so that students are able to communicate in English at certain literacy levels. The literacy level includes performative, functional, informational, and epistemic. The purpose of the learning English on the speaking material created by the lecturer in the RPS according Syllabus.

2. The procedure of teaching learning process of speaking there are three procedures in teaching English in the classroom where the researcher separates them into three, opening, main activities and closing. In the main activation, the lecturer performs the teaching procedure to speak, which is to explain, practice, and strengthen. The method used by the lecturer in speaking learning is the lecture method and the role play method.
3. The method used by lecturer in teaching learning process of speaking:

In the teaching learning process of speaking most of lecturer used role-play method, because that is can help the language in the our life or give the real experience to the students using language as communication way. Through the activity role-play the students can know this ability on ourself. Role-playing can be use to start oral speaking in the conversation with others, especially in learning English.

4. The roles of lecturers in speaking learning at universities is:

a. Organizers or class managers, lecturers as managers in carrying out activities of organizing students to carry out various activities.

b. Lecturers act as facilitators when students are involved in activities and have difficulty continuing their lecturers' activities to provide direction and guidance.

c. Lecturers act as assessors, at the end of the lecture learning provides an assessment of the ability of students in speaking as feedback and correction for follow-up to further learning.

d. Lecturers act as tutors, the role of lecturers as a source of knowledge needed by students.

e. Lecturer as an observer, the main task is to control students to do assignments and provide guidance.

5. The role of students in speaking learning at universities is

a. Students as listeners means that students listen when the lecturer explains the subject matter that becomes the subject matter.
b. The role of student participation, students do certain activities as part of activities when learning is done. Vicious participation is influenced by factors from students, namely the interest of students who enjoy speaking material.

B. Suggestions

Based on the results of the conclusion, it can be suggested as follows:

1. For Lecturers

   It is recommended for lecturers to maintain the learning method that has been used, because the method of learning to speak to students is good. In addition, it would be nice if the lecturer in teaching also uses other methods, so the learning process can be varied so that students are motivated to learn and have an interest in English language lessons.

2. For Students

   Considering the results of research on student activity and participation have not been optimal, it is expressed for students to increase participation in learning English. The methods that students can do include asking questions about material that has not been understood or having discussions with friends about the subject matter and assignments given by the lecturer.
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APPENDICES
RENCANA PEMBELAJARAN SEMESTER

Nama dan Kode MK : Speaking for Formal Interactions
Semester : II (dua)
SKS : 2
Jurusan : Pendidikan Bahasa Inggris (PBI)
Fakultas : FITK
Dosen : Sabariyanto, M.Pd

Capaian Pembelajaran

- Sikap:
  mahasiswa mampu berpartisipasi secara aktif dan disiplin mengikuti semua kegiatan perkuliahan pada mata kuliah ini

- Keterampilan:
  mahasiswa mampu melaksanakan kegiatan berbicara dalam bahasa Inggris khususnya berbicara dalam event formal atau resmi yang terkonsep dan memiliki
  metode yang tepat dan sistematis

- pengetahuan:
  mahasiswa memiliki pengetahuan tentang ruang lingkup MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion
  and negotiation.
**Matriks Pembelajaran:**

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<th>Bahan Kajian</th>
<th>Metode dan Strategi Pembelajaran</th>
<th>Waktu</th>
<th>Deskripsi Tugas</th>
<th>Kriteria, Indikator, Bobot Penilaian</th>
<th>Daftar Referensi</th>
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<td></td>
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<td>2 X 50 menit</td>
<td>tugas 30%, UTS 30%, UAS 30%, kehadiran 10%</td>
<td>dosen, mahasiswa</td>
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<td>introduction of MC and moderator</td>
<td>2 x 50 menit</td>
<td>mahasiswa men coba menjadi MC dan moderator</td>
<td>speaking English Fluently 2, Ona Low arnold , 1975</td>
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<td>Mahasiswa mengetahui cara bertindak sebagai MC</td>
<td>expression and bringing MC and Moderator</td>
<td>2 X 50 menit</td>
<td>mahasiswa mem buat dan wakan acara dengan baik</td>
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<td>dan moderator</td>
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<td>memprak tekkan sbg MC</td>
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<td>Mahasiswa mengetahui tentang teori speech</td>
<td>introduction of speech, and how to speak well.</td>
<td>ceramah, dialog, tanya jawab, diskusi</td>
<td>2 X 50 menit</td>
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<td>mahasiswa membuat berbagai theme/topic</td>
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<td>Mahasiswa mengetahui tentang teori seminar</td>
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<td>ceramah, dialog, tanya jawab, diskusi</td>
<td>mahasiswa mampu berbicara di depan kelas</td>
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<td>Mahasiswa mengetahui ruang lingkup seminar</td>
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<td>mahasiswa membagi tugas</td>
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<td>Mahasiswa mengetahui ruang lingkup job interview</td>
<td>job interview</td>
<td>ceramah, dialog, tanya</td>
<td>2 X 50 menit</td>
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Speaking English Fluency 2, Ona Low, arnold, 1975
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<th>Tujuan</th>
<th>Kompetensi</th>
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<td>Job Interview Practice</td>
<td>Diskusi praktik, 2 X 50 menit</td>
<td>Mahasiswa mampu mengikuti job interview dan dapat men jawab pertanyaan dalam interview</td>
<td>Mahasiswa mampu mengikuti job interview</td>
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<td>Mahasiswa mengetahui ruang lingkup kepenyiaran</td>
<td>Introduction of News Anchor and Reporter</td>
<td>Ceramah, diskusi, 2 X 50 menit</td>
<td>Mahasiswa memahami ruang lingkup kepenyiaran anchor dan reporter</td>
<td>Mahasiswa mampu menjadi penyiar yang baik</td>
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<td>Mahasiswa mengetahui cara menjadi penyiar yang baik</td>
<td>News Anchor and Reporter Practice</td>
<td>Diskusi praktik, 2 X 50 menit</td>
<td>Mahasiswa mampu menjadi penyiar yang baik</td>
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<td>Mahasiswa mengetahui cara broadcasting</td>
<td>News Anchor and Reporter Practice</td>
<td>Praktek, 2 X 50 menit</td>
<td>Mahasiswa mampu membuat video sebagai news anchor and reporter</td>
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<td>Mahasiswa mengetahui teori negotiation and promotion</td>
<td>Negotiation and Promotion</td>
<td>Ceramah, diskusi, 2 x 50 menit</td>
<td>Mahasiswa mampu membuat video sebagai news anchor and reporter</td>
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<td>Mahasiswa memahami ttg negotiation and promotion</td>
<td>Negotiation and promotion praction</td>
<td>diskusi, dan praktek</td>
<td>2 x 50 menit</td>
<td>mahasiswa membuat problem, menentukan product</td>
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Mengetahui
Kajur Prodi Pendidikan Bahasa Inggris

Dosen Pengampu,

DR. Imroatus Solikhah, M.Pd
Sabariyanto, S.Pd., M.Pd

NIP.
### FORMAL SETTING SPEAKING I (semester 2)

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<th>Competence</th>
<th>The students are equipped with oral proficiency skills aimed for vocational purposes in formal setting.</th>
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| 3. | Mode of Learning | Role Play  
Simulation/Mock  
One Act Play |
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<th>References</th>
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Maxwell Air Force Base, Alabama.  
Vialpando, J., Yedlin, J., Linse, C., Harrington, M., |
Appendices 1. Field note of Research

FIELDNOTE

Name of Class : Speaking for formal interaction
Participants : 33 Students
Place : Classroom
Time : Wednesday, Feb 28th, 2018, at 10.20 a.m

The researcher did observation on Wednesday, Feb 28th, 2018. The teacher taught at intermediate speaking on that day. There were some activities where the researcher joined in the classroom during the teaching learning process. This was the first time for the researcher joining the teaching learning process in the class. The class was started at 10.20 am. The researcher sat on the corner-back of the class. This class consisted of 13 students. The class looked active started from the beginning of the class. The students at the situation were made some background to practice the speaking for formal interaction. This day some of group made some practice about delivering speech. The class beginning and the group was open the class. The presentation was done and the lecturer giving correction and feedback.

The teacher opened the class by *Assalamu’alaikum warahmatullahi wabarokatuh* and the students answered *wassalamu’alaikum warahmatullahi wabarokatuh*. The lecturer checked the students’ attendance by looking from the present. The lecturer gave praise from the performance this group and the correcting if the pronunciations missing. The students was attention this lecturer correction. After that this done the lecturer gave some theory and explanation about the next meeting to
practice some of seminar. The lecturer gave some asking student to ask if the students missing understand.

In the closing, the teacher motivated the students to always study more over about English pronunciation. Then, the lecturer making for 2 group to practice next week. Finally, the teacher closed the class by saying “Wassalamualaikum Wr. Wb”, and the students answered “Waalaikumsalam Wr.Wb”. The researcher and the teacher together left the class.
FIELDNOTE

Name of Class : Speaking Practice Seminar
Participants : 33 Students
Place : Classroom
Time : Wednesday, March 7th, 2018, at 10.20 a.m

The researcher joined the meeting on Wednesday, March 7th, 2018 in the classroom during the teaching process at intermediate speaking class on that day. This was the second day of observation. The teacher taught in speaking practice class on that day. That day as usually the researcher came to school and then the researcher met with the teacher of speaking practice. The researcher and the researcher went to the classroom. After entered in the classroom, the researcher took a seat at the corner.

The teacher opened the class by greeting the students, gave the present. Then, the teacher set down with the student and the group was prepared the seminar. The group prepare very good and the delivery too. The lecturer very like with this group and gave feed back in the finish the presentation of seminar

The time is almost finish the lecturer gave correction and gave more and less from this group. And the lecturer hope to in next week can be batter from the week.

Before closing the meeting the teacher motivated the students, and chose the students of the day for next meeting. Then, the teacher closed the class by saying “Wassalamualaikum Wr. Wb”. Then, the students answered “Waalaikumsalam Wr.Wb”. 
Appendix 2: Interview

Interview with English Lecturer

Day / date : Wednesday, Feb 28th, 2018
Time : 12.00
Place : Classroom at Laboratory
Method : Interview
Researcher (R) : Eni Rahmawati
Source (S) : Sabariyanto, M. Pd (Lecturer of Speaking)

R : Apakah tujuan pemebelajaran bahasa Inggris speaking for formal interaction?

S : Ini diharapkan mahasiswa mampu untuk memahami untuk speaking academic setting, tujuannya supaya mereka tau bagaimana teori – teori berbicara di setting formal dan mereka harus bisa mempraktekan jadi muncullah mata kuliah ini.

R : Materi apa saja yang termuat dalam speaking for formal interaction? Mohon jelaskan?

S : Ya speaking for setting formal itu ada MC, Seminar, Moderator, Spech, job interview, negosisasion

R : Apakah anda merencanakan lebih dahulu uncuk mencapai tujuan pembelajaran speaking? Mohon jelaskan?

S : Iya tentu saja saya persiapkan kalau tidak berarti kita berjalan tanpa arah tujuan. Yang menjadi acuan yaitu Silabus yang kita jabarkan di lesson plan
engan banyak pengayaan dengan kita koperasi. Inilah yang menjadi arah atau barometer ukuran kita.

R : Bagaimana prosedur proses pembelajaran materi speaking yang anda terapkan? Mohon jelaskan?

S : Kalau prosedur pembelajaran khususnya dikelas saya saya memberi teori – teori dulu, jadi sebelum mereka practis misalnya MC, Specch, Moderator saya memberi teori tentang itu dan sedikit contoh harus dan untuk minggu berikutnya mereka baru praktek.

R : Metode pembelajaran apa yang anda gunakan agar tujuan pemberian materi speaking dapat tercapai alasanya?

S : Saya menggunaka role play, kenapa role play karna kalo individual waktunya terlalu lama tapi kalau saya menggunakan Role play sekali menilai bisa banyak bahasa iswa in a group tapi tetap penilaian Individual.

R : Bagaimanakah menyampaikan pembelajaran secara informal dan formal Interaction?

S : Seperti tadi dibuat seolah ini itu nyata dan mereka sedang dalam keadaan yang nyata jadi mereka juga harus berpenampilan yang baik.

R : Sumber pembelajaran dari mana saja yang anda gunakan?

S : Banyak, dari Brown saya pakai, dari jhon and Richard kompilasi

R : Bagaimana kemampuan siswa yang anda ampu?

S : Kebetulan di kelas A dan B jadi dari semester 1 saya juga mengajar mereka jadi saya juga tau. Jadi dari semester 1 sudah saya tanamkan dasar –dasar berbicara meski dalam informal dan kalo formal tinggal di setting di benahi lagi pula untuk kelas A dan B ini kemampuannya juga sudah lumayan jadi saya tidak begitu kesulitan mengajarnya
R: Apakah materi speaking selama ini yang anda sampaikan sudah cocok dengan kemampuan siswa? Alasannya?
S: Iya dan mere enjoy. Karena yang mengarah ke skill harus praktek. Jadi speaking itu kan harus banyak prakteknya jadi dengan begitu mereka jadi increase and interesting juga.
R: Bagaimana cara anda memanage kelas?
S: Magejemen kelas itu mengelompokkan secara acak jadi ndak yang tinggi dengan yg tinggi soalnya kalo acak nanti credibilitynya yang tinggi dalam speaking supaya bisa memacu yang rendah. Kalau saya kumpulkan yang pintar dengan yang pintar dan yang kurang ampu dengan yang kurang mampu maka kasian mereka yang kurang mampu maka role play yang saya jalankan tidak berhasil.
R: Apakah anda bersedia menjawab pertanyaan yang diajukan siswa?
S: Selalu harus. Bagi mereka akan lebih banyak mendapatii jika mereka mencari sendiri dan diskusi bertanya dari pada menerima yang dari saya mereka akan lebih luas untuk bertanya dan memberi feedback.
R: Apakah anda suka memberikan inisiatif baru kepada siswa?
S: Mereka bisa mengeksplorasi diri. Kalau jika ada sesuatu yang kurang bagus akan saya paparkan. Kalo itu saya hanya memberikan gambaran sekilas nanti mereka akan berkreasi sendri sebagai contoh begini, tadi saya paparkan bagaimana seminar pilih materi yang baru untuk diperbincangkan hanya itu lalu mereka akan lebih kreatif sendiri idenya.
R: Bagaimana respon siswa ketika anda mengajar?
S: Ya seperti tadi saya menjelaskan mereka bertanya saya jelaskan setelah itu saya bertanya ada feedback apa tidak sudah jelas atau tidak dan tetap mereka
bagus, tidak ada dari mahasiswa tidak ada pertanyaan yang dilecehkan dan mereka bisa menerima.

R : Bagaimana keaktifan siswa didalam kelas?

S : Kalau keaktifan siswa mereka aktif tidak harus ditunjuk mereka sudah ada kesadaran sendiri bahwa mereka sebagai siswa. Memang saya menuntut kelas kalian harus aktif, dalam hal apa tidak saya batasi mial mereka mau bertanya atau menjawab. Open your main.

R : Apakah kendala yang anda alami selama perkuliahan?

S : Kalau kendala yang berarti saya kira yo tidak ada ya kalau saya hanya kendala harus penyesuaian tempat saja,karna harus praktek dan persiapan jadi ruangannya juga harus berpindah pindah.

R : Apakah ada kendala waktu? mohon dijelaskan

S : Kalau waktu sesuai jadwal semua kalau waktu mungkin tidak karena saya rasa cukup kita pembelajarn 2 sks dalam waktu ini 100 menit sudah cukup jadi pas.

R : Bagaimana cara anda mengukur keberhasilan siswa?

S : Dari siswa untuk pronouncation nya mereka dalam speaking.

R : Sepengetahuan anda apakah peran guru dalam pembelajaran speaking?

S : Peran saya ketika mereka presentasi ya saya hanya mengevaluasi.

R : Bagaimakah peran mahasiswa dalam pemebelajarn?

S : Mereka sadar akan peran mereka bahwa mereka adalah peserta dan juga pelaku dan mereka yang menguasi kelas dalam pembelajaran.

R : Bagaimana cara anda mengatasi kendala-kendala dalam pembelajarn speaking? Mohon dijelaskan?
S : Itu sejak sebelum mulai mereka harus aktif yg mencari tempat dan setelah itu saya dilobi.

R : Apakah solusi yang anda gunakan sudah berhasil?

S : Selama ini dengan metode yang saya gunakan selama ini selain metodenya menarik dan sebagai alat ukur kemampuan dan metode yang saya terapkan ini saya kira itu relevan untuk di speaking ini.
R : Apakah tujuan pembebelajaran bahasa Inggris speaking for formal interaction?

S : Kalau untuk speaking for formal interaction ini dengan tim bahwa speaking ini kita arahkan ke yang formal, contohnya misalnya ada spech, ada moderator, MC ada moderator, jadi dengan adanya ini diharapkan mampu menggunakan bahasa inggris dengan baik dala kondisi dan dengan setting yang formal, meskipun didalamnya itu juga kita menyangkut yang publik speaking.

R : Materi apa saja yng termuat dalam speaking for formal interaction? Mohon dojelaskan?

S : Speech, moderator, MC, ada juga pormosion nanti juga ada job interview.

R : Apakah anda merencanakan terlebih dahulu uncuk mencapai tujuan pembelajran speaking? Mohon jelaskan?

S : Mestinya iya. Rencana kita itu biasanya dalam bentuk RPS biasanya, Cuma RPSnya dibuat oleh tim sehingga nanti ada keseragaman antara yang saya ampu dengan yang diampu dengan dosen lain.
R : Bagaimana prosedur proses pembelajaran materi speaking yang anda terapkan? Mohon jelaskan?

S : Tiap meeting itu beda – beda karenakan dalam satu meeting itu ada pengenalan materi dan juga meeting lain dia sudah praktik. Kalau pengenalan materi biasa kita buka dengan opening, brain storming kemudian kita kasih knowledge, materi setelah itu kita praktek individu biasanya.

R : Metode pembelajaran apa yang anda gunakan agar tujuan pemberian materi speaking dapat tercapai alasanya?

S : Kalau metode saya tidak spesifik metode apa karena kita fokusnya adalah bagaimana siswa itu dia praktek, jadi diakhir saya tidak fokus pada motode saya tapi kadang saya kasih video kadangmerekaya yang mencari video. Tapi kita croscek juga dengan teori, teori atau experience mereka jadi kita surfai bisa experience atau dengan video. Karna terkadang teori tak sama dengan video dan kadang video tak sama dengan teori, karena biasanya kegiatan dieven – even itu sangat dinamis sekali bisa berubah dengan cepat, karna kalah cepat di dunia speaking.

R : Bagaimanakah menyampaikan pembelajaran secara informal dan formal Interaction?

S : Ya seperti itu tadi tidak monoton, jadi melihat situasi serta apa yang mudah untuk dipahami mereka.

R : Sumber pembelajaran dari mana saja yang anda gunakan?

S : Kalau buku sih banyak ya. Serta juga dari video.

R : Bagaimana kemampuan siswa yang anda ampu?

S : Ada yang enjoy karna ini bukan konteksnya bukan menerima ya tapi bagaimana mereka dapat introduce bisa mereka memperform speaking mereka.
Ada yang bagus ada yang standar ada yang ndak bagus juga tergantung persiapan mereka, kalau persiapannya bagus nanti pasti hasilnya juga bagus.

R : Apakah materi speaking selama ini yang anda sampaikan sudah cocok dengan kemampuan siswa? Alasannya?

S : Iya pada dasarnya mahasiswa itu erea mempunyai kemampuan untuk beradaptasi atau untuk menciptakan untuk memperform apa suatu speaking tertentu. Ini biasanya speaking ini dibagi 4 tapi sekarang hanya tinggal tiga. Jadi mau tidak mau gradenya harus dinaikkan.

R : Bagaimana cara anda memanage kelas?

S : Mereka perform lalu kita amati lalau kita beri komen sebelum saya memberi komen biasanya tanya dulu dengan teman yang lain nanti baru saya akan memberikan feedback.

R : Apakah anda bersedia menjawab pertanyaan yang diajukan siswa?

S : Bersedia tapi jarang kadang juga tidak ada. Biasanya pertanyaannya hanya tentang teknis pelaksanaan aja.

R : Apakah anda suka memberikan inisiatif baru kepada siswa?

S : Endak, karna settingnya formal maka saya minta yang formal kita mengharapkan mereka bisa internasional. Saya itu mengharapkan kita ini intenational jadi saya melarang atau mengurangi culture – culture yang ada di IAIN karna apa agar nanti itu kita bawa keluar mereka sangat jeglek dengan kampus – kampus lain. Itu bisa dilihat dari timelatnya IAIN. Yang mana ini kurang bagus.

R : Bagaimana respon siswa ketika anda mengajar?

S : Responnya ya. Karna saya menjelaskan kebanyakan tekniknya lalu video ada dari mereka menanyakan apa yang harus mereka lakukan mereka juga
bertanya misalnya kita ada seperti ini misalkan MC, dalam video ada yang pakai salam ada yang tidak pakai salam, kalau kita kan ada salam, solawat dan yang lain boleh ndak kita memakai itu, seperti itu. Kalian boleh makai boleh langsung, Kalau boleh itu berarti berkatan dengan cuture kita kalaupun tidak berarti mendapatkan timelate internatiaon. Itu yang biasanya mereka tanya.

R : Bagaimana keaktifan siswa didalam kelas?

S : Kalau keaktifan karna ini berkaitan dengan praktek jadi kadang mereka menunggu giliran untuk maju. Ada 2 kelas, yang 1 aktif dan yang satu kurang. Ada juga disaat mereka dijelaskan belum paham lalu praktek mereka jadi tau dan paham kalau materinya. Terkadang saya kasih batasan waktu jadi agar mereka bisa maju semua, karena ada limitnya waktu maka mereka berebut untuk maju, jadi responnya bagus.

R : Apakah kendala yang anda alami selama perkuliahan?

S : Kendalanya yaitu diawal ketika mereka belum paham dengan konsekuensinya maka disalah satu kelas itu mereka saya masih agak susah mereka untuk maju seperti itu jadi mereka masih iren untuk maju. Itu yang kedua saya kan pinginnya desain international tapi mereka masih menggunakan desain template IAIN Surakarta itu yang saya pengen memberi warna international sehingga mere bisa perform international bukan template kita saja.

R : Apakah ada kendala waktu? mohon dijelaskan

S : Kendala waktu, iya kurang panjang karena speaking ituakan praktek sangat berkaitan dengan perform mereka, sebenarnya saya sangat, di satu sisi saya ingin mereka berkompotitif untuk maju maka kalau untuk pengen kasih batasan waktu disisi lain jika kita beri batasan waktu maka ada beberapa
mahasiswa yang tidak memiliki kesempatan untuk maju, tapi itu tidak papa itu adalah cara saya sehingga mereka berkompetitif untuk maju waktunya kadang tidak cukup, kalau tidak cukup kadang saya tambahkan untuk minggu depan tapi ada kalanya materi minggu depan sudah saya ganti materi yang baru itu saja.

R : Bagaimana cara anda mengukur keberhasilan siswa?
S : Iya karena speaking itu banyak aspek yang kita pertimbangkan pertama mesti dari fluencnya dulu, kalau fluencnya bafus maka sapa berpindah ke pronouncationnya, otomatis gesturnya dia, kalau yang kemarin – kemarin berkaitan dengan formal interaction konteks publik otomatis bagaimana cara dia membawakannya eye contactnya, gesture nya bagaimana, kalau sudah lalu containnya jadi contain yang dibawakan sudah pas apa belum

R : Sepengetahuan anda apakah peran guru dalam pembelajaran speaking?
S : Peran saya sebagai fasilitator saja, jadi kadang saya memberi contoh – contoh video atau mereka mencari video. Tujuan saya adalah kalau saya memberikan video maka templatnya hanya satu tapi kalau mereka mencari sendiri maka mereka akan memiliki gambaran atau mereka dapat mencari contoh sendiri bisa jadi dalam kelas itu ada berbagai model dan apabila dari saya maka hanya akan monoton dan mereka tidak dapat berkembang.

R : Bagaimakah peran mahasiswa dalam pemelbajaran?
S : Siswa itu mereka sebagai pelaku karna mata kuliah ini speaking skill maka mereka lebih banyak prakteknya dan kalau teori itu cenderung limit sekali sedikit sekali hanya saja teori teknikal saja cara penyampaianya saja dan prakteknya.
R : Bagaimana cara anda mengatasi kendala-kendala dalam pembelajaran speaking? Mohon dijelaskan?

S : Kalau mereka yang dulu itu kan pasif jadi saya kasih limit waktu jika mereka tidak maju maka mereka tidak mendapat nilai na setelah mereka tau itu lalu pada pertemuan selanjutna lebih berani dan berebutan untuk maju karena jika mereka tidak maju maka mereka tidak akan dapat nilai jadi mereka berebutan.

R : Apakah solusi yang anda gunakan sudah berhasil?

S : Sejauh ini sudah berhasil dan mereka menjadi aktif.
Interview with English Lecturer

Day / date : Monday, April 22nd, 2018
Time : 08.00
Place : Rector Lobby
Method : Interview
Researcher (R) : Eni Rahmawati
Source (S) : Maria Wulandari, M.Pd (Lecturer of Speaking)

R : Apakah tujuan pembelajaran bahasa Inggris speaking for formal interaction?

S : Kalau untuk speaking for formal interaction ini dengan tim bahwa speaking ini kita arahkan ke yang formal, contohnya misalnya ada speech, ada moderator, MC, jadi dengan adanya ini diharapkan mampu menggunakan bahasa inggris dengan baik dala kondisi dan dengan setting yang formal, meskipun didalamnya itu juga kita menyangkut yang pablik speaking.

R : Materi apa saja yang termuat dalam speaking for formal interaction? Mohon dojelaskan?

S : Speech, moderator, MC, ada juga pormosion nanti juga ada job interview.

R : Apakah anda merencanakan terlebih dahulu uncuk mencapai tujuan pembelajaran speaking? Mohon jelaskan?

S : Tentu iya. Rencana kita itu biasanya dalam bentuk RPS biasanya, Cuma RPSnya dibuat oleh tim sehingga nanti ada keseragaman antara yang saya ampu dengan yang diampu dengan dosen lain.

R : Bagaimana prosedur proses pembelajaran materi speaking yang anda terapkan? Mohon jelaskan?
S : Tiap meeting itu beda – beda karena dalam satu meeting itu ada pengenalan materi dan juga meeting lain dia sudah praktik. Kalau pengenalan materi biasa kita buka dengan opening, brain storming kemudian kita kasih knowledge, materi setelah itu kita praktek individu tetapi karena ini saya habis cuti maka hanya ada beberapa saja. Yang lain lewat online.

R : Metode pembelajaran apa yang anda gunakan agar tujuan pemberian materi speaking dapat tercapai alasanya?


R : Bagaimanakah menyampaikan pembelajaran secara informal dan formal Interaction?

S : Ya seperti itu tadi tidak monoton, jadi melihat situasi serta apa yang mudah untuk dipahami mereka.

R : Sumber pembelajaran dari mana saja yang anda gunakan?

S : Kalau buku sih banyak ya. Serta juga dari video, dan saya menyuruh mereka juga mencari video yang serupa untuk referensi.

R : Bagaimana kemampuan siswa yang anda ampu?

S : Ada yang enjoy karena ini bukan konteksnya bukan menerima ya tapi bagaimana mereka dapat introduce bisa mereka memperfom speaking mereka. Ada yang bagus ada yang standar ada yang ndak bagus juga tergantung persiapan mereka, kalau persiapannya bagus nanti pasti hasilnya juga bagus.

R : Apakah materi speaking selama ini yang anda sampaikan sudah cocok dengan kemampuan siswa? Alasannya?

R: Bagaimana cara anda memanage kelas?

S: Sejauh ini enjoy, mereka mau dan mudah dalam bekerja sama soalnya.

R: Apakah anda bersedia menjawab pertanyaan yang diajukan siswa?

S: Bersedia tapi jarang kadang juga tidak ada. Biasanya pertanyaannya hanya tentang teknis pelaksanaan aja.

R: Apakah anda suka memberikan inisiatif baru kepada siswa?

S: Endak, karna settingnya formal maka saya minta yang formal kita mengharapkan mereka bisa internasional. Saya itu mengharapkan kita ini intenational jadi saya melarang atau mengurangi culture – culture yang ada di IAIN karna apa agar nanti itu kita bawa keluar mereka sangat jeglek dengan kampus – kampus lain. Itu bisa dilihat dari timelatennya IAIN. Yang mana ini kurang bagus.

R: Bagaimana respon siswa ketika anda mengajar?

S: Responnya ya menurut saya bagus, antusias dalam pembelajaran juga bagus.

R: Bagaimana keaktifan siswa didalam kelas?

S: Kalau keaktifan karna ini berkaitan dengan praktek jadi kadang mereka menunggu giliran untuk maju. Dan menurut saya mereka cukup aktif dalam pembelajaran speaking ini.

R: Apakah kendala yang anda alami selama perkuliahan?

S: Kendalanya yaitu diawal ketika mereka belum paham dengan konsekuensinya maka disalah satu kelas itu mereka saya masih agak susah
mereka untuk maju seperti itu jadi mereka masih iren untuk maju. Itu yang kedua saya kan pinginnya desain international tapi mereka masih menggunakan desain template IAIN Surakarta itu yang saya pengen memberi warna international sehingga mere bisa perform international bukan template kita saja.

R : Apakah ada kendala waktu? mohon dijelaskan

S : Kendala waktu, iya dari saya pribadi karna cuti melahirkan jadi saya kurang bisa mementau, hanya saja lewat online saya menilai tugas serta keaktifan mereka saat dalam practic.

R : Bagaimana cara anda mengukur keberhasilan siswa?

S : Iya karena speaking itu banyak aspek yang kita pertimbangkan pertama mesti dari fluencynya dulu, kalau fluencynya bafus maka sapa berpindah ke pronuncationnya, otomatis gesturnya dia, kalau yang kemarin – kemarin berkaitan dengan formal interaction conteks publik otomatis bagaimana cara dia membawakannya eye contectnya, gesturenya bagaimana, kalau sudah lalu containnya jadi contain yang dibawakan sudah pas apa belum

R : Sepengetahuan anda apakah peran guru dalam pembelajaran speaking?

S : Peran saya sebagai fasilitator saja, jadi kadang saya memberi contoh – contoh video atau mereka mencari video. Tujuan saya adalah kalau saya memberikan video maka template nya hanya satu tapi kalau mereka mencari sendiri maka mereka akan memiliki gambaran atau mereka dapat mencari contoh sendiri. Dan saya disini saat melihat mereka saya juga sebagai penilai, bagaimana mereka berspeaking dengan baik.

R : Bagaimakah peran mahasiswa dalam pemebelajaran?
Siswa itu mereka sebagai pelaku karna mata kuliah ini speaking skill maka mereka lebih banyak prateknya dan kalau teori itu cenderung limit sekali sedikit sekali hanya saja teori tehnikel saja penyampaianya saja dan prakteknya.

Bagaimana cara anda mengatasi kendala-kendala dalam pembelajaran speaking? Mohon dijelaskan?

Kalau mereka yang dulu itu jadi saya kasih limit waktu jika mereka tidak maju maka mereka tidak mendapat nilai na setelah mereka tau itu lalu pada pertemuan selanjutnya lebih berani dan berebutan untuk maju karena jika mereka tidak maju maka mereka tidak akan dapat nilai jadi mereka berebutan.

Saya meminta pertanggung jawaban atas tugas yang saya berikan dan saya pantau online.

Apakah solusi yang anda gunakan sudah berhasil?

Sejauh ini sudah berhasil dan mereka menjadi aktif.
Interview with Student

Day / date : Wednesday, Feb 28th, 2018
Time : 12.00
Place : classroom at Laboratory
Method : Interview
Researcher (R) : Eni Rahmawati
Source (S) : Miftahul Jadit (Student of Speaking in Second Semester B class)

R : Apakah kalian suka mata kuliah speaking apa tidak? alasanya?
S : suka, karena dalam mata kuliah ini kita bisa explore kemampuan kita dalam berspeakig

R : Bagaimana tanggapan anda mengenai pembelajaran yang dilakukan dosen?
S : Kalau menurut saya bagus belajarnya punya cara sendiri supaya kita mahasiwa ndak bosen dan juga ndak jenuh dan materinya tetep nyampai ya seperti sekarang ini semua terlihat harus seperti aslinya, meski hanya settingan tp kita yang belajar tetp nyaman.

R : Apakah anda mudah memahami pembelajaran yang dilakukan dosen?
S : Kadang sih, kadang mudeng tapi kadang juga mbingugke.

R : Apakah anda aktif dalam pembelajaran? Contohnya sering bertanya jika kurang jelas.
S : Gimana ya, iya pastinya saya bertanya jika apa yang telah disampaikan masih kurang jelas maka nanti dosen akan menjelaskan kembali.

R : Apakah dosen bersedia menjawab apa yang kalian tanyakan?
S : Iya dosen selalu menjawab dan menerangkan apa yang di tanyakan oleh mahasiswanya.

R : Apakah anda sekarang sudah mampu lancar berbicara dalam bahasa inggris?

S : Kalau saya pribadi belum begitu lancar karena ini kan bukan bahasa asli jadi agak sulit.

R : Apakah kendala kalian dalam belajar speaking? Alasan

S : Kalau bagi saya sendiri kendalanya adalah mental, mengapa mental sebab jika kita tidak bisa berbicaralancar dalam bahasa inggris dan kita harus perform di depan kelas otomatis mentalnya jadi drop. Takut salah, takut dikketatwain atau apa.

R : Apakah ada kendala waktu dalam kuliah?

S : Kalau waktu mungkin saya sendiri tidak ada. Waktu pembelajarannya juga sudah pas.

R : Bagaimana cara anda mengatasi permasalahan atau kendala yang anda temui?

S : Ya mempersiapkan diri dan mental sebelum perform

R : Bagaimana nilai pembelajaran speaking anda sekarang?

S : Mungkin ya sudah lebih baik.
Interview with Student

Day / date : Wednesday, April 4th, 2018
Time : 12.00
Place : Out Classroom at Laboratory
Method : Interview
Researcher (R) : Eni Rahmawati
Source (S) : Riska (Student of Speaking in Second Semester D Class)

R : Apakah kalian suka mata kuliah speaking apa tidak? alasanya?
S : Suka karena secara pribadi saya suka bicara
R : Bagaimana tanggapan anda mengenai pembelajaran yang dilakukan dosen?
S : Kalau untuk mata kuliah ini awalnya meraba-raba dulu kok tau- tau dapat mata kuliah untuk jadi MC, Moderator gotu, trus lama kelamaan makin paham dengan temanya itu udah ngerti, saya pribadi mengerti cara dan sistem pembelajarannya dari dosen.
R : Apakah anda mudah memahami pembelajaran yang dilakukan dosen?
S : Kalau seperti penjelasan gitu lama-lama paham dan dosennya enak jelasinnya jadi kita mudah paham.
R : Apakah anda aktif dalam pembelajaran? Contohnya sering bertanya jika kurang jelas.
S : Harus ditanyakan, kalau kita belum paham dan diam saja maka akan tambah tidak mengerti.
R : Apakah dosen bersedia menjawab apa yang kalian tanyakan?
S: Iya dosen selalu menjawab dan menerangkan apa yang di tanyakan oleh mahasiswa.

R: Apakah anda sekarang sudah mampu lancar berbicara dalam bahasa inggris?

S: Kalau saya seharusnya iya karena kita kan diasah terus untuk itu dan disini kita juga besiknnya bahasa inggris.

R: Apakah kendala kalian dalam belajar speaking? Alasan!

S: Kalau speaking ini bicara kalau saya lebih pada vocab yang sering lupa

R: Apakah ada kendala waktu dalam kuliah?

S: Tidak ada, biasanya kalau tidak paham bisa belajar sendiri.

R: Bagaimana cara anda mengatasi permasalahan atau kendala yang anda temui?

S: Ikut les buat nambah-nambah vocab, dan belajar dr youtube juga

R: Bagaimana nilai pembelajaran speaking anda sekarang?

Interview with Student

Day / date : Wednesday, April 4th, 2018
Time : 12.00
Place : Out Classroom at Laboratory
Method : Interview
Researcher (R) : Eni Rahmawati
Source (S) : Danti (Student of Speaking in Second Semester C class)

R : Apakah kalian suka mata kuliah speaking apa tidak? alasanya?
S : Suka karena untuk mengasah kemampuan berbahasa inggris saya

R : Bagaimana tanggapan anda mengenai pembelajaran yang dilakukan dosen?
S : Menurut saya dosennya cukup enak tp agak saklek, kalo dikelas lain Cuma disuruh ngomong aj untuk metode belajarnya kalo ini one by one.

R : Apakah anda mudah memahami pembelajaran yang dilakukan dosen?
S : Awalnya takut belum ada bayangannya tapi setelah dijelasin mudah paham, dosennya enak juga.

R : Apakah anda aktif dalam pembelajaran? Contohnya sering bertanya jika kurang jelas.
S : harus ditanyakan, kalau kita belum paham dan diam saja maka akan tambah tidak mengerti.

R : Apakah dosen bersedia menjawab apa yang kalian tanyakan?
S : Iya dosen selalu menjawab dan menerangkan apa yang di tanyakan oleh mahasiswanya.

R : Apakah anda sekarang sudah mampu lancar berbicara dalam bahasa inggris?
S : Menurut saya belum begitu tapi be better dari pada kemarin-kemarin.

R : Apakah kendala kalian dalam belajar speaking? Alasan!

S : Kendalanya kosa katanya kurang, jadi mau ngomong ini gimana gitu jadi bingung dan pronunciationnya juga

R : Apakah ada kendala waktu dalam kuliah?

S : Ada, soalnya speaking harus tiap hari supaya bisa cepat lancar tapi kalau dirumah itu susah, ndak ada yang di ajak bicara.

R : Bagaimana cara anda mengatasi permasalahan atau kendala yang anda temui?

S : Biasanya misal ada kosa kata yang baru saya buka kamus yang ada voicenya.

R : Bagaimana nilai pembelajaran speaking anda sekarang?

S : Sejak disuruh tiap minggu sekarang mentalnya lebih percaya diri dan ndak grogi.
INTERVIEW WITH THE ENGLISH STUDENTS
OF ENGLISH EDUCATION DEPARTMENT
IAIN

Time : Tuesday, maret 2018
Place : PPG building
Interviewer : Eni Rahmawati (Eni)
Interviewed : Class E students (Hani, Ahmad, Fatiha, Nada)
Topic : Teaching Speaking

INTERVIEW SCRIPT

Eni : Assalamu’alaikum Wr. Wb. Miss
Students : Waalaikumu’salam Wr. Wb
Eni : Mohon maaf mengganggu waktunya sebentar, saya ingin mengajukan beberapa pertanyaan dengan kalian, apakah kalian bersedia?
Students : Iya mbak silakan.
Eni : apakah kalian suka sama kuliah speaking apa tidak? Mengapa?
Hani : iya sangat suka sekali, alasanya karena speaking class itu sangat menarik dan selalu menuntut kita untuk selalu berfikir dengan cepat dan cerdas untuk bagaimana kita mengeksplore kemampuan kita dalam oral dan on the spot.
Ahmad : Iya mbak, saya pribadi juga suka mengikuti kuliah ini. Karena sangat bagus dan aal out sangat disiplin penilaiannya juga bagus. Dan membuat kita enjoy dalam pembelajarannya, nyaman.
Eni : Apa dosen mengajar sesuai dengan langkah-langkah pembelajaran?
Ahmad : kalau langkah – langkah pembelajaran saya kira sudah sesuai dengan apa yang seharusnya.
Nada : kalau menurut sayang sudah sesui juga karena dalam pembelajarannya juga runtut serta mudah dipahami dan dimengerti.
Eni : Apa kalian sering bertanya jika kurang jelas?
Fatiha : iya mbak pasti kita bertanya, karena kalau kita tidak bertanya nanti malah kita makin tidak tau untuk yang materi selanjutnya, lagi pula kalau kita bertanya yang untung tidakhanya kita tapi teman sekelas juga bisa merasakannya.
Ahmad, Hani : iya mbak dan kalo tanya itu jadi membuat kita lebih bisa paham.
Eni : Apa dosen bersedia unruk menjawab apa yang kalian tanyakan?
Nada : Yes of course. Pasti mbak kalo kita Tanya hal yang kurang jelas langsung Miss Tika jawab dan menjelaskan serta langsung diberi contoh dan bagi yang bertanya itu langsung disuruh membuat kalian pati Miss Tika juga tahu kalau yang bertanya tadi benar sudah paham apa belum.
Eni : Apa kendala kalian dalam belajar speaking?
Fatiha : kalau saya takut salah speaking sih sebenarnya ndak juga mbak tapi saya takut kalau yang saya ucapkan itu jadi inggris jowo. Jadi malah bikin
ketawa temen – temen. ya itu kendala saya dalam speaking kalo disuruh perform sebenarnya ok saja mbak.

Eni : apa ada kendala waktu untuk kalian?

Ahmad : kalau bagi saya pribadi ndak ada kendala mbak, soalnya kalau saya belajar tidak hanya dikampus saja kalau saya belajar itu lebih banyak diluar dengan cara on the spot bersama teman atau bisa kita melihat di media social untuk menambah ilmu pengetahuan kita tentang speaking jadi saat kita on the spot dikampuskita sudah bisa siap.

Hani : Kalau saya sih perlunya waktu tambahan ya kalau kita benar” mau memperdalam bahasa inggris. Selama materi yang sudah disampakan sudah nyampe dan kita sudah tau, saya rasa tambahan waktu itu perlu juga dapat membuat kita lebih mahir.
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The Documentation of Teaching Process.

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