

**TEACHING SPEAKING FOR CONVERSATION 1
LEVEL AT MARIO ENGLISH COURSE OF
PALANGKA RAYA**

THESIS

Presented to
The Department of Islamic Education of the Study Program of the English
Education of the Islamic State College of Palangka Raya in Partial
Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan Islam



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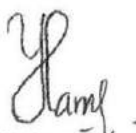
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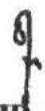
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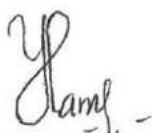
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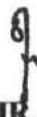
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PREFACE

PREFACE

In the name of Allah, the Most Merciful, the Most Gracious, Praise to God the almighty, for His mercy and blessing, the researcher can accomplish the thesis entitled: TEACHING SPEAKING FOR CONVERSATION 1 LEVEL AT MARIO ENGLISH COURSE OF PALANGKA RAYA.

First, the researcher would like to express her deepest gratitude to:

1. Dr. H. Khairil Anwar, M.Ag., as Director of the State College of Islamic study of Palangka Raya.
2. Hj. Hamidah, M.A., as the chair of Department of Education.
3. Drs. H. Abdul Qodir, M.Pd., as the coordinator of the English Education study program.
4. Dra. Halimah, M.Pd., as the first advisor for her corrections and revisions of the thesis so that this thesis eventually comes to its end.
5. Dakir, M.A., as the second advisor for his suggestions and comments.
6. Mr. Sukri, as the Director of Mario English course Palangka Raya.
7. Staff of the STAIN and all English education lecturers at STAIN of Palangka Raya who cannot be mentioned one by one.
8. The writer`s beloved parents, sister and brother and relatives.

Finally, the researcher would like to express that their support and assistance as the motivation in finishing this thesis.

Palangka Raya, December, 2009

Wifajri Prasetio



ACKNOWLEDGEMENT

ACKNOWLEDGMENTS

Hereby I notify that I myself wrote this thesis and I did not copy any parts of it from others. If there is a proof that I copy all or some parts of the thesis from others, I am ready given responsibility by the Islamic State College of Palangka raya.

Palangka Raya, December 2009

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ABSTRACT

ABSTRACT

Prasetio wifajri, Teaching speaking for conversation 1 level at Mario English course of Palangka Raya. Thesis. The department of education of study program of English education of Islamic State College of Palangka Raya. Advisors: 1) Dra. Halimah, M.Pd. 2) Dakir, M.A.

This study has main goal to describe what are the methods of teaching speaking for conversation 1 level implemented by the teacher at Mario English course of Palangka Raya. This study is important because to know what the methods that made the successful teaching speaking at Mario English course Palangka Raya. Problem of the study is what are the methods of teaching speaking for conversation 1 level implemented by the teacher at Mario English course of Palangka Raya.

This research used Qualitative and subject of this research is English teacher of conversation 1 class of Mario English course of Palangka Raya. As supporting data, it is needed some informants. The informants are some students taken from conversation 1 class. To collected the data, the writer uses some procedures they are: 1) Observation, 2) Interview, and 3) Documentation. The data are taken from ten informants, namely the headmaster of Mario English course and eight students of conversation 1 class.

After observed the research for two months, it can be obtained the methods implemented by the teacher in classroom the writer founded some methods such as 1) Questioning-answering, 2) Drill method, 3) Assignment, 4) Audio-visual method, and 4) Game method. Based on the result of the study, there are some suggestions can be given. They are: 1) The teacher should be uses singing method to make situation in the class more enjoyable. 2) The teacher should be able to ménage the available time in order that the aim can be achieved well. 3) The teacher should improve their creativity to create an interesting game in order that the students do not fell bored.



DEDICATION

DEDICATION

This thesis is dedicated to:

- My beloved Parents who have give me love and affection
 - My love oldest sister and brother who always give
support me till I can finish my study
- All of my friends in TBI community 2004 who always
be my dear

May Allah always be with us till in the end of the word



MOTTO

MOTTO

إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ ﴿٥﴾

The meaning:

Thee do we workship, and Thine aid we seek

(Al-fatihah Verse 5)



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CHAPTER I

CHAPTER I

INTRODUCTION

A. Background of the Study

English is taught as a foreign language in Indonesia. Everything related to the process of teaching-learning English is always changing. These changes include goal, materials, methods, material resources, teaching-learning activities, instructional media, educational system, and so forth.

There has been, actually, a lot of efforts made to improve the quality of education especially in teaching English in Indonesia. The efforts are also followed by the establishment of many informal education institutions, especially that offer English program. The occurrence of such institutions have been well welcomed by the people, especially by those who feel that their English competence were poorly performed. They are such as students, employee, business person, or even bureaucrat. So, learning English in the English course institutions is very popular now.

Whatever the form of institution (formal or informal) is not a matter. However, the matter is the learners who follow the course. Most participants who follow the English course are high-school students. It seems that they need some extra time to study English. Actually they have already acquired English subject at their school, but they still need this subject outside the school hours. What is the matter? Based on the interview from short observation carried out by the writer in English course institutions namely Mario and English Course, all course learners (Kids, SD, SMP, SMA, and the other institution) consider that their

motivation to follow extra study of English in the course institution is to improve their language competence especially how to make them to be able to speak English.

If the teaching of English at formal education has fulfilled the principles of teaching English as Foreign Language (EFL), the reasons given by the students who followed English course above are not “how to make one can speak” but “how to speak more fluently”. So, the extra time of studying English got by the students in the course institution actually is just to speed up their English not to begin learn English from zero.

In formal education, for instance in SMA, the English competence standard stresses on the aim of learning English to develop the students' ability to communicate by using the language in the forms of oral and written. This ability of communication must cover the skills of listening, speaking, reading, and writing.

From goal targeted, the English competence standard is more sophisticated, because the skill of English are taught comprehensively without preceding one language skill to support the other skills. This means the skills are taught in balance and one skill has same chance supporting other skills, not like the English competence standard that interactively focus in reading skill. However, the question is whether the teaching has been effective, because so far the students are still not satisfactory and having extra English class in outside of school time.

Mario English course is one of the famous courses at Palangka raya. Mario English course used the Diknas curriculum for doing teaching learning activities in class with the easy material for understand by the students. Motto Mario English course is “makes English easy” and it is the strength of Mario English course between the other English institutions at Palangka raya. The curriculum and materials in Mario English course made for 3 (three) program are English for kids (Kids I, II, III, and IV), English for adult (Elementary, intermediate, and advance), and conversation.

Based on the first observation at Mario English course Palangka raya, the writer found the successful of students in learning speaking. The writer interested to make research about what the method that implemented by the teacher there. The successful made by English students at Mario English course such as: intonation, pronunciation, grammar, fluency, and dictation. According to Slamet the successful in teaching learning speaking process included intonation, pronunciation, grammar, fluency, and dictation.¹ Based the reason above, the researcher is interested in conducting a study entitles : **“The Teaching Speaking For Conversation I Level At Mario English Course of Palangka Raya”**.

¹ <http://slamet-budiarto.blogspot.com/2008/06/pembelajaran-speaking-dan-writing.html>

B. Problem of the study

The problem: 1. what are the methods of teaching speaking for conversation 1 (one) level implemented by the teacher at Mario English course of Palangka Raya?

C. Objective of the study

In line with the problem of the study, the objective of this study is: To describe what are the methods of teaching speaking for elementary level that implemented in Mario English course of Palangka Raya.

D. Significance of the study

The result of the study hoped to give a kind of contribution to the following:

1. To the teachers of English, in this case of information dealing with their teaching English speaking done, this study becomes an evaluation whether or not their teaching successfully effective to improve students achievement in learning English. Besides, through this study the researcher introduces to the teacher who still does not know the procedures of teaching English as foreign language in the course institution.
2. To the course institution, in case of this role to improve students learning achievement in outside school, the procedures taken in teaching must be done based on the procedures recommended in teaching English as foreign language. If it is well implemented, it affects the students achievement in

learning English. Then it also can bring a good credibility for the institution as the organizer of English Course. So, it can be a special benefit for the institution.

E. Scope and limitation

This study is only held for the methods of teaching speaking for conversation 1 level implemented in Mario English course Palangka Raya. The matters to be investigated are the procedures done in English teaching speaking.

So, this study is only delimited on the observation of strategy of teaching speaking for elementary level mentioned above. The result of this study can not be generalized to all institutions of English Course in Palangka Raya. It means this study is valid for the institution of Mario English course only.

F. Definition of the concept

There are some definitions of concept as follows :

1. Teaching : To put attitude and values, knowledge and basic skill from someone who has known and understand to other person who does not know yet.²
2. Method : Really the same as a *procedure*, *function*, or *routine* in procedural programming languages. The only difference is that in object-oriented programming, a method is always associated with a *class*.³

² Sharpbrais. *Teachig*. <http://www.sharpbrains.com/blog/2008/10/06/teaching-is-the-art-of-changing-the-brain/>. (online on Monday, 28th September 2009)

³ Webopedia. *Method*. <http://www.webopedia.com/TERM/m/method.html> (online on Monday, 28th September 2009)

3. Speaking : many things — it is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feelings we have, and so on.⁴
4. Course : The non formal institutions to help learn the students.

G. Frame of thinking

Chapter I : Introduction, that consists of the background of the study, the problems of the study, the objectives of the study, the significance of the study, definition of the concept, framework of the thinking, research methodology, approach and subject of the study, data collection procedure, validity of the data, and data analysis procedure.

Chapter II : Theoretical review consists of previous study, the nature of speaking, teaching speaking, strategy in speaking, the problem of speaking, the importance of speaking, micro skill for speaking.

Chapter III : The result of the data is consisted of the presentation of data.

Chapter IV: The closing is consisted of the conclusions and suggestions of study.

⁴ Anne smith, Ph.D. Speakig is bno small
task. <http://www.stutteringhelp.org/Default.aspx?tabid=417>(online on Monday, 28th December 2009)

H. Approach and Subject of the study

1. The approach of the study

In this research, the writer will use qualitative research. According to Meriam in Creswell state that qualitative research involves the fieldwork. The researcher physically goes to the people, setting, site, or institution to observe or record behavior in its natural setting.⁵

In this case, qualitative research means to find out and describe the phenomena though the process observed in detail and clearly as reality found in the method of teaching speaking for conversation I level that implemented in Mario English course.

2. Subject of the study

According to Arikunto, "*Subjek penelitian adalah subjek yang dituju untuk diteliti oleh peneliti, yaitu subjek yang menjadi pusat perhatian atau sasaran peneliti*"⁶ (Research subject is subject who purposed to researched by the researcher that is subject who became a target researcher). Then, according to Bogdan and Biklen in Moleong stated that, "*Informant dimanfaatkan untuk berbicara, bertukar pikiran, atau membandingkan suatu kejadian yang ditemukan dari subject lainnya.*"⁷ (Informant needed for talking, sharing, or comparing in action that has been found by the other subject).

Correlation with these subjects of this study the writer will use purposive sampling. Sugiyono stated, "*Sample bertujuan adalah teknik pengambilan sampel sumber data dengan pertimbangan tertentu.*"⁸ (purposive sampling is a sample correlation technique of the data with a certain consideration).

In this case, the writer choose the subject namely, the English teachers of the conversation I class of Mario English Course Palangka Raya. Based on that

⁵ John Creswell W, *Research Design Qualitative and Quantitative Approaches*. California: SAGE Publication, inc, 1994, p. 145.

⁶ Suharsimi Arikunto, *Procedur Penelitian. Suatu Prndekatan Praktik*, Jakarta, PT.Rineka Cipta, 2003, p.145

⁷ Lexy J. Moleong, *Metode Penelitian Kualitatif*, Bandung, Bina Ilmu, 2001, p. 90.

⁸ Sugiyono, *Metode Penelitian pendidikan, Pendidikan Kuantitatif, dan R&D*, Bandung, Alfabeta, 2007, p.300.

opinion, the writer used one English teacher to become the sample, because both teachers represent the characteristic of the population. As the supporting data, it is needed some informants. The informants were some students taken from conversation I class.

I. Data Collection Procedure

In collecting the data, the writer will use some techniques according to Sugiyono as follows :

1. Observation

According to Sugiyono, observation is the basic of all of knowledge. Beside that, Marshall stated "though observation, the researcher learns about behavior and the meaning attached to those behaviors."⁹ In this study, observation is started by general illustration. It purposes to get specific data, which covers the case as follows:

- a. The place or location was general illustration about the place condition or location of the study;
- b. Subject was teachers and students of Mario English course;
- c. Object was the case that will be researched;
- d. Factors were influence the students in studying;
- e. Time was available as long as researching chronological;
- f. Goal was the result of the research.

The observation of the object of the study was done by observed the method of teaching speaking that implemented in Mario English course.

⁹ *Ibid*, p. 301

2. Interview

According to Sugoyono, interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.¹⁰ In this study, the interview will be done to identify the information, namely, the strategy of teaching speaking that implemented in Mario English course.

According to Sugiyono stated, there are three kinds of the interview namely, structured interview, semi structured interview, and unstructured interview. In this study, the writer will use unstructured interview. According to Sugiyono, "*Wawancara tidak berstruktur adalah wawancara yang bebas dimana peneliti tidak menggunakan pedoman wawancara yang telah tersusun secara sistematis dan lengkap untuk pengumpulan datanya. Pedoman wawancara yang digunakan hanya berupa garis-garis besar permasalahan yang akan ditanyakan.*"¹¹ (Unstructured interviewing is the free interview whereas the researcher does not use the guidance interview that has arranged to collect the data systematically and completely. The guidance interview is used only for the main features of the problem that will be asked).

From this technique, the writer asked the information to the informant or respondent directly. In the way, the writer seen the varieties information about the problems researched particularly from the problem as follows:

- a. The material in teaching speaking for elementary level that implemented in Mario English course.
- b. The students' methods to improve their ability in speaking.
- c. The teachers' methods to improve their students' ability in speaking.
- d. The students' problems in improving their speaking.
- e. The teachers' strategy to solving the students' problems in improving their speaking ability.

In this technique needed interviewer creativity because interviewer acts as direction of the respondent in answering the question given when interviewer

¹⁰ *Ibid*, p.317

¹¹ *Ibid*, p. 320

goes on. The writer tried to run the respondent to answer the questions. The interview tried to develop a comfortable condition in order the respondent did not feel they were interviewed and in order that they can express their opinion naturally. The interview did in formal condition by using notebook, tape recorder, video and etc.

3. Documentation

Documentation used to collect the data such as syllabus, material of teaching speaking for conversation 1 level implemented in Mario English course.

J. Validity of the data

The data used to guarantee all of the data observed and investigated by the writer that relevant with the purpose of the research. A way to get the data According to Moleong as follows¹² :

- a. Triangulation is checking up the validity of the data by comparing the sources of the data until saturated time;
- b. Member check is the writer attempts to involve the information by a interview in older check between the writer's interpretation with the informant's view.
- c. Peer debriefing discussed the data and the informant collected from various sources.

¹² Lexy J. Moleong, *Metode Penelitian Kualitatif*, p. 120

K. Data Analysis procedure

According to Miles and Huberman in Qodir mention there are three techniques that used to analyzed the data as follows ¹³:

1. Data collection

The writer studied all of the data will be collected from the field and make a conclusion of the data that can be understood and analysis.

2. Data reduction

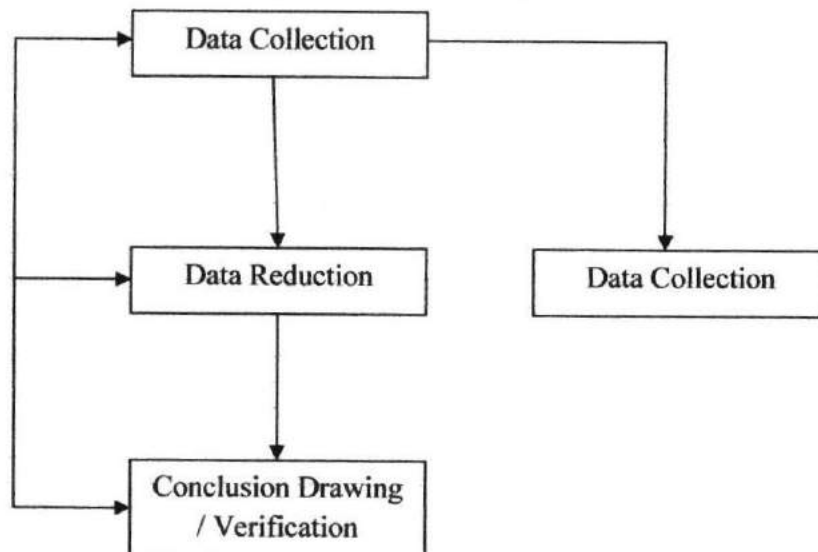
In this reduction process, the writer did selection and chosen the data that relevant of the study. If focuses on the data directly to solve the problem or to answer a research. Further, simplicity of the data and arranged question.

3. Data display

The result of the data reduction made in report systematically that can be understood and reasonable of the data namely gotten in the field by the writer.

4. Conclusion drawing verifying

Data processed such as stages above than they were concluded by using inductive method after that the conclusion verified by seeing back of the data reduction, data display before, while and after collecting the data, so conclusion that is taken does not deviate from problems of the study.



¹³ Abdul Qodir, *Metologi Riset Kualitatif, Pedoman Melakukan Penelitian Ilmiah*, STAIN Palangka Raya, 1999, p. 86

From four techniques of analysis the data above, data collected from result of observation, interview, and documentation related to the topic of the study was the method of teaching speaking implemented in Mario English course were given code, grouped and chosen to find the relevant data and proper to be present. The analysis can be done either while research was done in the field or after back from the field, in analyzing of qualitative data was found flexibility of pattern but the most important is sensitiveness and sharpness in explaining that is happened behind the fact from object who is researcher.



CHAPTER II

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous study

1. The use of chart media in teaching speaking for second year students of MTs N-1 Model Palangka Raya. Made by : Marlianty. She passed the thesis examination at STAIN (The Islamic state college) of Palangka Raya in academic year 2006/2007.

Based on the result of the study, the writer concluded the use of chart (tree chart) media in teaching speaking was not more effective than without chart media for second year students of MTs 1 Model Palangka Raya.

2. Analysis of teaching procedure in Mario English course Palangka Raya. Made by : Sariati. She passed the thesis examination at UNPAR (Palangka Raya University) In academic year 2004/2005.

Based on the result of the study, the writer concluded the procedures in Mario English course Palangka Raya were not maximal to be implemented, because the procedures of English teaching which were fulfilled according to the recommendation of EFL teaching only covered 83 %. This means still 17 % of activities in EFL teaching procedures were not fully achieved or unfulfilled at all.

In this chapter, the writer would discuss some matters: the principles of English language teaching, the procedures of teaching English as foreign

language, and the strategies of English language teaching. These three topics of English language teaching are discussed in the separated section.

B. The Principles of English Language Teaching

Teaching cannot be defined apart from learning. According to Brown learning is “acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”.¹⁴ From this definition, Brown draws implied definition of learning to define teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.¹⁵ Accordingly, teaching may be defined briefly as transferring knowledge of a subject or a skill to the learner by guiding in the study, sharing experience, or giving instruction.

Considering English as foreign language, English teaching-especially in informal education such as in course institution-must hold the principles of communicative competence approach (CCA). According to Alwasilah, the principles of English language teaching which are congruent with the CCA concept are as follows:

1. The function of language is communication;
2. Contexts of language determine the form of communication;
3. Fluency and intelligibility if relative;
4. Communication is dynamic and interpersonal; and

¹⁴ Brown, H. Douglas, (1987), *Principles Of Language Learning and Teaching*. Second Edition. Englewood Cliffs, New Jersey : Prentice-Hall. Inc.p.6

¹⁵ *Ibid*.p.7

5. Interlanguage, a system in itself, is a characteristic of foreign language learners.¹⁶

Based on the opinion above, the mainly principle of teaching English as foreign language is communication. In this case, learners do not require to study the language or its system, but they are required how to use the language based on the contexts of learning to facilitate communication. Besides that, the fluency and intelligibility of a language are not mainly important for the learners. The most important thing is the communication interpersonal among the learners is dynamic. To practice this, English teachers must have found many interlanguage errors made by the learners. This means the learners still stuck on their first language system, but this is the characteristic of foreign language learners.

So, the principles of teaching above, in harmony with the integrated understanding of the learners and the subject matter to be learned, can point the way to successful procedures of teaching English as foreign language.

C. Strategies of English Language Teaching

Teaching strategies are actions, behaviors, steps, and techniques used to achieve instructional objectives. The following tenets are some strategies that must be paid attention by the teacher in English teaching to constraint the classroom procedures :

¹⁶ Alwasilah, Chaedar, (1997), *Politik Bahasa dan Pendidikan*. Bandung : Remaja Rosdakarya.p.126

1. Systematic attention is paid to functional as well as structural aspects of the language.
2. Classroom work is aimed at the situational and contextualized use of the language.
3. Teaching and learning are made observable and transparent through content which is made real to the learner through pictures, sketches, diagrams, and other representations.
4. Attention is focused on the ability to understand and convey information, that is, on information transfer.¹⁷

The four fundamentals of teaching strategies above should motivate teachers to support techniques and procedures of teaching. Teaching techniques are demonstrated to implement a particular method of teaching according to the procedures used.

D. Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often not, ESL

¹⁷ *Ibid.*p.128

curricula that treat oral communication skills will simply be labelled as “Listening/Speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. And, in the classroom, even relatively unidirectional types of spoken language input (speeches, lecturer, etc) are often followed or preceded by various form of oral production on the part of students.

Some of the components of teaching spoken language were covered in the previous chapter as we looked closely at teaching listening comprehension: types of spoken language, idiosyncrasies of spoken language that make listening difficult, and listening micro skills that are a factor of the oral code. This chapter will build on those considerations as we investigate the teaching of oral communication skills.

1. Oral communication skills in pedagogical research ✓

A review of some of the current issues in teaching oral communication will help to provide some perspective to more practical considerations that follow in this chapter¹⁸ :

a. Conversational discourse

When someone ask you “Do you speak English?”, ”They usually mean: can you carry on a conversation reasonable competently? The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goal through interactive discourse with other speakers of

¹⁸ Brown, H. Douglas, (2001), *Teaching by principles: An interactive approach to language pedagogy 2nd ed.* P.267

the language. The goals and the techniques for teaching conversation are extremely diverse, depending on the students, teacher, and overall context of the class. Historically, "conversation" classes have ranged from quasi-communicative drilling to free, open, and sometimes agenda-less discussion among students.

b. Teaching pronunciation

There has been some controversy over the role of pronunciation work in a communicative, interactive course of study. Because the overwhelming majority of adult learners will never acquire an accent-free command of a foreign language, should a language program that emphasizes whole language, meaningful contexts, and automaticity of production focus on these tiny phonological details of language. The answer is "yes", but in a different way from what was perceived to be essential a couple of decades ago. This topic will be taken up later in the chapter.

c. Accuracy and fluency

An issue that pervades all of language performance centres on the distinction between accuracy and fluency. In spoken language the question we face as teacher is: How shall we prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and phonologically correct) language and fluent (flowing, natural) language.

In the mid to late 1970s, egged on by a somewhat short-lived anti-grammar approach, some teachers turned away from accuracy issues in favour of providing a plethora of "natural" language activity in their classroom. The argument was, of course, that adult second language acquisition should simulate

the child's first language learning processes. Our classroom must not become linguistics course but rather the locus of meaningful language involvement, or so the argument went. Unfortunately, such classrooms so strongly emphasized the importance of fluency phonology that many students managed to produce fairly fluent but barely comprehensible language. Something was lacking.

It is now very clear that fluency and accuracy are both important goals to pursue in CTL. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. If you was learning to play tennis instead of a second language. This same philosophy would initially get you out on the tennis court to feel what it is like to hold the racket, to hit the ball, to serve, etc, and then have you focus more cognitively on certain fundamentals. Fluency is probably best achieved by allowing the "steam" of speech to "flow" then as some this speech spills over beyond comprehensibility, the "riverbanks" of interaction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course.

The fluently/accuracy issue often boils down to the extent to which our techniques should be message oriented (or, as some call it, teaching language use) as opposed to language oriented (also known as teaching language usage). Current approaches to language teaching lean strongly toward message orientation with language usage offering a supporting role.

d. Affective factors

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. Because of the language ago that informs people that “you are what you speak,” learners are reluctant to be judged by hearers. Language learners can put a new twist on Mark Twain’s quip that “It is better to keep your mouth closed and have others think you are ignorant than to open it and remove all doubt.” Our job as teachers is to provide the kind of warm, embracing climate that encourages students to speak, however halting or broken their attempt may be.

e. The interaction effect

The greatest difficulty that learner encounter in attempts to speak are not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication. Conversations are collaborative as participants in a process of negotiation of meaning. So, for the learner, the matter of what to say a tremendous task, to be sure is often eclipsed by conversations of how to say thing, when to speak, and other discourse constraints. For example, among the many possible grammatical sentences that a learner could produce in response to a comment, how does that learner make a choice.

1. Types of spoken language

Several categories were defined for understanding types of spoken language. Intermediate levels of proficiency, most of the efforts of students in oral

production come in the form of conversation or dialogue. As you plan and implement techniques in your interactive classroom, make sure your students can deal with both interpersonal (sometimes referred to as interactional) and transactional dialogue and that they are able to converse with a total stranger as well as someone with whom they are quite familiar

2. Speaking difficulty

The characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learner is now the producer. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases difficult¹⁹ :

a. Clustering

Fluent speech is phrasal, not by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.

c. Reduced forms

Contractions, elisions, reduced vowels, etc. All from special problems in teaching spoken English. Students who do not learn colloquial contractions can sometime develop a stilted, bookish quality of speaking that in turn stigmatizes them.

¹⁹ *Ibid* P.267

d. Performance variables

One of the advantages of spoken language is that the processes of thinking as you speak allow you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these form.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component the creativity of conversational negotiation.

3. Micro skills of oral communication

One implication of such a list is the importance of focusing on both the importance of focusing on both the forms of language and the functions of

language. In teaching oral communication, we do not limit students' attention to the whole picture, even though that whole picture is important. We also help students to see the pieces right down to the small parts of language that make up the whole. Just as you would instruct a novice artist in composition, the effect of colour hues, shading, and brush stroke techniques. So language students need to be shown the details of how to convey and negotiate the ever elusive meaning of language.

4. Types of classroom speaking performance

With the obvious connection between listening and speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom.

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

Table 2.1 Micro skills of oral communication

- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Produce chunks of language of different lengths. 2. Orally produce differences among the English phonemes allophonic variants. 3. Produce English stress pattern, word in stressed and unstressed positions, rhythmic structure, and intonation contour. 4. Produce reduced forms of words and phrases 5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes. 6. Produce fluent speech at different rates of delivery. 7. Monitor your own oral production and use various strategies devices pauses, |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- fillers, self correction, backtracking to enhance the clarity of the message.
8. Use grammatical word classes (noun, verb, etc) system (tense, agreement, pluralisation), word order, patterns, rules, and elliptical form.
 9. Produce speech in natural constituents in appropriate phrases, pause groups, breath groups, and sentences.
 10. Express a particular meaning in different grammatical forms.
 11. Use cohesive devices in spoken discourse.
 12. Accomplish appropriately communicative functions according to situations, participants, and goals.
 13. Use appropriate registers, implicature, pragmatic conversations, and other sociolinguistic features in face to face conversation.
 14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
 15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
 16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Here are some useful guidelines for successful drills :

- 1) Keep them short (a few minutes of a class hour only)
- 2) Keep them simple (preferably just one point at a time)
- 3) Keep them “snappy”
- 4) Make sure students know why they are doing the drill
- 5) Limit them phonology or grammatical points
- 6) Make sure they ultimately lead to communicative goals
- 7) Do not overuse them

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of languages. Intensive speaking can be self initiated or it can

even form part of some pair work activity, where learners are “going over” certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic:

- T : How are you today?
 S : Pretty good, thanks, and you?
 T : What is the main idea in this essay?
 S : The United Nations should have more authority
 S1 : So, what did you write for question number one?
 S2 : Well, I was not sure, so I left it blank

d. Transactional (dialogue)

Transactional language, carry out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may more of a negotiate nature to them than does responsive speech:

- T : What is the main idea in this essay?
 S : The United Nations should have more authority.
 T : More authority than what?
 S : Than it does right now.
 T : What do you mean?

S : Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T : You do not think the UN has that power now?

S : Obviously not. Iraq is still manufacturing nuclear bombs.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors.

- 1) A casual register
- 2) Colloquial language
- 3) Emotionally charged language
- 4) Slang
- 5) Ellipsis
- 6) Sarcasm
- 7) A covert "agenda"

For example:

Amy : Hi, Bob, how's it going?

Bob : Oh, so-so.

Amy : Not a great weekend, huh?

Bob : well, far be it from me to criticize, but I'm pretty miffed about last week.

Amy : What are you talking about?

Bob : I think you know perfectly well what I'm talking about.

Amy : Oh, that..... How come you get so bent out of shape over something like that?

Bob : Well, whose fault was it, huh?

Amy : Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?

Learner would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

5. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches. Here the register is more formal and deliberative. The following list of features of conversation that can receive specific focus in classroom instruction:

- a) How to use conversation for both transactional and interactional purpose.
- b) How to produce both short and long turns in conversation.
- c) Strategies for managing turn talking in conversation, including taking a turn, holding a turn, and relinquishing a turn.
- d) Strategies for opening and closing conversation.
- e) How to initiate and respond to talk on a broad range of topics, and how to develop and maintain talk on these topic.
- f) How to use both a casual style of speaking and a neutral or more formal style.

- g) How to use conversation in different social settings and for different kinds of social encounters, such as on the telephone and informal and formal social gatherings.

Strategies for repairing trouble spots in conversation, including communication breakdowns and errors of grammar or pronunciation.

- a) How to maintain fluency in conversation through avoiding excessive pausing, breakdowns, and error of grammar or pronunciation.
- b) How to produce talk in a conversational mode, using a conversational register and syntax.
- c) How to use conversational fillers and small talk.
- d) How to use conversational routines.

This section specifically intends to discuss classroom activities that aim at encouraging communication or interaction between students. The activities discussed here are just ways of getting students to talk to other in pair or in group. They also aim to stimulate discussion and information trading transaction Endang fauziati states there are 5 activities include role playing, games, problem solving, songs, and discussion²⁰.

1. Role playing

One of methods suggested for developing speaking skill is role playing. That is creating a dramatic situation in classroom, or in a part, simply acting out dialogues, but also in part relabeling objects and people in the room to prepare for imaginative role playing. Which a teacher might use in presenting role playing

²⁰ Fauziati endang, *Teaching of English as a foreign language (TEFL)*. Surakarta. Muhammadiyah. P.127

exercises to intermediate and advanced classes. In order that students may concentrate on communicative behaviour as they act out their roles, he advocates that the situation and key vocabulary be presented to them in advanced, with each small group charged with working out the role play in its own way. He urges that the teacher become a skilful listener and observer, noting student errors in word choice and grammar as they occur, but with holding correction of the majority of errors until role playing has been completed.

The role plays, which have been designed, can be presented within a few minutes and contain a minimum of advanced vocabulary items. There are minimally designed in order to allow the students to create their own characters freely, rather than merely impersonating ones that have already been carefully detailed. Consider the following example of role playing :

a. The country and the city

A group of the city and of country dwellers have met to discuss the merits of living in the city and of living in the country.

b. The office meeting

Susie sweet is a salesperson in a big department store. She has told her boss that he wants a raise. Her boss does not know her work well, so he decided to have a meeting to discuss the raise with Susie, the other employees, and some other people.

2. Games

Games is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed

atmosphere, participate in activities that require them to use what they have been drilled on. Games are not only suitable for children but also for adults. Some examples of games as :

- a. Circle chat
 - b. Games based on the combination of incongruous ideas
 - c. Games of observation and memory
3. Problem solving

Materials which focus on problem solving offer further opportunities for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them. The primary objective in such activities may change significantly as students' oral proficiency develops. In beginning classes, for examples, students can be divided into pairs each supplied with simplified maps illustrating a neighbourhood or campus area in the vicinity of the classroom. Each pair of maps can be designed to present incomplete but on their partner's in order to fill in the gaps on their own.

4. Discussion

Group discussion may be composed of three to five students. If such group work is used regularly and introduced with a careful explanation of its propose, the class will be soon accept it as a natural activity. The main aim of group discussion is to improve fluency, and grammar is probably best allowed to function as a naturally communicative context.

5. Song

Using songs in EFL classroom, especially speaking one can be both of enjoyable and educational. Song usually provides a peaceful and happy mood for the listeners. From a pedagogical standpoint, songs can be incorporated into the classroom for a variety of reasons. Song can be used as materials for discussion and paraphrasing. In addition that song can be used as a useful aid in the learning of vocabulary, pronunciation, structures and sentence pattern. In presenting a new song, we suggest the following steps:

- a. Introduce the song by telling a little about it, for example who is the composer or the singer.
- b. Pass out copies of the lyrics to the students or write them on the board. One variation of this is to pass out sheets which have some word missing (cloze technique). The students, then, have to listen to song a few times and try to fill in the missing word.
- c. Sing or play the song all way through.
- d. Read the lyrics out loud and ask the class questions about the story line, the vocabulary to check for comprehension.
- e. Sing or play the song verse by verse. Let the class listen to each verse before attempting to sing it. If sing has a chorus, teach it first, and
- f. Sing the whole song through a few times with the class.

Language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.²¹

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not, and selectively address errors that block communication.

²¹ <http://www.nclrc.org/essentials/speaking/goalsspeak.htm>

Speaking lessons often tie in pronunciation and grammar (discussed elsewhere in this guide), which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation. Most speaking activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student, facing away. The first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also commonly used for speaking practice, as are surveys, discussions, and role-plays. Speaking activities abound; see the Activities and Further Resources sections of this guide for ideas.

Here are some ideas to keep in mind as you plan your speaking activities.

a. Content

As much as possible, the content should be practical and usable in real-life situations. Avoid too much new vocabulary or grammar, and focus on speaking with the language the students have.

- Correcting Errors

You need to provide appropriate feedback and correction, but don't interrupt the flow of communication. Take notes while pairs or groups are talking and address problems to the class after the activity without embarrassing the student who made the error. You can write the error on the board and ask who can correct it.

- Quantity and quality

Address both interactive fluency and accuracy, striving foremost for communication. Get to know each learner's personality and encourage the quieter ones to take more risks.

- Conversation strategies

Encourage strategies like asking for clarification, paraphrasing, gestures, and initiating ('hey,' 'so,' 'by the way').

- Teacher Intervention

If a speaking activity loses steam, you may need to jump into a role-play, ask more discussion questions, clarify your instructions, or stop an activity that is too difficult or boring.²²

E. The Methods In Teaching Learning English

1. Direct Method

There are some definitions of direct method that are explained from some linguistic. According to Diane Larsen,

²² <http://writing.colostate.edu/guides/teaching/esl/speaking.cfm>

“As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teacher for many years. Most recently, it was revived as a method the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.”²³

The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use demonstration and visual aids, with no recourse to the students’ native language.

We will now try to come to an understanding of the Direct Method by observing an English teacher using it in a *scuola media* (lower secondary school) class in Italy. The class has thirty students who attend English class for one hour, three times a week. The class we observe is at the end of its first year of English language instruction in a *scuola media*.

The imposition of the Direct Method as an official method created many difficulties in the countries which adopted it. In first place, there were few teachers trained to use the method. Most of them had neither the fluency, the techniques, nor the energy which the method required. People were also disillusioned since they felt that this method neglected the importance of practical and correct use of the spoken language. This method not only required a teacher who possessed a perfect mastery of the foreign language, but they made such claims on his nervous and physical energy as to entail premature

²³ [http://en.wikipedia.org/wiki/directmethod\(education\)](http://en.wikipedia.org/wiki/directmethod(education)). (online on March 12th 2009)

exhaustion.²⁴

More over Richards and Rodgers argued that Direct Method lacked a rigorous basis in applied linguistic theory. It required teachers who were native speakers or who had native like fluency in the foreign language. It was largely dependent upon the teacher's skill, rather than on a textbook, and not all teachers were proficient enough in the foreign language to change to the principles of the method.²⁵

The direct method, also called the Natural Approach, developed towards the end of the 19th century. It represents a critical reaction to the teaching methods of the ancient Grammar Translation Method which produced knowledge about language rather than knowledge of language. The general goal of the direct method is to provide learners with a practically useful knowledge of language. They should learn to speak and understand the target language in everyday situation.²⁶

The direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt.

The direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language,

²⁴ *Ibid*, P. 127

²⁵ *Ibid*, P. 135

²⁶ [Http://www.englishraven.com/method-direct.html](http://www.englishraven.com/method-direct.html).

grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught. The weakness in the direct method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

The direct method, sometimes also called *natural method*, is a method for teaching foreign languages that refrains from using the learners' native language and just uses the target language. It was established in Germany and France around 1900.²⁷

The direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association's psychology. The direct method was a first attempt to make the language learning situation one of the language use. It demanded inventiveness on the part of teachers and led to the development of new techniques of language, such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation,

²⁷ http://www2.uni-wuppertal.de/FBY/anglistik/multhaup/method-elt/u_direct_method.html. 7R. (online on April 17th 2009)

etc.²⁸

1. The Principles of Direct Method

Endang Fauziati explains that there are some principal principles of teaching language using direct method. These principles are described as follows:

- a. The goal of the DM is to make students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.
- b. Students taught using DM need to associate meaning and the target language directly. To do this, the teacher introduces new target language words or phrases by demonstrating their meaning through the use of realia, pictures, or pantomime. He never translates it into the student's native language.
- c. The syllabus used in the DM is based on situations (for example, at a Bank, Going Shopping, in a Classroom, etc.) and topics (such as geography, money, or weather).
- d. Grammar is taught inductively, that is, the students are presented with examples and they figure out the rules or generalization from the examples. An explicit grammar rule may never be given.
- e. Language is viewed as primarily spoken not written. Therefore, students study everyday speech in the target language.
- f. Vocabulary is more emphasized than grammar. Reading and writing exercises are based on what the students practice orally first. Pronunciation

²⁸ [http://www.aehs.com/publications/catalog/contents/direct method. PDF](http://www.aehs.com/publications/catalog/contents/direct%20method.pdf)

is also received special attention.²⁹

In the other definition states there are basic principles:

- a. Student learns to think in the target language.
- b. Meaning is presented by relating directly to the physical world.
- c. Target language is the of instruction and communication in the classroom.
- d. Grammar is learned inductively through listening and speaking activities.
- e. Correct pronunciation is emphasized.
- f. The syllabus is arranged semantically according to situations or topics.
- g. Spoken language is preferred to written language.
- h. The basic unit of language is the sentence.³⁰

2. Classroom techniques in direct method

To have a clearer picture of how direct method is implemented in the classroom, the followings are or:

- a. Lessons begin with a brief anecdote or dialogue in the target language, and in modern conversational style.
- b. This material is first presented orally with actions or pictures.
- c. The mother tongue is, never used (i.e. there is no translation).
- d. The preferred type of exercise is a series of questions in the target language based on the anecdote or dialogue and answered in the target language.
- e. Grammar is taught inductively, rule generalization comes only after

²⁹ Endang Fauziati, *Teaching of English as Foreign Language*, Surakarta: Muh. Amir Press, 2002, P. 23

³⁰ <http://englishraven.com/method-direct.html>. (online on February, 28th 2009)

experience.

- f. Verbs are used first and systematically conjugated much later.
- g. Advanced students read literature for comprehension and pleasure; literary texts are not analyzed grammatically.
- h. The culture associated with the target language is also taught inductively.³¹

Some techniques of the direct method you can adapt to your own approach to teaching. The following expanded review of techniques provides you with some details which will help you do this. In the other case Diane large states of classroom techniques in direct method are:

a. Reading aloud

Students take turns reading sections of a passage, play or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, reality, examples, or other means to make the meaning of the section clear.

Question and answer exercise. This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them.

b. Getting students to self-correct

The teacher of this class has the students self-correct by asking them to make choice between what they said and an alternative answer he supplied. There are, however, other ways of getting students to self-correct. For example,

³¹ *Ibid*, P. 175

a teacher might simply repeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong.

c. Conversation practice

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly. In the class observed, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

d. Fill-in-the-black exercise

This technique has already been discussed in the Grammar-Translation Method, but differs in its application in the direct method. All the items are in the target language, furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

e. Dictation

The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.

f. Map drawing

The class included one example of a technique used to give students listening comprehension practice. The students were given a map. What follows are several types of teaching and learning activities which can be conducted in direct method:

Reading aloud. Students take turns reading sections of passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realities, examples, or other means to make the meaning of the section clear.

Question and answer exercise. This exercises is conducted only in the target language. Students are asked questions and answers in full sentences so that they practice with new words and grammatical structure. They have the opportunity to ask question as well as answer them.

Getting students self-correct. The teacher can have the students self correct by asking them to make a choice between what they said and an alternate answer he supplied. There are, however, other ways of getting students to self-correct. For example, a teacher might simply repeat what a student has just said, using a questioning voice to signal to the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong.

Conversation practice. The teacher asks students a number of questions in the target language, which the students have to understand and to be able to answer correctly. The teacher can ask individual students questions about

themselves. The questions may contain a particular grammatical structure. Later, the students will be able to ask each other their own questions using the same grammatical structure.

Dictation. The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at normal speed, and students check their work.

Paragraph writing. The teacher can ask the students to write a paragraph in their own words on a certain topic given by the teacher or the student's own choice. They could have done this from memory, or they could have used the reading passage in the lesson as a model.³²

3. Strengths and weaknesses of direct method

In its implementation, direct method has strengths and weaknesses. They are:

a. The strengths of direct method

- (1) Use of the target language in the classroom. Forming the habit of thinking in the target language. The use of the target language as a means of instruction and communication in the classroom contributes greatly to forming the habits of thinking in the target language, which is necessary in efficient real communication.

³² *Ibid*, P. 108

- (2) Emphasis on language practice, achieving autonomy in using the target language. The emphasis on practice with new language items and on language skills, rather on language knowledge, is important in achieving automatically of using the target language.
- (3) Conforming to the objectives of modern language teaching. The emphasis on spoken language conforms to the objectives of modern language teaching. Special attention is paid to pronunciation and intonation is desirable in teaching spoken language.
- (4) Favorable atmosphere of learning. Regarding listening and speaking as the basis of reading and writing is strategic in fostering for four skills. Using full sentences as teaching units makes foreign language learning more natural and efficient for students to understand a new text and acquire a language.³³

b. The weakness of direct method

There are also aspects in the direct method, which are not satisfactory:

- (1) Overemphasizing the similarities between first language acquisition and second language learning. Overemphasizing the similarities between naturalistic first language acquisition and classroom foreign language results in the exclusive use of the target language. The absolute avoidance of the native tongue occasionally trouble the direct method in the teaching the meaning of abstract concepts.
- (2) Students' lack of knowledge of the target language grammar. Without

³³ Purwono, *Direct Method in* <http://Purwono-linguistics.blogspot.com/2006/01/direct-method13.html> (online on March 3th, 2009)

explicit grammar explanation, students lack necessary knowledge of the target language, as a result, they tend to produce utterance with a lot of grammatical mistakes in them.

- (3) Very demanding for non-native teacher. The direct method places a high demand on the teacher. It requires native-speaker teachers or teachers who have native-speaker-like fluency in the target language.³⁴

2. Grammar Translation Method

There are some definitions of Grammar Translation Method that are explained from some linguists. According to Tarigan, "Grammar-translation method basically consists of two combination of method : grammar method and translation method. Therefore grammar translation method is actually a method of teaching which analyzed explicitly the rules of language grammar and vocabulary through the use translation".³⁵

Furthermore, Parera states that *Metode tata bahasa terjemahan adalah metode pengajaran bahasa yang dimulai dengan pengenalan kaidah-kaidah tata bahasa, pemilihan jenis kosa kata tertentu, melakukan satu paradigma, dan baru terjemahan Kaidah tata bahasa dihapalkan sebagai satuan-satuan dan sering dimasukkan dalam kalimat-kalimat sebagai contoh.*³⁶ (Grammar Translation Method is the language teaching method which is begun from the introduction of language grammar, choosing of certain vocabularies, doing a

³⁴ <http://www.Teachingenglish.org.uk/think/knowledge.wiki/direct-method>. (online on, March 12th 2009)

³⁵ Henry Guntur Tarigan, *Metodologi Pengajaran*, P. 97

³⁶ Jos Daniel Parera, *Lesikon Istilah Pembelajaran Bahasa*. Jakarta : Gramedia Pustaka Utama. 1993, P. 98

paradigm, and continued by translating... the language. Grammar is memorized as units and is often put into the sentences as samples).

The activities in Grammar Translation Method are largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.³⁷ From some theories above, it can be concluded that Grammar Translation Method is a method of language teaching which focuses the activities on memorizing the rules of language grammar, vocabularies and translating the words from first language into target language.

1. The Characteristics of Grammar-Translation Method

Richards and Rodgers in Tarigan explain that there are some principal characteristics of teaching language using Grammar-Translation method. Those principal characteristics are described as follow:

- a. Grammar-Translation Method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. Therefore, this method views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language.
- b. In Grammar-Translation method, reading and writing are the major focus;

³⁷ *Language Teaching Methods* in www.fis.edu/eslweb/index-fp.html (online on August 8th 2008)

little or no systematic attention is paid to speaking and listening.

- c. Vocabulary selection is based solely on the reading texts used. In typical grammar-translation method texts, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed.
- d. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language.
- e. Students are expected to attain high standard in translation, because the high priority attached to standards of accuracy.
- f. Grammar is taught deductively-that is by presentation and study of grammar rules, which are then practiced through translation exercises.
- g. The student's native language is the medium of instruction. It is used to explain new items and to enable comparisons to make between the foreign language and the student's native language.³⁸

2. Common Technique in Grammar-Translation Method

According to Fauziati, there are some techniques in grammar-translation method, those are:

a. The Roles of the Teacher and the Students

The roles of the teacher are very traditional. The teacher is authority in the classroom. The students do what the teacher to the students. There is little student initiation and little student-students interaction.

³⁸ Henry Guntur Tarigan, *Metodologi Pengajaran*, P. 95

b. Translation of A Literary Passage

Students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes: vocabulary and grammatical structure in the passage may be excerpted from some work from the target literature, or the teacher may write a passage carefully designed to include particular grammar rules and vocabulary. The translation may be written or spoken or both. Students should not translate idioms and like literally, but rather in a way that shows that they understand their meaning.

c. Reading Comprehension Questions

Students answer questions in the target language based on their understanding of the reading texts.

d. Antonyms/Synonyms

Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words based on their understanding of them as they occur in reading passage. Other exercises that ask students to work with the vocabulary of the passage are also possible.

e. Deductive Application of Rules

Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

f. Fill in the Blanks

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

g. Memorization

Students are given list of target language vocabulary and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugation.

h. Use Words in Sentences

In order to show that students understand the meaning and used of a new vocabulary item, they make up sentences in which they used the new words.

i. Composition

The teacher gives the students a topic about in the target language. The topic is based upon aspects of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage.³⁹

3. Strengths and Weaknesses of Grammar-Translation Method

In its implementation, grammar-translation method has strengths and weaknesses. They are:

³⁹ Endang Fauziati, *Teaching of English as A Foreign Language*, Surakarta: Muh. Amir press, 2002, P. 14-15

a. The Strengths of Grammar Translation Method

- 1) The phraseology of the target language is quickly explained. Translation is the easiest way of explaining meaning or words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language. Further, learners acquire some sort of accuracy in understanding synonyms in the source language and the target language.
- 2) Teacher's labor is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue. Students will not have much difficulty in responding to questions on the mother tongue. So, the teacher can easily assess whether the students have learnt what he has taught them. Communication between the teacher and the learners does not cause linguistic problems. Even teachers who are not fluent in English can teach English through this method. That is perhaps the reason why this method has been practiced so widely and has survived so long.

b. The Weaknesses of Grammar Translation Method

- 1) It is an unnatural method. The natural order of learning a language is listening, speaking, reading and writing. That is the way how the child learns his mother tongue in natural surroundings. In the Grammar Translation Method, the teaching of the second language starts with the teaching of reading. Thus, the learning process is reversed. This poses

problems.

- 2) Speech is neglected. The Grammar translation Method lays emphasis on reading and writing. It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English. Even at the undergraduate stage they feel shy of communicating through English. It has been observed that in a class, which is taught English through this method, learners listen to the mother tongue more than that to the second/foreign language. Since language learning involves habit formation such students fail to acquire habit of speaking English. Thus, they have to pay a heavy price for being taught through this method.
- 3) Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behavior of a speech community and these traditions differ from community to community. There are several lexical items in one language, which have no synonyms/equivalents in another language. For instance, the meaning of the English word 'table' does not fit in such expression as the 'table of contents', 'table of figures', 'multiplication table', 'time table' and 'table the resolution', etc. English prepositions are also difficult to translate. Consider sentences such as 'We see with our eyes', 'Bombay is far from Delhi', 'He died of cholera', 'He succeeded through hard work'. In these sentences 'with', 'from', 'of', 'through' can be translated into own structure, idiom and usage, which do not have their exact counterparts in another language.

Thus, translation should be considered an index of one's proficiency in a language.

- 4) It does not give pattern practice. A person can learn a language only when he internalizes its pattern to the extent that they form his habit. However, the Grammar translation Method does not provide any such practice to the learner of a language. It rather attempts to teach language through rules and not by use. Researchers in linguistics have proved that to speak any language, whether native or foreign entirely by rule is quite impossible. Language learning means acquiring certain skills, which can be learnt through practice and not by just memorizing rules. The persons who have learnt a foreign or second language through this method find it difficult to give up the habit of first thinking in their mother tongue and than translating their ideas into the second language. They, therefore, fail to get proficiency in the second language approximating that in the first language. The method, therefore, suffers from certain weaknesses for which there is no remedy.⁴⁰

3. The Reading Approach

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language. The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the

⁴⁰Purwanto, *The Grammar Translation Method* in <http://purwanto-linguistics.blogspot.Com/2006/01/grammar-translation-method13.html> (online on March 3th, 2009)

target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

4. The Audio-lingual Method

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and

visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

5. Community Language Learning

This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.

The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate an empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client.

6. Functional-notional Approach

This method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used. Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of particular notions depends on three major factors: a. the functions b. the elements in the situation, and c. the topic being discussed.

F. The General Of The Study Place

1. The history of Mario English course Palangka raya

Mario English course is one of the famous courses at Palangka raya it causes Mario English course has create some success people likes professor and doctor. Mario English course made by Mr. M. Syukri. B. He is a Bugis, he came to Palangka raya because had job in Palangka raya university. Formerly, Mario English course was founded on September 12th 1986 in Cakra buana street and his house become the class for the teaching. Then, he had the students of English course and the teaching learning process has begun, and the teaching English has been done.

The term of Mario it self was taken from Bugis language, means happiness or cheerfulness. In year 1991, Mario English course moved to Kakatua street number 38. Mario English course had three location for teaching are :

1. Kakatua street Number 38 Palangka raya

2. SDN langkai 11, Dipenogoro street Number 56 Palangka raya.
3. SDN Langkai, Ahmad yani street Number 91

Mario English course is place for help the students who are difficult in learning English and want to speak English. At the time, Mario English course add the other program are Arabic, Mandarin, Japan and Kids English school. The students in Mario English course is 80 percent from elementary, junior high school, senior high school and 20 percent from the other institutions. The teachers there had 5 persons from sarjana degree, 2 persons from diploma degree, and 4 persons from English program students. Mario English course use the Diknas curriculum for doing teaching learning activities in class with the easy material for understand by the students. Motto Mario English course is “makes English easy” and it is the strangeness Mario English course between the other English institutions at Palangka raya. The curriculum and materials in Mario English course made for 3 (three) program are English for kids (Kids I, II, III, and IV), English for adult (Elementary, intermediate, and advance), and conversation. Every program had 3 (three month) or 24 (twenty four) for doing teaching learning and in final meeting doing test.

In applying the method of teaching in Mario English course, the English teacher always looks at the situation and condition that is adapted with the materials which are going to be taught. Generally, the methods of teaching that are always applied are demonstration, speech, drill, question answer, and giving assignment. The methods above can be applied to the materials that are relevant with the discussion. Each method has weakness and strength. For

support the application process of the teaching method are the background of the student, facilities, media, and so forth.

From the weakness and strength above, the English teacher always gave the motivation, guided the student in order the student had strong motivation in learning. The English teacher applied the variation of the methods in order that the purpose of teaching could be reached.

2. The condition of the teacher in Mario English course Palangka raya

Table 2.2
The list of the teacher in Mario English course of Palangka raya

No	Name	Place of Born	Number of born	Sex M/F	The last education	
					Education	Program
1	2	3	4	5	6	7
1	M. Syukri. B	Pajalele	December 31 th 1958	Male	Sarjana	English education
2	Laily Rahmiati	Sampit	July 13 th 1979	Female	Sarjana	English education
3	Anggriani	Anjir Sarapat	September 22 th 1985	Female	Sarjana	English education
4	Tita Ratna Sari	Palangka raya	March 21 th 1984	Female	Sarjana	English education
5	Delela Lestari	Lupu	December 27 th 1986	Female	Sarjana	English education
6	Yuli Agustin	Palangka raya	August 03 th 1981	Female	Sarjana	English education
7	Yusup Rahab	Palangka raya	May 24 th 1985	Male	Diploma	Mandarin education
8	M. Sigit. R	Palangka raya	October 23 th 1983	Male	Diploma	Japan education
9	Taufiq Warman	Kanang	January 16 th 1971	Male	Sarjana	Arabic education

11	Slamet Laswono	Palu	February 12 th 1987	Male	Sarjana	English education
12	Dwi Indriani	Jakarta	May 04 th 1980	Female	Sarjana	English education
13	Yulianti	Palangka raya	July 19 th 1988	Female	Sarjana	English education

From the table above, it can be known that the number of teachers who teach in Mario English course are 13 (thirteen) persons.

3. The conditional of the students in Mario English course Palangka raya

The numbers of the students at Mario English course period 2009 are 529 students from Kakak tua street, 194 from Dipenogoro street, and 154 from A. Yani street. The students consist of Male and Female. The Mario English course institutions contain of 4 classes. They are conversation, English for kids, English for general, and Bimbel TOEFL. Conversation consists of level I, level II, level III, and level IV. English for kids consists kids I, kids II, kids III, and kids IV. English for general consist of elementary, intermediate and advance. For clearer of description above, it can be seen in table.

Table 2.3
The list of the Students number in period 2009
Central Kakatua of Palangka raya

Period	Program			
	English Language	Mandarin Language	Japanese Language	Arabic Language
I January – March	133	5	2	-
II April - June	98	-	-	-
III July – September	157	-	-	-
IV October – December	141	-	-	-
TOTAL	592	9	-	-

Table 2.4
The list of the students number in period 2009
central Dipenegoro Of Palangka raya

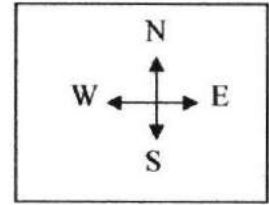
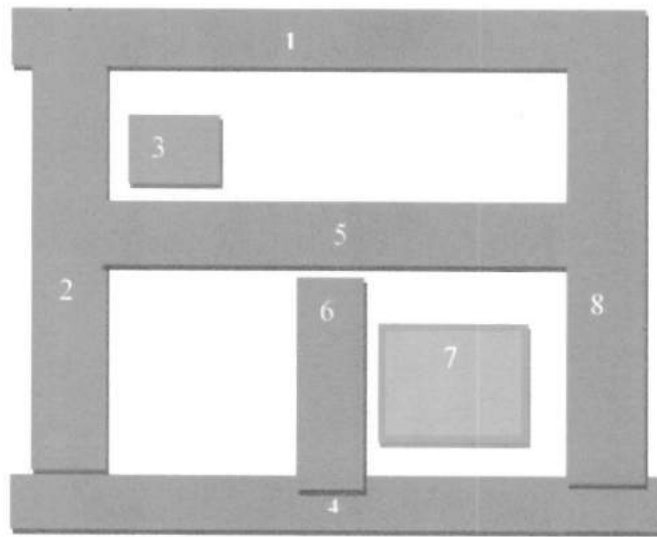
Period	Program			
	English Language	Mandarin Language	Japanese Language	Arabic Language
I January – March	71	-	-	-
II April - June	48	-	-	-
III July – September	42	-	-	-
IV October – December	32	-	-	-
TOTAL	194	-	-	-

Table 2.5
The list of the students number in period 2009
central A. Yani Palangka raya

Period	Program			
	English Language	Mandarin Language	Japanese Language	Arabic Language
I January – March	33	-	-	-
II April - June	57	-	-	-
III July – September	19	-	-	-
IV October – December	45	-	-	-
TOTAL	154	-	-	-

4. The condition of building at Mario English course Palangka raya

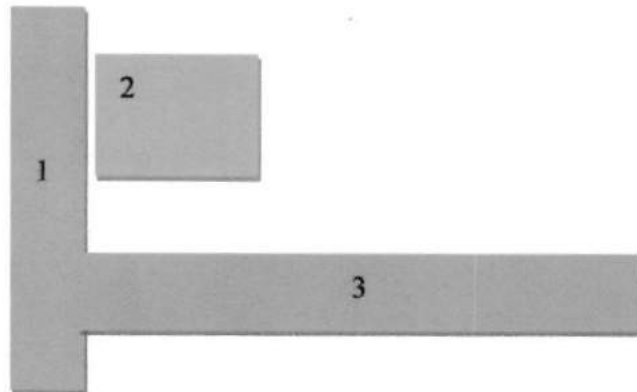
The buildings of Mario English course Palangka raya are permanent build. They are made from stone and still good condition. In order to be clearer, the sketch of Mario English course can be seen below:



Note :

- 1** Cilik riwut street
- 2** Garuda street
- 3** Al-furqon mosque
- 4** Rajawali street
- 5** Murai street
- 6** Mario English course
- 7** Beliang street

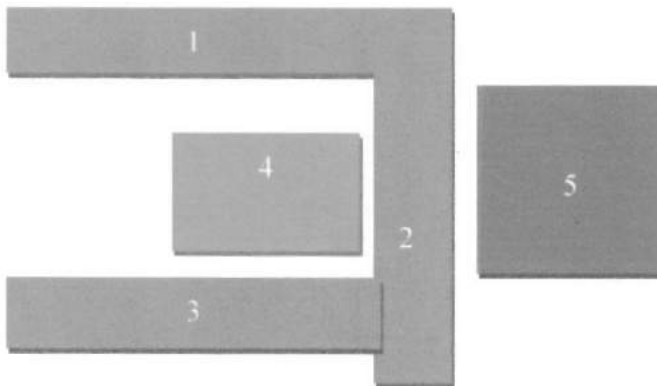
Central of Dipenogoro :



Note :

- | | |
|---|----------------------|
| 1 | Dipenogoro street |
| 2 | Mario English course |
| 3 | Set aji street |

Central Ahmad yani :



Note :

- | | |
|---|----------------------|
| 1 | Tambun bungai street |
| 2 | Ahmad yani street |

3	Wahidin street
4	Mario English course
5	PDAM office

From the sketch above and based on observation, Mario English course has three building for teaching learning were at Kakatua street, Dipenogoro street, and Ahmad yani street. Physical building of Mario English course has better, because the writer seen it has been being built such as floor, wall, window, etc.

In the writer's observation, the condition of building of Mario English course for teaching learning of English is good enough. It can be looked from some of room there using ac, fan, and good interior. Nevertheless, the wrier thought that it sees optimism and perseverance from institute and society, absolutely Mario English course is able to made good performance in making alumni likes study in foreign (S1, S2, and S3) at England, America, New Zealand, etc.

5 Facilities of Mario English course Palangka raya

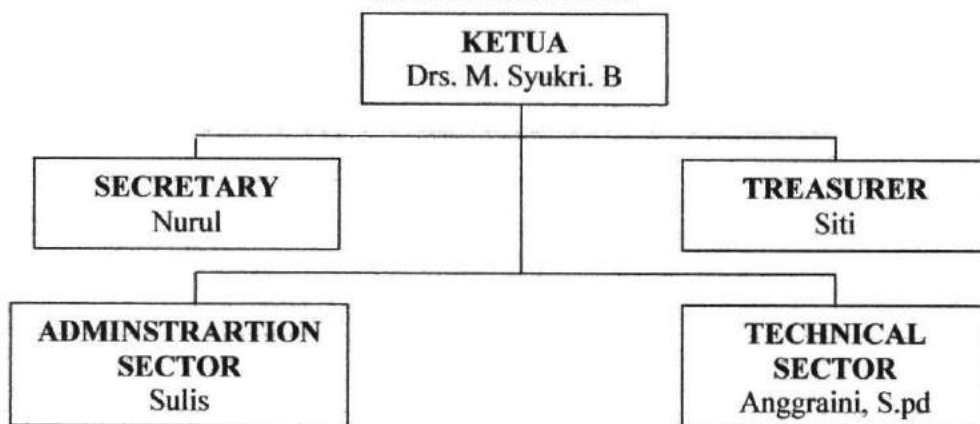
Table 1.6
The facilities of Mario English course of Palangka raya

No	Equipment	The sum	Explanation
1	Computer	1	Good
2	Students' tables and chairs	250	Good
3	Sofa	1 Set	Good
4	Teachers' tables and chairs	5	Good
5	Calculator	1	Good
6	Cupboard	4	Good
7	ATK	-	Good
8	AC (air conditioner)	2	Good
9	Fan	3	Good
10	Room of headmaster	1	Good
11	Room of teachers	1	Good
12	Whiteboard	7	Good
13	Visitor chair	1	Good
14	Telephone	3	Good

From the table above it can be known that are the supporting facilities in the process of teaching learning in Mario English course Palangka raya are good enough. But, it must be added with other facilities in order the qualities of education in Mario English course Palangka raya get improve.

6. Structure organization of Mario English course Palangka raya

SCHEME OF STRUCTURE AT MARIO ENGLISH COURSE OF PALANGKA RAYA



From the scheme of structure organization at Mario English course above, the writer described Drs. M. Syukri. B as leader, Nurul as secretary, Siti as treasure Sulis as administration sector, and Anggraini, S.pd as technical sector.

8. The syllabus of speaking at Mario English course Palangka raya

Table 2.7
The curriculum of Mario English course of Palangka raya

No	Material	Sub material	Material every meeting	allocation		References
				Theory	Practice	
I	DIALOGUE ONE	What am, Am	What am I? Am I driver?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
II	DIALOGUE TWO	What is, Is	What is he? Is she singer?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
III	DIALOGUE THREE	What are, Are	What are you? Are you hungry?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
IV	DIALOGUE FOUR	Who am, Am	Who am I? Am I dentist?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
V	DIALOGUE FIVE	Who is, Is	Who is Rahman? Is he diligent?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
VI	DIALOGUE SIX	Who are, Are	Who are they? Are they smart?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
VII	DIALOGUE SEVEN	Where am, Am	Where am I? Am I in bus?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
VIII	DIALOGUE EIGHT	Where is, Is	Where is he? Is it near?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
IX	DIALOGUE NINE	Where are, Are	Where are you? Are you on stage?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
X	DIALOGUE TEN	When am, Am	When am I here? Am I	15 minutes	75 minutes	- Book / Handout - Instructor

			hungry?			- Dictionary
XI	DIALOGUE ELEVEN	When is, Is	When is Erna here? Is Rahman tall?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
XII	DIALOGUE TWELVE	When are, Are	When are you here? Are they bored?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
XIII	DIALOGUE THIRTEEN	How am, Am	How am I? Am I panic?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
XI V	DIALOGUE FOURTEEN	How is, Is	How is Linda? Is that bridge?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
XV	DIALOGUE FIFTEEN	How are, Are	How are they? Are they married?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
XV I	DIALOGUE SIXTEEN	Which am, Am	Which am I? Am I shorter?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
XV II	DIALOGUE SEVENTEN	Which is, Is	Which is sweeter? Is he handsome?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
XV III	DIALOGUE EIGHTEEN	Which are, Are	Which are lions? Are these orange?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
XI X	DIALOGUE NINETEEN	Whose am, Am	Whose am I? Am I listening?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
XX	DIALOGUE TWENTY	Whose is, Is	Whose is this? Is that our teacher?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
XX I	DIALOGUE TWENTY	Whose are, are	Whose bags are these?	15 minutes	75 minutes	- Book / Handout

	ONE		Are we watching?			- Instructor - Dictionary
XX II	DIALOGUE TWENTY TWO	Why am, Am	Why am I late? Am I confuse?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
XX III	DIALOGUE TWENTY THREE	Why is, Is	Why is he bored? Is Nadiah beautiful?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary
XX IV	DIALOGUE TWENTY FOUR	Why are, Are	Why are you thirsty? Are we seen?	15 minutes	75 minutes	- Book / Handout - Instructor - Dictionary

9. The references used by the teacher and students

Mario English course used syllabus for teaching speaking at conversation

I. The teaching process begun at 06.30 to 08.00 p.m. In order the taught process run smoothly, the teacher expected to be able to organize the class. The following was the syllabus of Mario English course of Palangka raya. The references used by the teacher were book "*Mario English course for conversation I*", handout, and dictionary.

10. Diagram list of students Mario English course of Palangka raya period 2009

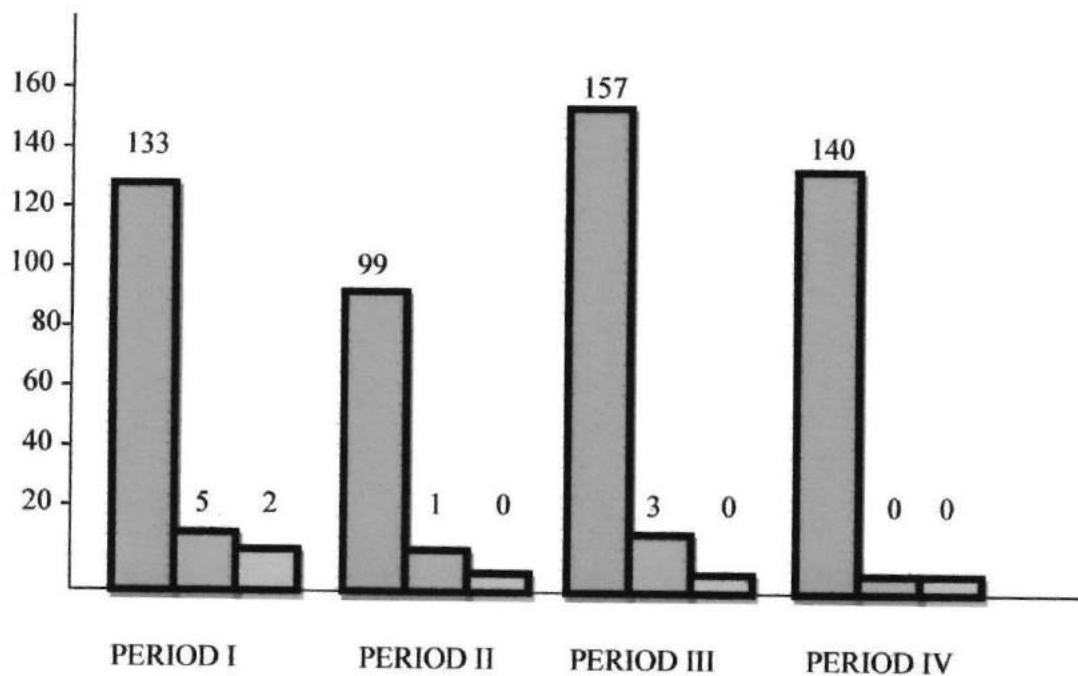





Figure 2.1
Histogram Of Frequency The Number Of Students Mario English Course
At Kakatua Street Palangka Raya Period 2009

Note :

-  English Language
-  Mandarin Language
-  Japanese Language

From the diagram above, the writer analyzed the students at Mario English course period 2009 from period I are 140, period II are 98, period III are 160, and period IV are 140 students from all of the programs there.

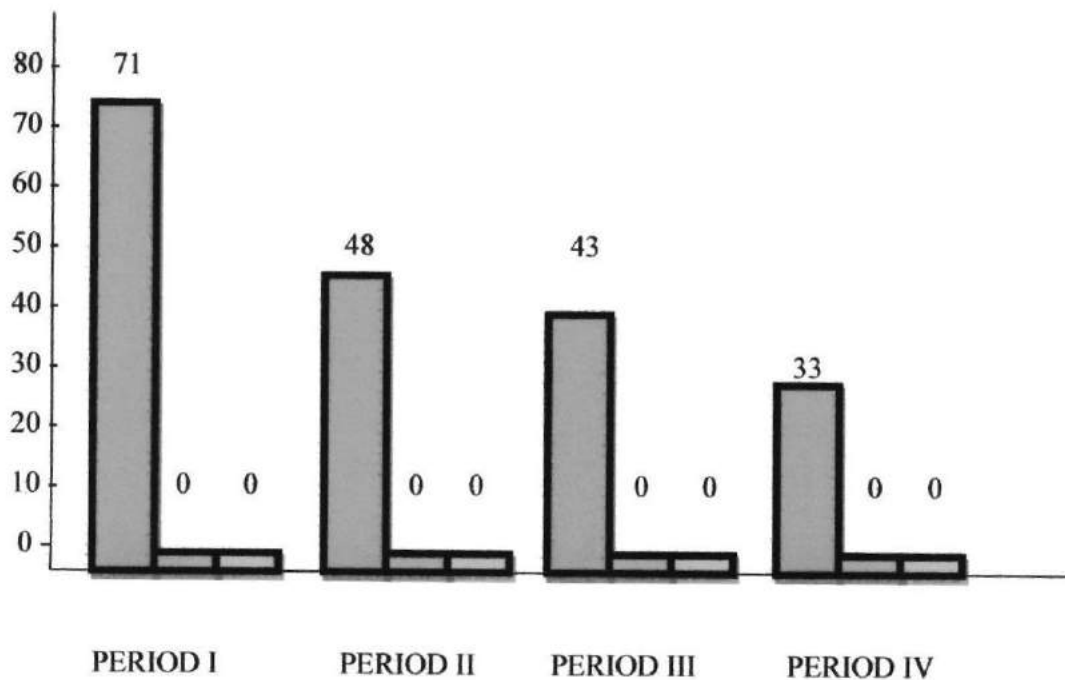


Figure 2.2
Histogram Of Frequency The Number Of Students Mario English Course
At Kakatua Street Palangka Raya Period 2009

Note :

- ENGLISH LANGUAGE
- MANDARIN LANGUAGE
- JAPANESE LANGUAGE

From the diagram above, the writer analyzed the students at Mario English course period 2009 from period I are 71, period II are 48, period III are 43, and period IV are 33 students from all of the programs there.

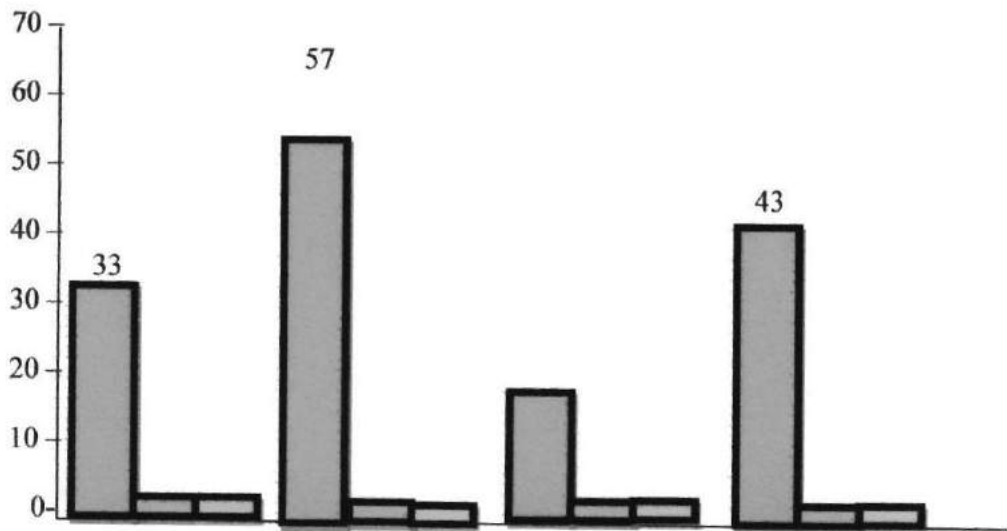





Figure 2.3
Histogram Of Frequency The Number Of Students Mario English Course
At Kakatua Street Palangka Raya Period 2009

Note :

-  ENGLISH LANGUAGE
-  MANDARIN LANGUAGE
-  JAPAN LANGUAGE

From the diagram above, the writer analyzed the students at Mario English course period 2009 from period I are 33, period II 57, period III was 19, and period IV is 45 students from all of the programs there.



CHAPTER III

CHAPTER III

THE RESULT OF RESEARCH AND THE DISCUSSION

A. The Methods In Teaching-Learning Speaking At Mario English Course Of Palangka Raya

From the first observation to fourth observation and based on the result of interview with the teacher and students, it was known the teacher at Mario English course of Palangka raya used some methods in teaching speaking. They were questioning answering, drill, audio visual method, assignment, and game method. These methods used appropriately with materials were available in the handbook of curriculum in Mario English course Palangka raya.

The English teacher gave materials related to the discussion and sub discussion. For speaking skill, the teacher was necessary to use the method of teaching speaking. It is important for the teacher to know the basic competence, the teachers' ability, the learners, the class condition, facilities, the schedule, and the strength and the weakness of a method.

Based on interview with Mr. Sukri as teacher at conversation 1 level. The writer knew he chooses direct communication as method for teaching. It means he used questioning and answering method. He asked some questions to the students related with material that has given and the students answer it. If material was not clear, he explained it until the students are able to get it. It

CHAPTER III

THE BENTLEY CASE AND THE DISCOVERY

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means he used drill method. After finish touch the material, he continued to give assignment (home work) to the students. Before gone home, he gave game. Beside that, he used media likes audio-visual.

The suitability in applying each method depends on the learning material and supported by the other method. The methods used in teaching speaking at Mario English course :

1. Questioning and Answering Method

Based on the observation, the English teacher also used the questioning and answering method in teaching of speaking at the class of Mario English Course. This method was done by the teacher to finish the speech method. Teacher gave some questions and the students who want to answer were asked to raise hand up. The teacher usually offered the other students to answer the question from their friend. Finally the teacher completed the answer was still incomplete.

The way of the teacher to apply this method was by given the question meant to get the oral answer or action as the answer for the given question from the teacher. It was done in order to know whether the students have known the facts and knowledge given by the teacher, and to know how the process of assessment used by the students or at the effort to complete and deepen the mastery of learning the material in order that the objective of teaching can be reached.

By using this method, the teacher evaluated the students' comprehension through the given question. The assessment which was done by the teacher was called evaluation of process, because the teacher may know directly the students' comprehension to the given materials and will be easy to continue the next material. Based on the observation, when applying the questioning and answering method. Firstly, the teacher gave same questions to the students to know whether the students have understood about materials that explained by the teacher. The given questions were related to the main discussion such as the content of material, the way to speak, and the meaning. The questions were not only given to a student, but also for all of the students. So that, the teacher can know which students that have understood or not, because the students did not have the same ability. There were some students that can understand the material fast and some students that have not understood but they are unwilling to ask.

2. Drill method

Drill method was one of methods used by the English teachers for the teaching speaking in the teaching learning process. This method was meant to exercise the students in order that the knowledge and capability can become the students' possession and they really master the knowledge. In other words, this method was a way to teach the students master the learning material and capable to do the task given by the teacher.

In applying drill method, the students should have given the theory about material will be practiced. Having known the theory, the students were

asked to practice with the guidance from the teacher so that the students become skilled and competent. This method was used to train the students in speaking, memorizing, and writing. In this method, the English teacher required the students to speak, memorize, and write. In the next meeting, the students were evaluated. The teacher used this method to exercise the students in order to be able to master the mastery given by the teacher.

Based on the observation of the writer, the teacher applied the drill method for the teaching of speaking. Firstly, the teacher finished the explanation of the material. The teacher asked the students to repeat such the example has been demonstrated by the teacher to know their comprehension. The students were trained to practice speaking in front of the class one by one. Then, the teacher assessed each exercise done by the students to know their ability and smoothness in speaking. The teacher corrected the students' mistakes in pronunciation and intonation when speaking. The next, the students corrected their speaking such exemplified by the teacher.

3. Assignment method

Based on the observation of the writer and interview to the teacher and students, the teacher applied assignment method for the teaching speaking for conversation I level. Every meeting, after he finished taught the material he continued to give assignment (home work) to the students about to find the 10 (ten) vocabulary. He gave a letter assignment to the students to write down the vocabulary that had found. Then in next meeting, in first time he asked the

students to answer the meaning vocabulary that have students find. For example, the students find the vocabulary is *book* it means *buku*. He asked what in the English *buku* ?, then the students answered *book*, the teacher continued to asks the students, *buku siapa ini ?*, students said *whose book it is ?*, the teacher said *buku ini punya dia ?*, students said, *The book is her*.

4. Audio-visual method

Based on the observation and interview with the teacher and the students, the teacher applied audio-visual method for the teaching speaking for conversation I level. Every meeting, he used chard media likes picture, doll, etc to teach the material in classroom. Sometimes, he used tape recorder, VCD (video compact disc), television, and OHP as the media. The teacher said it is made the students not bored in studying in classroom and to improve the student's comprehension.

5. Games method

Based on the observation and the interview with the teacher and the students, the teacher applied games method for the teaching speaking for conversation I level. After finish the material, he made games to enjoy the situation. The games were different between this meeting and the last meeting. If there was a student win the game, he sometime gave the prices.

Table 3.1
Summarized of method using in speaking process

No	Method	Time Allocation	Percent
1	Questioning and answering method	40 minutes	40 percent
2	Drill method	15 minutes	15 percent
3	Assignment method	5 minutes	10 percent
4	Audio-visual method	15 minutes	15 percent
5	Games method	15 minutes	15 percent
	Total of time	90 minutes	100 percent

From the table above, it can be known that the dominant method used for teaching speaking was question-answering method, because this method was easier to improve the student's ability in speaking than the other method.

B. The Teaching Speaking For Conversation 1 (One) Level At Mario English Course Of Palangka Raya

1. That is done by the teacher in process of teaching learning speaking for conversation 1 (one) level

The process of teaching learning speaking material that has been implemented by the English teacher at conversation 1 (one) level at Mario English course of Palangka raya cannot be separated from some factors that influence it such as purpose, allocating of time, giving material, method, media is used and condition of environment at the process done.

Based on observation begun from the first observation to fourth observation, the writer would describe it as following:

a. The first observation on Monday (September 28th 2009)

Based on the observation with Mr. Sukri who was the English teacher, he taught about how to spell alphabet in English and he teaching was support for student names who learn at conversation 1 (one) class. After that, he asked one by one the students to spell their alphabet name. Then, the teacher continued to next material was how to asking and answering using yes/no question and how to asking information using information asking used What am (apa) and Am (apakah).

Besides touch of how to spell in English and how to asking and answering about something and information used “what am and am” in theory, the teacher applied it in practice namely it conveyed examples used voice from native speaker in tape recorder. The taught of how to spell in English and how to asking and answering about something and information could be distinctly stated as follows:

1) Purpose

The English teacher implemented planning in classroom forms a real purpose will be achieved by him. Based on the observation, he said that purpose at the beginning presentation when he taught the material in classroom as below:

- a) The students could speak that how to spell alphabet in English.
- b) The students could speak that how to asking and answering about something and information.

Analysis of the writer that the purpose above could be achieved when the English teacher prepared his planning in practicing of the words. He also

explained the material by voice the native speaker in tape recorder that relate to the lesson. Based on the result of interview with the English teacher, he has preparation to teach the material or he did practicing at home before he taught it in classroom. As the English teacher, he should do preparations by practicing at home in order that he could explain the material fluently.

2) Time

Implementation of the material of how to spell in English and how to asking and answering about something and information in conversation I (one) level at Mario English course of Palangka raya was taught by the English teacher, it is based on the schedule of lesson plan on Monday. The allocating of time was enough to explain the material namely it was from 07.30 to 08.00 p.m. (it was on hour and thirty minutes)

Within the allocation of the time was one hour and thirty minutes, most the students had some questions to the English teacher about how to asking and answering about something and information using "What am and Am".

3) Material

The material of how to spell alphabet in English and how to asking and answering about something and information was taught by the English teacher, based on observation, the material about what am (apa) and am (apakah).

4) Media

Based on the observation, the English teacher divided the book Mario English course for conversation I to the students in classroom. The teacher could behold examples according in that book. Beside that, the teacher used the tape

recorder and picture card as the media in classroom. When the English teacher explained the material, the students keep seeing at that book during the teaching.

5) Method

The English teacher taught the material for one hour. He explained by drill method, question-answer method, drill, audio-visual method, and game. On drill method, he clarified the material through some examples of the sentence and examples by using card media and bestowed time to the students some questions. This situation could assist them to understand problem of that material and it made between the English teacher and the students communicate each other. It could be understood by students when the materials were conveyed through demonstration based on card media. Before he finished teaching, gives homework to students to make 10 (ten) vocabulary. Then, he finished teaching on the last time used drill in front of classroom.

6) Environment

The condition was outside of classroom appearing comfortable. The comfortable situation can be seen such as many trees, various flower were decorating flower garden in front of the class. While the situation was inside of classroom. In classroom using ac (air conditioner), it is make the students enjoy to learn.

7) Evaluation

Having been learnt the material, the students were given drill in front of class. The English teacher permitted to make the sentence the students to made a question using "what am (apa)" and "Am (apakah)". Most of students were

motivated to make a sentence using “what am (apa)” and “Am (apakah)” although they were different to form the sentence. This was important for the English teacher measure them in mastering the material.

Table 3.2
Summarized of the first observation

Purpose	Material	Media	Method
1. The students could speak that how to spell alphabet in English.	What am (apa)	- Book - Tape recorder	- Drill method - Questioning-answering method
2. The students could speak that how to asking and answering about something and information.	Am (apakah)	- Chard media - White board	- Audio-visual method - Assignment method

b. The second observation on Wednesday (October 1st 2009)

Before the teachers continued teach the next material, he asked to the students about the homework that had given in last time. He asked to the students one by one. If there was student cannot to answers his question, he gave opportunity to the other students to help answer. Then, continued of the teaching made some questions used “what am (apa)” and “am (apakah)” on Monday October 28th 2009, he continued the material in making question using “what is (apa) and “is (apakah)”. Based on the observation, the next material was not different to another material that English teacher taught on last Monday. To taught the material the English teacher used telling method, question-answer, drill and assignment. The writer would described it as this following:

1) Purpose

The English teacher explained a statement likes someone, profession, and something. He mentioned at purpose the beginning presentation:

- a) The students could make question using “what is (apa)” and answer the question for example: *What is she?, She is student.*
- b) The students could make question using “is (apakah)” and answer the question for example: *Is he handsome, Yes / No.*

Analysis of the writer that the purpose could be implemented to express conversation to other friends in spoken English. The students must practice to speak the conversation to other friends in spoken English. The students must practice to speak the sentences in order that they master it and have experiences to communicate. Based on interview with the English teacher, he had preparation in his teaching and the media for the teaching.

2) Time

The English teacher explained a statement likes someone, profession, and something, he had time was from 06.30 to 08.00 p. m (one hour and thirty minutes). The allocating of the time was Thursday, it was adding condition of the students asked about the material. This situation made the students who were not understand tried to understand the material correctly.

3) Material

Based on observation, the material was taught by the English teacher as follows what is (apa) and is (apakah).

4) Media

The English teacher in touch the material above used the whiteboard and picture as the media. If there was the students confused about the material that has given, the teacher used the whiteboard as the media to help the students comprehend and the picture card as the media to made some questions to the students. For example crocodile picture, "What is it? Is there a crocodile."

5) Environment

The condition of classroom all of the time heard not sound of students who were studying in the other classroom. Because, the classroom was close room. The students focused to listen the teacher's teach.

6) Evaluations

Explaining the material and some examples were given by the teacher for one hour and thirty minutes, it made the English teacher evaluate the students to do homework.

Table 3.3
Summarized of the second observation

Purpose	Material	Media	Method
1. The students could make question using "what is (apa)" and answer the question for example: <i>What is she?</i> , <i>She is student.</i> 2. The students could make question using "is (apakah)" and answer the question for example: <i>Is he handsome</i> , <i>Yes / No.</i>	What is (apa) Is (apakah)	- Book - Picture chard - White board	- Drill method - Questioning-answering method - Assignment method

c. The third observation on Monday (October 5th 2009)

Based on third observation, the given material appears continuation the material in last meeting. Before the teacher continued teaches the next material, he asked to the students about the homework that had given in last time. He asked to the students one by one. If there was student cannot to answers his question, he gave opportunity to the other students to help answer. The teacher given the material about asking and answering using “what is (apa) and Is (apakah)”. After that, he asked the students to making the question in English for example “*Apakah dia langsing*” then the students answered “*Is she slim ?*”, etc. If the students confused to answer, he gave the opportunity to the other students answered to help.

In this case, he taught it by question-answer, drill and assignment. It could be stated as follow:

1) Purpose

Based on the observation, the English teacher always stated that the purpose at the beginning time while he was teaching in the classroom. In this case, he taught the material about how to makes the question using “*What are (apa)*” and “*Are (apakah)*” was for to asking about something, people, profession, etc. The purpose could be clarified as follows:

- a) The students could made question using “what are (apa)” and answer the question for example: *What is she?, She is student.*
- b) The students could made question using “are (apakah)” and answer the question for example: *Is he handsome, Yes / No.*

Analysis of the writer this material used to be comprehended by the students in order that English teacher can implement it and obtain purpose that will be achieved. Based on observation the English writer had prepared the material and the media that will uses in process teaching learning.

2) Time

The allocating of enough time was very important. Moreover the material used to explain that it could be understood by the students. The English teacher who taught the material needed the enough time. At this material, he completed the material that is about how to makes the question using “*What are (apa)*” and “*Are (apakah)*” was for to asking about something, people, profession, etc with the material in last time likes “*What am (apa), Am (Apakah)*” and “*what is (apa), Is (apakah)*”.

3) Material

Based on the observation, the English teacher used “Mario English course for conversation I” to learn about how to makes the question using “*What are (apa)*” and “*Are (apakah)*” was for to asking about something, people, profession, etc as object. The material of the book could be stated as follows what are (apa) and are (apakah).

4) Media

Based on the observation, the English teacher divided the book Mario English course for conversation I to the students in classroom. The teacher could behold examples according in that book. Beside that, the teacher used the audio visual (TV), whiteboard and picture chard as the media in classroom. When the

English teacher explained the material, the students keep seeing at that book during the teaching.

5) Method

Based on observation, the English teacher explained the material about how to makes the question using “*What are (apa)*” and “*Are (apakah)*” was for to asking about something, people, profession, etc through drill method, question-answer, assignment audio-visual method, and game. In this case, the English teacher tried to explain the material by responsibility and the students were responsive to explanation from the English teacher. He kept paying attention to the students who got difficulties through question-answer from the students. Then, he finished studying by presenting drill must be done by the students.

6) Environment

The situation of the teaching was comfortable because the students all of the time did drill in front of classroom. Although they asked some questions for material but they kept studying in doing of drill. The situation was important to give them gave the situation and he kept them getting important to do the exercise as drill.

7) Evaluation

The English teacher all of the time gave practicing to the students by doing drill on the lesson as he had explained about the material. At this evaluation had benefited his students to recognize the material further till the students could gain knowledge more about how to made the question using “*What are (apa)*” and “*Are (apakah)*” was for to asking about something, people, profession, etc.

Table 3.4
Summarized of the third observation

Purpose	Material	Media	Method
1. The students could making question using "what are (apa)" and answer the question for example: <i>What is she?</i> , <i>She is student.</i>	What are (apa)	- Book	- Drill method
2. The students could making question using "are (apakah)" and answer the question for example: <i>Is he handsome</i> , <i>Yes / No.</i>	Are (apakah)	- Audio-visual (TV) - Picture chard - White board	- Qustioning-answering method - Audio-visual method - Assignment method

d. The fourth observation on Wednesday (October 8th 2009)

The English teacher also continued the material about the material about how to make the question using "*Who am (siapa)*" and "*Am (apakah)*". At the time, he taught the question using "*Who am (siapa)*" and "*Am (apakah)*" was for to asking about something, people, profession, etc. Before the teacher continued teaches the next material, he asked to the students about the homework that had given in last time. He asked to the students one by one. If there was student cannot to answers his question, he gave opportunity to the other students to help answer.

Based on the last observation, the English teacher had used question-answer, drill, and assignment during the teaching. It was not difference at the past material before. The writer would to describe the last material as this following:

1) Purpose

At the fourth taught, before the English teacher continued the material about how to made the question used “*Who am (siapa)*” and “*Am (apakah)*” he mentioned purpose to the students in classroom:

- a) The students could made question using “who am (siapa)” and answer the question for example: *Who am I ?, I am student.*
- b) The students could made question using “*Am (apakah)*” and answer the question for example: *Am I teacher, Yes / No.*

Analysis of the writer that all of the purpose above could be motivation for the students who tried to speak each other in English. Based on the interview, the English teacher prepared the material and the media for the teaching that material above.

2) Time

The time was needed for English teacher to taught about the question using “*Who am (siapa)*” and “*Am (apakah)*” was for to asking about something, people, profession, etc, it was 06.30 to 08.00 p. m. (one hour and twenty minutes). The teaching gave much experience that it could made the teacher answered the questions from the students. They asked the differences this material and the last material.

3) Material

The material of made the question used “*Who am (siapa)*” and “*Am (apakah)*” is for to asked about something, people, profession, etc. Based on observation, the material was taught by the English teacher as follows what are

(apa) and are (apakah).

4) Media

The English teacher taught making the question using “*Who am (siapa)*” and “*Am (apakah)*” was for to asked about something, people, profession, etc by using drill method, question-answer, audio-visual method, demonstration, assignment, chard media and whiteboard. Book and whiteboard using as the media if the students confused to understand the material. It is able to help them to more give explanation about the material that has given by orally.

5) Method

The English teacher taught how to make the question used “*Who am (siapa)*” and “*Am (apakah)*” was for to asking about something, people, profession, etc by using drill method, question-answer, assignment, and game. He described the material by explanation and some examples and after the explanation, he gave demonstration then he permitted the students asking question to discuss the problem of gerund as subject with question-answer. After the question-answer, he gave drill which was done in front of classroom.

6) Environment

Based on observation that has done by the writer on October 8th 2009, the condition of classroom was good enough. Because the floor was clean and the media in good performance and ready then the last meeting. The students in teaching learning process in focus because did not disturb likes the voice from the other class, sounds from motorcycle and car.

7) Evaluation

The English teacher all of time gave practicing to the students by doing question-answer about the material. At this evaluation had benefit because the students are able to recognize the material further till the students could gain knowledge more about made the question using “*Who am (siapa)*” and “*Am (apakah)*” was for to asking about something, people, profession, etc.

Table 2.5
Summarized of the fourth observation

Purpose	Material	Media	Method
1. The students could making question using “who am (siapa)” and answer the question for example: <i>Who am I ?, I am student.</i> 2. The students could making question using “ <i>Am (apakah)</i> ” and answer the question for example: <i>Am I teacher, Yes / No.</i>	Who am (apa) Am (apakah)	- Book - Picture chard - White board	- Drill method - Qustioning-answering method - Audio-visual method - Assignment method



CHAPTER IV

CHAPTER IV

CLOSURE

A. Conclusion

Based on the result of research that have been explained in chapter III about the English teaching speaking methods for conversation 1 level at Mario English course Palangka raya, these were several conclusion to be taken, they were: 1) Questioning and Answering Method. Based on the observation, the English teacher also used the questioning and answering method in teaching of speaking at the class of Mario English Course. This method was done by the teacher to finish the speech method. Teacher gave some questions and the students who want to answer are asked to raise hand up. The teacher usually offered the other students to answer the question from their friend. Finally the teacher completed the answer was still incomplete. 2) Drill method. Based on the observation of the writer, the teacher applied the drill method for the teaching of speaking. Firstly, the teacher finished the explanation of the material. After applying demonstrative method, the teacher asked the students to respect such the example demonstrated by the teacher to know their comprehension. The students trained to practice speaking in front of the class one by one. Then, the teacher assessed each exercise done by the students to know their ability and smoothness in speaking. The teacher corrected the students' mistakes in pronunciation and intonation when speaking. The next, the students corrected their speaking such exemplified by the teacher. 3) Assignment method. Based on the observation of the writer and interview to the teacher and students, the

teacher applied assignment method for the teaching speaking for conversation I level. Every meeting, after he finish touch the material he continued to gave assignment (home work) to the students about to found the 10 (ten) vocabulary.

4). Audio-visual method Based on the observation and interview with the teacher and the students, the teacher applied audio-visual method for the teaching speaking for conversation I level. He every meeting used chard media likes picture, doll, etc to teaching in the material in classroom. Sometimes, he used tape recorder, VCD (video compact disc), television, and OHP as the media. The teacher said it is made the students not bored in studying in classroom and to improve the students` comprehension.

5) Games method. Based on the observation and the interview with the teacher and the students, the teacher applied games method for the teaching speaking for conversation I level. After finish the material, he always made games to enjoy the situation. The games were different between this meeting and the last meeting. If there was a student win the game, he sometime gave the prices.

B. Suggestion

Based on the conclusion of the study, there were some suggestions which recommended to the teacher conversation 1 at Mario English course Palangka raya. They are:

1. The teacher should uses singing method to make situation in the class more enjoyable.
2. The teacher should be able to manage the available time in order that the teaching learning aim can be achieved well.
3. The teacher should improve his creativity to create an interesting game in order that the students do not feel bored.



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APPENDIXS

THE INTERVIEW GUIDE FOR THE TEACHER

1. Apa latar belakang pendidikan Bapak sebagai Guru Bahasa Inggris di Mario English course ?
2. Sudah berapa lama Bapak mengajar di Mario English course ?
3. Bagaimana perkembangan pengajaran Bahasa Inggris di Mario sampai sekarang ?
4. Dimana saja Bapak mengajar selain di Mario English course ?
5. Metode apa saja yang Bapak gunakan dalam mengajar Speaking Bahasa Inggris ?
6. Bagaimana langkah-langkah Bapak dalam memilih metode pengajaran Speaking yang tepat di Mario English course Palangka Raya ?
7. Langkah-langkah apa saja yang Bapak gunakan dalam menerapkan metode tersebut ?
8. Faktor apa saja yang mempengaruhi dalam penggunaan metode ?
9. Media apa saja yang tersedia yang dapat menunjang penggunaan metode Speaking di Mario English course ?
10. Media apa saja yang Bapak lakukan agar siswa termotivasi untuk belajar Speaking Bahasa Inggris ?
11. Apa saja yang Bapak lakukan agar saja yang Bapak lakukan agar siswa termotivasi untuk belajar Speaking Bahasa Inggris ?
12. Berapa lama alokasi waktu dalam pengajaran Speaking ?
13. Berapa banyak jam tatap muka materi yang di ajarkan pada pelajaran Speaking Bahasa Inggris ?

14. Metode apa saja yang di unggulkan dalam pengajaran Speaking di Mario English Course ?
15. Mengapa metode tersebut di unggulkan ?
16. Apa kesulitan siswa dalam memahami materi yang di berikan ?
17. Bagaimana mengatasi masalah yang di hadapi saat mengajar speaking ?
18. Apa Bapak punya semacam rencana pengajaran untuk mengajar ?
19. Apa saja yang Bapak lakukan ketika Bapak mulai masuk kelas / mengajar sampai habis waktu jam pelajaran ?
20. Bagaimana cara Bapak mengevaluasi / menilai pengajaran Speaking ?
21. Pernahkah ada tamu the native speaker ?
22. Bagaimana penugasan kepada siswa untuk penguasaan materi ?

THE INTERVIEW GUIDE FOR THE HEADMASTER

1. Apakah di Mario English course pernah diadakan pelatihan atau penataran Guru Bahasa Inggris ?
2. Pada tahun berapa Mario English course didirikan ?
3. Apa tujuan Mario English course didirikan ?
4. Bagaimana keaktifan Guru dalam mengajar ?
5. Bagaimana kondisi siswa yang belajar di Mario English course ?
6. Bagaimana kondisi bangunan di Mario English course ?
7. Bagaimana struktur organisasi di Mario English course ?
8. Bagaimana kurikulum pengajaran di Mario English course ?
9. Bagaimana silabus pengajaran di Mario English course ?
10. Apa saja referensi yang digunakan Guru dan Siswa di Mario English course ?
11. Bagaimana kondisi Guru yang mengajar di Mario ?
12. Adakah penghargaan lain kepada Guru selain honor tetap yang mereka terima ? misalnya kesempatan pelatihan, THR dan lainnya ?

THE INTERVIEW GUIDE FOR THE STUDENTS

1. Apakah anda selalu menyenangi pelajaran Bahasa Inggris ?
2. Apakah kalian mengulangi pelajaran Bahasa Inggris yang di pelajari di Mario English course di rumah ?
3. Apa anda selalu mengerjakan PR/Tugas ?
4. Apa anda jelas/ mengerti materi yang di ajarkan Guru di kelas English course ?
5. Apakah bahasa yang di gunakan Guru dalam mengajar Bahasa Inggris ?
6. Apa kalian punya buku paket dan kamus ?
7. Metode apa saja yang bapak Guru gunakan dalam mengajar Speaking bahasa Inggris ?
8. Apa kesulitan anda dalam memahami materi yang di berikan ?
9. Bagaimana cara anda mengatasi kesulitan tersebut ?
10. Apakah anda senang belajar di Mario English course ?
11. Buku, bahan, materi Bahasa Inggris apa saja yang kamu punya ?
12. Apa hubungan materi kursus dengan materi di Sekolah ?



Figure 1

The English teacher is teaching in the conversation class of Mario English



Figure 2

The English teacher is making game in the conversation class of Mario English Course



Figure 3
The situation teaching-learning process in the class



Figure 4
The students are learning in the class



DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.18.1/PP.00.9/4475/2008
Hal : **Persetujuan Judul dan
Penetapan Pembimbing**

Palangka Raya, 4 Nopember 2008

Kepada
→ Yth. Sdr. Wifajri Prasetio
NIM. 040 112 0134

Assalamu 'alaikum Wr, Wb.

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

**"TEACHING SPEAKING FOR CONVERSATION 1 LEVEL AT MARIO ENGLISH
COURSE PALANGKA RAYA"**

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Dra. Halimah, M. Pd sebagai Pembimbing I
2. Dakir, M.A. sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu 'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,



Dra. HAMDANAH, HM, M.Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Dra. Halimah, M. Pd sebagai Pembimbing I
3. Yth. Dakir, M.A. sebagai Pembimbing II



**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN PALANGKA RAYA**

Jl.G.Obos Komplek Islamic Center Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

SURAT KETERANGAN
No: 033 /PAN-SPSM/SG/VIII/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

N a m a : WIFAJRI PRASETYO
NIM : 040 112 0134
Jurusan / Prodi : TARBIYAH/TBI
Judul Proposal : **TEACHING SPEAKING FOR CONVERSATION I LEVEL AT MARIO ENGLISH COURSE PALANGKA RAYA**

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 19 Agustus 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggung Utama : Hj,RISTATI,M.Hum Moderator : SITI SHOLEHA dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 05 September 2009

PANITIA

Ketua,

Sekretaris.


ASMAWATI,M.Pd

NIP. 19750818 200003 2 003




DAKIR,MA

NIP.1972232 2003 1 002



PEMERINTAH KOTA PALANGKA RAYA
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA

Jalan R.A. Kartini Telp. (0536) - 3222372 Fax. (0536) - 3221654
PALANGKA RAYA 73111

Palangka Raya, 11 September 2009

Nomor : 420// 9143 /870.Um-Peg/IX/ 2009.
Lampiran : -
Perihal : Ijin Observasi/Penelitian
An. WIFAJRI PRASETIO

K e p a d a
Yth. Ketua Sekolah Tinggi Agama Islam Negeri
Palangka Raya
di-
Palangka Raya.

Menindak lanjuti surat saudara Nomor : Sti.15.8/TL.00/1821/2009 Tanggal 9 September 2009 perihal Mohon Ijin mengadakan Observasi/Penelitian bagi mahasiswa untuk menempuh tugas akhir melaksanakan penelitian, diberikan kepada :

N a m a : WIFAJRI PRASETIO
NIM : 040 112 0134
Jenjang : Strata (S1).
Jurusan /Prodi : Tarbiyah /TBI
Judul Skripsi : TEACHING SPEAKING FOR CONVERSATION 1 LEVEL
AT MARIO ENGLISH COURSE OF PALANGKA RAYA

Pada prinsipnya dapat kami ijinkan pada **MARIO ENGLISH COURSE** dengan memperhatikan hal-hal sebagai berikut :

1. Pelaksanaan diatur dengan Kepala Sekolah yang bersangkutan agar tidak mengganggu pelaksanaan kegiatan kursus.
2. Apabila setelah selesai mengadakan Obsevasi/Penelitian agar membuat laporan tertulis kepada Kepala Dinas Pendidikan, Pemuda dan Olah Raga Kota Palangka Raya dengan tembusan Kepala Sekolah yang bersangkutan.
3. Surat ijin Observasi/Penelitian ini berlaku sejak tanggal 11 September s/d 11 November 2009 (selama 2 bulan).
4. Surat ijin Observasi/Penelitian ini tidak dapat dipergunakan untuk kegiatan lain, sebagaimana perihal diatas.

Demikian Surat Ijin Observasi/Penelitian ini diberikan, atas perhatian dan kerja sama yang baik diucapkan terima kasih.

An KEPALA DINAS PENDIDIKAN
PEMUDA DAN OLAH RAGA
KOTA PALANGKA RAYA
SEKRETARIS



[Signature]
Drs DARMANTO
PEMBINA Tk. I
NIP. 19600820 198603 1 001

Tembusan kepada Yth :

1. Walikota Palangka Raya di Palangka Raya.
2. Kepala MARIO ENGLISH COURSE di Palangka Raya
3. Sdri. WIFAJRI PRASETIO di Palangka Raya
4. Arsip.



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 9 September 2009

Nomor : Sti.15.8/TL.00/ 1021 /2009.
Lampiran : 1 (Satu) Proposal.
Perihal : Mohon Ijin Observasi /Penelitian.

Kepada

Yth. Pimpinan Mario English Course
Palangka Raya
di –
Palangka Raya

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

Nama : Wifajri Prasetio
NIM : 040 112 0134
Jurusan/Prodi : Tarbiyah / TBI
Jenjang : Strata (1)
Lokasi Penelitian : MARIO English Course

Judul Skripsi : **TEACHING SPEAKING FOR CONVERSATION I
LEVEL AT MARIO ENGLISH COURSE PALANGKA
RAYA**

Metode : Observasi, Wawancara dan Dokumentasi
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal September
s/d Nopember 2009.

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.



An. Ketua
Pembantu Ketua I

Drs. H. ABUBAKAR HM, M.Ag.
NIR: 19551231 198303 1 026

Tembusan :
1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. Arsip.