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: OVERHEAD PROJECTOR AS VISUAL MEDIA IN TEACHING

SPEAKING AT MTS HASANUDDIN TEBEL GEDANGAN

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### **ABSTRACT**

The English curriculum stated that the teaching and learning of the four language skills such as reading, listening, speaking, and writing should be integrated. Speaking ability is an important thing in the process of language learning. Some aspects of speaking that should be mastered by the students are vocabulary, structure, and pronunciation. To make the students interested in learning English orally, overhead projector as visual media can de used by the teacher to stimulate the students for having courage in speaking English. The main advantage of using Overhead Projector (OHP) as visual media in teaching speaking at Junior High School students is to gain their motivation to speak in front of the class.

Conducting a qualitative research is a way to describe the teaching learning process in using Overhead Projector (OHP) in teaching speaking to the Eight Grade Students of Junior High School. The researcher is to know what the advantages and disadvantages of this media in speaking class, and to know the students' responses. There were statements of the problems in this research: How is the implementation of using Overhead Projector (OHP) in teaching speaking, what are the advantages and disadvantages of using Overhead Projector (OHP) in teaching speaking, and what the students' responses about this media. In this research used some instruments like Observation field notes and check-list, interview guidelines, and questioner. The researcher acted as a non participant observer. She observed the teaching learning activities when using Overhead Projector (OHP) in speaking class. The results and discussions were written in a rich narrative description.

After discussing the result, the researcher took some points in the use of Overhead Projector (OHP). Overhead projector is very useful for the students to improve their speaking ability in the term of vocabulary, structure, and pronunciation. The advantages of overhead projector are: the students interested the English lesson, especially in speaking, the students can arrange their ideas before speaking to reduce mistakes, and the students are motivated to speak actively in teaching English especially in speaking, the students' learning processes are not bored, Overhead projector made the teacher easy to teach speaking. The disadvantages of overhead projector are: using this media needs many times, Overhead Projector made some of students did not pay attention the presenter, Overhead Projector can make the students always focus on transparencies of Overhead Projector, and there some of students that felt bored because the teacher always using Overhead Projector in teaching speaking. And the students' responses are: The students interested with overhead projector in teaching speaking, although there some of them felt bored, the students hope that overhead projector can be continued, and the students felt that overhead projector improved their speaking ability, because they always using their speaking ability when presentation, and discuss.

Finally, based on these findings, the writer finally concluded that the use of Overhead Projector (OHP) gives good contribution in the teaching of speaking for the Eight Grade Students of Junior High School.

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#### **CHAPTER I**

#### INTRODUCTION

### A. Background

All people know that language is very important for them. They use it as media to communicate with other people, may be when we want to go to other country, we must master English. So, without language we will never communicate with other people. In a globalization era, people become aware that mastering one language only, which is their mother tongue, is not enough to make them selves more competitive in this competition era. Thus, the tendency of learning or acquiring another language is increasing today. Usually, they compete to learn foreign language as an additional to their mother tongue. From all foreign languages that have been offered, English has been the most popular choice.

In our country, English as a foreign language has been taught from kindergarten to university and it becomes important lesson that examined in UNAS (Ujian Akhir Nasional). One of the materials that will be examined in UNAS is English. And the aspect that will be examined in English are writing, speaking, and listening. But in fact, there are many schools that do not get good facility from government. So the teacher still uses the traditional facility, such as listening by tape recorder. Based on the term above, there are some schools in Indonesia which begin to build the good quality in their school by using modern facility, such as language labolatory.

In learning language especially English, there are four skill that must be mastered by the learner for having a good skill to communicate in English, such as listening, writing, reading, speaking. Now teaching speaking in English subject for kindergarten to university gets more attention from teachers and students. English as a school subject is changing. There are number of reasons for the change but one of the most important is originates in a broadening of the subject to include media education.

Speaking itself is the ability to speak, to express, to tell, and to show the thought, ideas, and feeling.<sup>2</sup> It means, speaking in form is told about an equipment to arrange and develop the ideas that is appropriate with the listeners' need.

According to Finocchiaro and Sako, speaking or communication is the expressing ideas orally in order to response or to reacts the others, and to initiate communicative acts.<sup>3</sup> It means that by learning to speak English, the students also deal with some factors like readiness, motivation, and guidance.

As we know that there are four skills that must be mustered in learning English. The Department of National Education has made it very clear that English education is aimed at providing school graduates with the life skill in the sense that they are expected to achieve the competence required obtaining

<sup>&</sup>lt;sup>1</sup> Sudirman, et al Ilmu Pendidikan, (Bandung: PT. Remaja Rosdakarya, 1991), cet. Ke-1, jilid 1,h.1

<sup>&</sup>lt;sup>2</sup> Kisyani, *Teori Berbicara*, (Surabaya: University press IKIP Surabaya, 1996), cet. Ke-1, jilid 1,h.23

<sup>&</sup>lt;sup>3</sup> Susanto, *Media Pendidikan dan Ilmu Pendidikan*, (Surabaya: press IKIP Surabaya), cet ke-1, jilid 1,h.1

communication skill. Students should have both written skill and oral skill to get the success in learning English.<sup>4</sup>

Having a good speaking skill in language learning is very essential. In the classroom, teachers' interaction adjustments may stimulate the learner to use the target language. It means that the use of the target language or speaking can thus be acquired through modification of the interactional conversation. Although in fact, many English teachers focused their teaching learning process on writing only. It can make the students have no courage to speak in front of class.

The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved.<sup>6</sup> If a person can not write, we do not consider him as not having language. On the other hand, someone who has mastered the spoken form of a language is said that he knows the language independently. Most people assume if someone has successfully learned the language, he is able to speak the language fluently.

There are many students consider that English subject is more difficult than another subject, such as mathematic, moreover if they have to speak in English. They have problem in expressing their opinion. They choose to keep silent and just follow their teachers' explanation. They are afraid of making mistake.

<sup>&</sup>lt;sup>4</sup> Sudirman, et al *Ilmu Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 1991), cet. Ke-1, jilid 1,h.1

<sup>&</sup>lt;sup>5</sup> Susanto, *Media Pendidikan dan Ilmu Pendidikan*, (Surabaya: press IKIP Surabaya), cet ke-1, jilid

<sup>&</sup>lt;sup>6</sup> Brown, Principle of Language Learning nd Teaching, (England: Lonaman, 1977), cet. Ke-1, jilid 1,h.

In my experience in teaching English subject, there are some factors that make the subjects to be a silent participant, they are: have nothing to say, the teacher has chosen uninteresting topic, and the last factor that make many student silent is they are afraid of making mistake.

According to Goodwyn, English as school subject is changing.<sup>7</sup> There are number of reasons for the change but one of the most important originates in a broadening of the subject to include media education. Andrew Wright gives statement that without visual materials it is difficult for the teacher to create a situation in which the students want to say something.<sup>8</sup> Visual media technique will help the students enjoy in studying English orally. Because this technique can make the students show what they think and what they want to say.

There are many kinds of visual instructional media that can be used by the teacher to help them in teaching learning process. For example: picture, realia, video, Overhead Projector (OHP), and LCD. One of the modern media that is commonly used is transparencies in Overhead Projector (OHP).

Visual instructional media can help the teacher to get the students' attention in English class. Media can be used to support one or more of the instructional activities. It can gain attention if pictures in the screen, a question on the board are played when the students enter the room.

<sup>&</sup>lt;sup>7</sup> Sudirman, et al *Ilmu Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 1991), cet. Ke-1, jilid 1,h.1

<sup>&</sup>lt;sup>8</sup> Andrew Wright, Visual Materials for the Language Teacher, (England: Longman Group Ltd, 1983), cet. K-1, jilid 1,h.1

Media is excellent way to pose assessment question for the class to answer, or students can submit mediated presentations as classroom projects. The students will response the explanation of the teacher because they are interesting in the media and can enjoy the learning activities. But the teacher has to be active to find the right and interesting media to use in the classroom. A statement by Andrew Wright, the teacher must present picture and other materials in a way which is relevant to the interests and age of his students.<sup>9</sup>

For many students, mastering speaking ability in English is difficult problem. It influenced by some factors, like readiness, motivation, and guidance. Many students are difficult to show their thought when they have a change to speak up in front of the class. They are worried to make many mistakes in speaking English. In the classroom, the students are reluctant and passive when they are asked to speak up. They prefer to keep silent and just listening to their teachers' explanation. They are often afraid of making mistake, especially in grammar and pronunciation. Making a mistake is a laughing stuff for students. They do not like making mistake or seem to be stupid in front of their friends. Therefore, visual instructional media hope to help them in speaking subject. From those, the writer tried to find out how the advantages and disadvantages of Overhead Projector to teach speaking ability to the eight grade of junior high school students. Moreover how is the students' progress when using transparencies in Overhead Projector (OHP).

9 Ibid,.h.23

# B. Problem of the Study

Base on the background described above, the write formulates the research question as follow:

- 1. How is the implementation of teaching speaking by using Overhead Projector?
- 2. How far is the advantage and disadvantages of teaching speaking by using Overhead Projector?
- 3. How is the students' response to teaching speaking by using Overhead Projector?

# C. Object of the Study

Base on the problem above, the objectives of the study are:

- To describe the implementation of teaching speaking by Overhead Projector (OHP)
- 2. To know the advantages and disadvantages of teaching speaking by Overhead

  Projector
- 3. To know the students' response after they study English in speaking by Overhead Projector (OHP)

### D. Significant of the Study

The result of this study is to provide better insight on the model of teaching speaking using visual instructional media that can be applied at junior high school students. The writer hopes this research will be useful for:

#### 1. The Lecture

As a new media in English, this media is very interesting to be used in teaching learning process, especially in teaching speaking, and can help the lecture to teach speaking easily.

#### 2. The Students

To make them learning English more interesting than using traditional media and make them confidence to show their speaking ability in front of the class.

### 3. The Writer

To sharpen her knowledge of speaking English as foreign language and give many education about teaching English.

# E. Scope and Limitation of the Study

In the teaching learning process, language skill are divided into listening, speaking, reading, writing, in each of the four language skill, there are linguistic unit, vocabulary according to the teacher technique, and the students are hoped to be able to structure and speaking skill.

The scope of this study is focused on the application of visual instructional media, in this case, the use of transparencies in Overhead Projector (OHP) to teach speaking for Junior High School students to make them easy to show their idea and speak English correctly. Hopefully, if the visual instructional media applied in the classroom, the corporation between the teacher and the students becomes better then before. And it will help the students to improve their speaking ability.

# F. Definition of Key Terms

To avoid miss understanding of this study, there are definitions of key terms in order to give the readers a better understanding:

# 1. Speaking ability

Speaking ability refers to an ability to express oneself in life situations by using systems of pronunciation, stress, intonation, grammatical structure and vocabulary of the foreign language fluently.

# 2. Overhead Projector (OHP)

Overhead projector is a device that projects images onto a wall or screen above and behind the person operating.<sup>10</sup>

#### 3. Visual media

Media that refer to the learned ability to interpret visual messages accurately and to create such message<sup>11</sup>

# 4. Transparencies

Transparencies is a photograph printed on transparent plastic, so that is can be viewed when a light is shone trough it, a slide. 12

<sup>&</sup>lt;sup>10</sup> Oxford advanced learner's dictionary

<sup>&</sup>lt;sup>11</sup> James D russell et al *instructional technology and media for learning*, (Columbus ohio : pearson Merrill prentice, hall 2007), cet. Ke-1, jilid 1,h.52

<sup>12</sup> Oxford advanced learner's dictionary

### **CHAPTER II**

## REVIEW OF RELATED LITERATURE

In this chapter, presents review literature which is used to analyze the data. In gives an overview about the speaking ability, the importance of speaking ability, the advantages of visual instructional media to teach speaking, media selection, and transparencies in Overhead Projector (OHP) as media that is chosen to teach speaking for Junior High School students.

## A. The teaching of speaking

There have been so many ways and theories found to help teachers develop students' capability in using the language. Various kinds of speaking activities, one of them is game that it usually favorable to the students, hopefully, can be applied in English class. The teacher is expected to gain fresh insight into the nature of classroom communication and learn how to create materials that will engage the learners in meaningful face to face interaction. Still in his explanation that if the subject is to enable the learners to use the foreign language as a medium of oneself conscious expression, then the teacher need to include activities which offer practice in negotiation and self expression.

In some of certain countries like Indonesia, English is used as foreign language, because we can only find it in a classroom where the language is being learned at schools. The development of English teaching and learning here, such as

<sup>&</sup>lt;sup>13</sup> David Cross, A Practical Handbook of Language Teaching, (UK: Prentice Hall International Ltd),hal.281

aims and goals of English instruction, methods of teaching, familiarity with the curriculum, etc, have also been surveyed by Hamid. The survey sample represented the three quality categories of the school: improved schools (30%), improving schools (44%), and under–improved schools (26%). The survey suggested that there have been changes in the perception of students, teacher, and parents concerning the role and objectives of English instruction in secondary school. The majority of the students, teacher, and parents stated that English instructional should not be target only the acquisition of reading skill, but should also be aimed at the development of speaking skill.<sup>14</sup>

# B. Speaking Ability

Speaking ability is an important thing in the process of language learning. The teacher should be aware of the student' speaking ability because it influences much to their students' success in language learning. The role of a teacher was very important in the process of teaching learning. The most important of teacher roles is as facilitator of learning. It means that the teacher should facilitate the students' need in learning. Some roles of the teacher in communicative classroom are the teacher as facilitator, as observer, and as participant. In the process of language learning, the teacher can communicate with their students although they can not fluently produce a language. On the other hand, the students can get much information from the teacher.

<sup>&</sup>lt;sup>14</sup> Abdul f hamid, , EFL Program Survey in Indonesia School: Towards EFL Curriculum Implementation for tomorrow.

In situation outside, the language approach speaking means someone's ability to express him self in the daily life the using words. It is also an ability to express a systematized idea in accordance with the context fluently in real life communication. While in the elements of language approach speaking in seen as an ability to use the language the elements such as pronunciation, stress, intonation, grammatical structure and vocabulary of the target language. From those definitions can be concluded that speaking ability is a complex skill that includes pronunciation, stress, intonation, grammar rule, vocabulary, fluency, and comprehension.

Learning foreign language does not have any meaning without learning to speak the language. The students have to learn to speak the target language first then learn to read or write in the following stage in order to able to communicate well. One who masters the foreign language actively has a good qualification.

## C. The Importance of Speaking Ability

English as an international language is very essential for everyone. Over the past twenty years, one of the major reasons that students have been enrolling in language classes is to acquire the ability to communicate with people of a different linguistic background. An individual is said to be able to speak a certain language if he has knowledge of the language elements and ability to perform social interaction with speakers of the same language. Knowledge of the

<sup>&</sup>lt;sup>15</sup> Valetta, *Modern Language Testing*, (England: Harcourt Brace Jovanovich. Inc), cet. Ke-1, jilid 1.h.119

language elements to be possessed by a speaker involves ability to produce certain sounds, stress, and intonation patterns (pronunciation), ability to manipulate the structural patterns of the language (grammar), and ability to select lexical items for certain meaning (vocabulary). Nowadays English has become an important subject in Indonesia's education. Students have to graduate from Junior High School with score 5, 50. Referring to the matter above, oral communication in English is very important because English in one key for someone to compete in the globalization era. Beside, nowadays we always read in the newspaper, magazines, radio, or maybe television that almost all the entire job opportunities needs someone that active in English both written and oral skill.

Whereas one can read and write in private or listen to the radio or watch television alone, a person rarely speaks without an audience of some sort.<sup>17</sup> Agustien gives statement, "The Department of National Education has made it very clear that English education is aimed at providing school graduates with life skill in the sense that they are expected to achieve the competence required obtaining communication skills. Students have had ability both written skill and oral skill to success the teaching learning process".<sup>18</sup> Having a good skill at speaking in language learning is very essential. A person whether he can interact

<sup>16</sup> Susanto, *Media Pendidikan dan Ilmu Pendidikan*, (Surabaya : press IKIP Surabaya), cet ke-1, jilid 1.h.2

<sup>&</sup>lt;sup>17</sup> Valetta, *Modern Language Testing*, (England: Harcourt Brace Jovanovich. Inc), cet. Ke-1, jilid 1,h.119

<sup>&</sup>lt;sup>18</sup> Sudirman, et al *Ilmu Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 1991), cet. Ke-1, jilid 1,h.1

and communicate in his community or not will depend much on his speaking ability.

# D. The Component of Speaking

In language, the purpose of speaking is to express ideas orally to response or to react to others and to initiate communicate act. Speaking involves two activities, they are planning and execution. Before someone speaks, they will first plan what they want to say in mind. And then continuing to execution process in which the plan mode will be expressed into speech production. This activity includes uttering the segment, word, phrases, and sentence.

An individual is said to be able to speak a certain language if he has knowledge of the language elements and ability to perform social interaction by using the language components whit the speaker that uses the same language. In this case the speaker must possess the ability to produce certain sound, stresses and intonation pattern, ability to manipulate structural patterns of the language [grammar] and also ability to select lexical items for certain meanings [vocabulary].

Indonesian students still get difficulties in producing sentences directly because it needs the conversion of thoughts to language. Knowing the difficulties in producing sentences, speaking is considered to be hard task for students. Besides they have to convey meaning, they also have to pay attention to the pronunciation, grammar, vocabulary, accuracy, and fluency.

# E. The Role of Vocabulary

Vocabulary is elements of language. Every one needs to enlarge their vocabulary as much as possible in their language. Related to the expanding vocabularies, we should realize that no one knows all the words of the language in the world. According to Nunan, vocabulary is more than lists of target language words. <sup>19</sup>

Most of students get difficulties in memorizing and using vocabulary in appropriate sentence. Vocabulary plays a very important role in the acquisition of second language, vocabulary is central to language teaching and learning.<sup>20</sup> To make the students easily to remember the new words is by asking the students to talk about themselves and promote the use of these words in communicative situations.

#### F. The Role of Pronunciation

The other importance of the second language components is the ability of pronunciation. Communication and pronunciation is importance in the speaking ability. Communication is more importance, but, it is essential if the language works at the correct pronunciation. One key to success in learning to speak a foreign language is having good pronunciation. It is not all necessary for student

<sup>20</sup> Turk, Effective Speaking, (England: Champan and Hall Inc), cet. Ke-1, jilid 1.h.12

<sup>&</sup>lt;sup>19</sup> David Nunan, Second Language Teaching and Learning, (Boston: International Thomson Publishing Company), cet ke-1, jilid 1,h.101

to sound like native speakers (though some may have that goal).<sup>21</sup> It is important, however, to be important to understand some important information about how the sounds of English are produce. The goal of mastering the sound system is the ability to talk successfully with a native, not to have a native accent.

#### G. The Role of Structure

According to Richards, people now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained.<sup>22</sup> The students should be able to communicate in the real life situation and know the rules of language usages. In the classroom, a teacher usually introduced the concept of grammar trough meaningful of explanation, example and exercises. The grammar lesson will be effective if it presents structures as illustrated in the real life communication.

## H. The Role Accuracy

A proficient speaker is master both fluent and accurate. According to Bailey, accuracy in the context refers to the ability to speak properly that is, selecting the correct words and expressions to convey the intended meaning, as well as, using the grammatical patterns of English.<sup>23</sup> As stated by Hammerly, although the word "fluency" has long been used in everyday speech to mean

<sup>&</sup>lt;sup>21</sup> David Nunan, *Language Teaching Methodology*, (England : Prentice Hall International), cet ke-1, iilid 1,h.65

<sup>&</sup>lt;sup>22</sup> J.C. Ricard, et al, *Methodology in Language Teaching*, (England : Cambridge University Press), cet. Ke-1 h.145

<sup>&</sup>lt;sup>23</sup> David Nunan, Language Teaching Methodology, (England: Prentice Hall International), cet ke-1, jilid 1,h.5

speaking rapidly and well, in our field it has largely come to mean speaking rapidly and smoothly but not necessarily grammatically.<sup>24</sup>

#### I. Media Selection

Modern educational technology has provided a wide variety of media instruction purpose. "One of the essential decisions that must be made in instructional design is what medium to employ as a vehicle for the presentation of the simulation which make up the events of instructional", Gange. <sup>25</sup> Visual instructional media is one way to help teaching learning process and will not give other problems. That is why selecting media is very important to be done by considering some of common features of media that is matches with the lesson. Some factors that should be known about choosing media are:

- 1. The availability of media
- 2. The ability of designer to produce the material that is appropriate with the media
- 3. The flexibility
- 4. Endurance
- 5. The appropriateness media with the material
- 6. The effectiveness of coast.<sup>26</sup>

There is some general principle in choosing and using learning media:

<sup>&</sup>lt;sup>24</sup> Idid h 125

Sudirman, et al *Ilmu Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 1991), cet. Ke-1, jilid 1,h.172 Andrew Wright, *Visual Materials for the Language Teacher*, (England: Longman Group Ltd, 1983), cet. K-1, jilid 1,h.14

- 1. None media, procedure, and experience that are best for studying
- 2. Believe that the using of media is appropriate with the special learning
- 3. Knowing the appropriateness between the content and the special program
- 4. Media should be chosen based on the appropriateness between the using and the way to teach
- 5. Realized that event though the best media. If it doesn't use effectively, it will make a problem or if that media used in the wrong place
- 6. Experiment, willing, ability, every individual and the style of study every individual are different. It will influence the success of using one media.
- 7. We know that the source and the study experiment are something abstract.<sup>27</sup>

# J. The Advantages of Visual Instructional Media to Teach Speaking

Visual instructional media representations as an effective instructional media to teach speaking for Junior High school students. Visual instructional media is defined as the visible and physical means (other than teacher, text books, and supplementary print material). By which instruction picture cards, simulation board, wheel board, etc. this technique is more memorable for student in learning English. As stated by brown, Lewis, and Harcleroad, creative uses of a variety of media will increase the probability that your students will learn more, retain better what they learn, and improve their performance of the skill they are expected to

<sup>&</sup>lt;sup>27</sup> Setyosari, *Pemanfaatan Media*, (Malang: Universitas Negri Malang Press, 2007), cet. Ke-1, jilid 1,h.11

develop.<sup>28</sup> In language learning media is tools that can help student to study easily. It can be bought or made by one person to make the objective of language learning achieved. As stated by Gagne, media is some kinds of component of student's environment that can stimulate them to study. The instruction is defined as set of events designed to initiate, active, and support learning in human learner.<sup>29</sup>

Using media in teaching learning process play very important roles in the classroom. Gagne said that in using the events of instruction for lesson planning, it is apparent that they must be organized in a flexible manner, with primary attention at the lessons' objective. It can be used effectively to develop and motivate the student to produce their English language better than before and to teach language learning skill. Finocchiaro said that instructional media might be used more effectively to develop and sustain motivation to produce positive English speaker, and to teach or reinforce language learning skills. Structures and vocabulary are learnt in order to understand more of the theme and to be better able to express one's opinion about it. Broad functions of visual materials used for speaking activities are:

- 1. To motivate the student to wan to speak
- 2. To create the context within his speech will have meaning

<sup>&</sup>lt;sup>28</sup> Brown, Principle of Language Learning nd Teaching, (England: Lonaman, 1977), cet. Ke-1, jilid

<sup>1,</sup>h. 1
<sup>29</sup> Sudirman, et al *Ilmu Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 1991), cet. Ke-1, jilid 1,h.14
<sup>30</sup> Ibid., h.165

- To provide the student with information to use in speech, including objects, action, events, and relationships.
- 4. To provide the student with non-verbal cues for manipulation work.
- 5. To provide non-verbal prompts to dialogue reproduction or to invention.<sup>31</sup>

In choosing media the teacher should know many kinds of instructional media that can be used in the classroom. There are many kinds of instructional media, but basically media are divided into three kinds, those are audio, visual, and audio visual aids. As stated by Sudirman, variety media is divided into three kinds:

- 1. Audio media is a media that only use sound, like radio, cassette recorder, and phonograph radio. It is not suitable for a deaf people.
- 2. Visual media is a media that only use eyes. There are visual media that show silent picture like strip film, slides, photo, picture, printing. And there are visual media that shows moving picture like silent film, cartoon film.
- Audiovisual media is a media that has sound and pictures. These kinds of media have a better ability because it has the tow kinds of audio media and visual media.<sup>32</sup>

Visual, audio, audio visual aid are giving practice in understanding the spoken language in interesting situations, taking the students outside the range of

<sup>&</sup>lt;sup>31</sup> Susanto, *Media Pendidikan dan Ilmu Pendidikan*, (Surabaya : press IKIP Surabaya), cet ke-1, jilid 1,h.267

<sup>&</sup>lt;sup>32</sup> Sudirman, et al *Ilmu Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 1991), cet. Ke-1, jilid 1,h.206

classroom experience. Experience is the best teacher. In the process of teaching learning, experience can help student to understand happenings inside classroom because experience as outside classroom has balance position with insight classroom.

# K. The Teaching of Speaking Using Transparencies in Overhead Projector (OHP)

As stated by Andrew Wright, Overhead Projection is an equipment projects horizontally placed transparencies on to a screen without any darkening of the room.<sup>33</sup> Overhead transparencies are also popular because they permit a high degree of enjoyable creativity in the preparation and presentation of ideas, both verbal and visual.<sup>34</sup> As stated by harmer, overhead projector (OHP) is extremely useful pieces of equipment since they allow us to prepare visual or demonstration material.<sup>35</sup> They require little technical knowledge, and usually are easy to carry around. It is not surprising they are so widely used. Using this tool we may use a number of methods to disclose ideas is colorful sequence, we may take the advantage of many opportunities to use them to create suspense and surprise and to stimulate student attention. This media have some advantages to

<sup>&</sup>lt;sup>33</sup> Andrew Wright, *Visual Materials for the Language Teacher*, (England : Longman Group Ltd, 1983), cet. K-1, jilid 1,h.67

<sup>&</sup>lt;sup>34</sup> Brown, *Principle of Language Learning nd Teaching*, (England: Lonaman, 1977), cet. Ke-1, jilid 1,h. 127

<sup>35</sup> Harmer, The Practice of English Language Teaching, (England: Longman, 2003) cek. Ke-3, jilid 3,h.136

help the student presenting their media easily. Some advantages of overhead projection are:

- 1. It is practice, because it is using for all size of classroom or room.
- 2. It gives probability for the teacher and student to face to face and gets the students' response.
- 3. It gives a chance for the students to take notes the material.
- 4. It is interesting and can't make the students feel bored with lesson.
- 5. It is probably to serve the material interesting with many colors on it.
- 6. It can be used for a long time.
- 7. It can be arranged based on the organized or sequent of the study.
- 8. It can stop in every sequent of study because the pacing controls communicator.
- 9. It need's helped by other people.

A further advantage of transparencies in overhead projector is that transparencies can be prepared ahead of time, presented exactly when appropriate, and quickly removed when they have served their purpose.<sup>36</sup> As stated by harmer, one of the major advantages of the overhead projector is that we don't have to show everything on the OHT all at once. By covering some of the transparency

<sup>&</sup>lt;sup>36</sup> Brown, *Principle of Language Learning nd Teaching*, (England: Longman, 1977), cet. Ke-1, jilid 1,h. 128

with a piece of card or paper, we can blank out what we don't want the student to see.37

Brown also said, when student use the overhead projector for their own presentations and reports, they engage in a highly motivating activity and also master a very important communication skill.<sup>38</sup> That is way overhead projector can stimulate the students to learn more interesting than before. In the process of designing visuals, students learn to organize their ideas for effective communication and makes display that present their ideas with force and clarity. It can make the teacher easy to teach in the classroom, because the attention of the students is in the overhead projector. Just about anything can go on Overhead Transparencies (OHT): we can show whole text or grammar exercise, pictures or diagrams, or students' writing. Because transparencies can be put through a photocopier or get printer from any computer, they can be of very high quality. Especially where teachers are unimpressed by their own handwriting, the overhead transparencies offer the possibility of attractive well printed script.<sup>39</sup> They have no chance to ignore the teaching learning process. It is interesting for the student to remain the material easily.

<sup>&</sup>lt;sup>37</sup> Harmer, The Practice of English Language Teaching, (England: Longman, 2003) cek. Ke-3, jilid 3,h.1185
<sup>38</sup> Ibid, hal. 128
<sup>39</sup> Ibid. h.136

# **CONCEP MAP**

# Learning Strategy Metacognitive strategy Practicing Teaching Speaking Receiving and Cognitive Sending Messages Strategy Guided Practice Communicative Free analyzing and reasoning Practice conversation Creating Structure for Input and Output Socioaffective Strategy Speaking Using Media Audio Visual Audio visual

Teaching Speaking by Using Overhead Projector (OHP)

#### **CHAPTER III**

#### RESEARCH METHODOLOGY

# A. The Research Design

In the teaching learning, there are many activities that can help and motivate the students to develop their speaking ability. Here, the teacher as a guide and facilitator must be able to find and create activities for the students. In the previous chapter it has been mentioned that this study tried to develop students speaking ability by using transparencies in Overhead Projector (OHP). And the writer as observed the teaching was learning process in the class.

This study is designed the basic principles of descriptive qualitative research. According to Sudarwan said that descriptive is very important to use qualitative approach. It means that is has been held four times in order to found how is the implementation of using the transparencies in Overhead Projector (OHP) in teaching speaking for Junior High School student. The researcher observed the application of this media in the classroom. Firstly, the researcher observed what kind of media that are used by the teacher and how the teacher used this media to teaching English in the classroom with interview guidelines. After that, the researcher observed the teaching learning process to know the implementation of transparencies in Overhead Projector in teaching speaking towards the ability of vocabulary, structure, pronunciation, and accuracy for

<sup>40</sup> Sudarwan Danim, Menjadi Peneliti Kualitatif, (Bandung: Pustaka Setia, 2002) cet. Ke-1, jilid 1,h.61

students. The researcher just observes the application of transparencies in Overhead Projector (OHP) for Junior High School students. The writer was being an observer. For the next step, the researcher gives questioner to the students, it to know the students' respond after they get material speaking by using Overhead Projector.

# B. The Subject of Study

The subjects of the study are the student of the eighth grade of Junior High School. This school is using Overhead Projector (OHP) as instructional media in the classroom. The researcher have chooses students of the second grade of Junior High School because they have enough basic knowledge from the first class. Moreover with the use of the transparencies in Overhead Projector (OHP) for Junior High School student, hopefully it will help the students to show their idea in correct way.

## C. The Setting of Study

The setting of the study is MTS Hasanuddin Tebel Gedangan Sidoarjo. It's located on Jalan Raya Tebel No.05 Kecamatan Gedangan Kabupaten Sidoarjo. The researcher have chooses this place because the school is new, the situation of this school is comfortable and cool, because near from river, those make the learning activities fresh. The facilities of this school are complete; there are library, laboratories, canteen, mosque, etc. The English teacher in this school are 3, they often used media to help the student in teaching English. Hopefully, this media can help the students in studying speaking English.

#### D. The Sources of the Data

The data of qualitative descriptive study is collected from observation checklist and field notes, the result of interview guidelines, and questioner. You can see at the data collecting techniques.

# E. The Data Collection Techniques

In collecting data, the researcher used observation field notes. The researcher used it to guide her observed the application at this media at Junior High School students. Here, she directly observed the students' activity in the classroom while they were speak up in front of the class after the teacher used transparencies in Overhead Projector (OHP) to explain the material. She identified the application of transparencies in Overhead Projector (OHP), whether it is success or not.

In descriptive qualitative research, the researcher acted only as a non-participant observer. James H. McMillant said that in qualitative studies the investigator will act as an observer in the setting that is being studied.<sup>41</sup>

The researcher gathered the data directly during the observation. Creswell said that the process of observing is outlined in the following steps:

- Selecting a side to be observed that can help you best understanding the central phenomenon
- 2. Getting a general sense of the site; and taking limited notes, at least initially.

<sup>&</sup>lt;sup>41</sup> James H Millant, Education Research, (US America: Harper Collins Publisers, 199) cet. Ke-1, jilid 1,h.214

- 3. Identifying who or what to observe, when to observe, and how long to observe, at the site.
- 4. Determining, initially, your role is in observer.
- Conducting multiple observations over time to obtain the best understanding of the side and the individuals.
- 6. Designing some means for recording notes during an observation.
- 7. Considering what information you will record during an observation.
- 8. Recording descriptive and reflective field notes.
- 9. Making your self know, but remain unobtrusive.
- 10. Slowly with drawing from the side.<sup>42</sup>

In this research, the researcher did some following steps to collect the data:

- 1. The first step, the writer interviews the teacher. The purpose of this interview was to find out: what media that is used by the teacher to teaching speaking for the students, how he can operate the media, and what technique that he uses to applied the media in speaking class.
- 2. The second step, the writer observed the teaching learning process with observation checklist and field notes. The writer did the observation four times. It was to found out the techniques use by the teacher in implementation Overhead Projector (OHP) in teaching speaking for Junior High School students.

<sup>&</sup>lt;sup>42</sup> Ibid., h.223

3. The third step is the writer gives questioner to the students. She do it, Because she wants to know the students' respond after they gets material speaking by using Overhead Projector (OHP)

### F. The Instrument of the Study

The instruments that are used by the researcher to get the data are:

### 1. Interview guideline

Interview guideline have been used to know what media that is use by the teacher to teaching speaking for the students, how he can operate the media, and what technique that he uses to applied the media in speaking class. From interview guidelines we can conclude that if we ask firs to the teacher, we can easy to observe the student in the classroom.

### 2. Observation checklist and field notes

This instrument was used to find out how the teacher uses transparencies in Overhead Projector (OHP) to teaching speaking in the classroom. Moreover, this instrument was used to find out how was the students' progress towards the implementation of this visual instructional media to teaching speaking at Junior High School. The researcher makes the observation checklist in the form 'yes' and 'no' answers. It is to gives exact answers about the problem or class activity that researcher tries to investigate. And then the observation checklist will be supported by field notes. A Field note was used to take the data during the teaching learning process. Creswell gives statement

that field note are text (word) recorded by the researcher during an observation in qualitative study.

### 3. Questioner

This instrument was used to know the students' respond after they get material speaking by using Overhead Projector (OHP), and to know the advantage and disadvantage this media in teaching speaking. Questioner will be given after the students do teaching learning process.

### G. The Data Analysis Technique

The researcher analyzed the data obtained from four meetings by using descriptive manner. She described the data to give information on the implementation of transparencies in Overhead Projector (OHP) to help them improve their speaking ability in term of vocabulary, structure, pronunciation, and accuracy. The researcher divides the data into two categories. First, the data will be taken from interview guideline. Second, the data taken from result observation checklist and field notes, that is to describe the teaching-learning process during the observation. Third, the data will be taken from the result of the questioner, and then it was analyzed by percentage technique. That was:

### The Sum of the Students' Responses of One Question X 100%

### The Number of Students

The indicators measured in the questionnaire would be provided as follow

as:

- 1. The students' opinion about speaking in English, (1-2)
- 2. The students' opinion on the use of Overhead Projector, (3-9)
- 3. The students' opinion about the topic, (10-13)
- 4. The teacher' role in application of Overhead Projector, (14-17)
- 5. General evaluation, (18-20)

### **CHAPTER IV**

### RESULTS DAN DISCUSSION

This chapter contains the description of the data obtained. To answer the statement of the problems, the implementation of using overhead projector (OHP), the advantages and disadvantages of using overhead projector and the students' response in using this media to teach speaking in the classroom. The writer described the data from the reservations check-list and filed notes, interview guidelines and questioner.

The data consist of interview guidelines and observation check-list, field notes, and questioner. From interview to the teacher, the writer asked about what media that was used by the teacher to teach English in the classroom, how the teacher got that media, and how he operates that media. With observation check-list and field notes, the writer described the speaking subject, and to know the advantages and disadvantages of using overhead projector (OHP). Then, with questioner, the writer wants to know the students' response of using overhead projector in teacher should pay attention to the students who were active in the process of the students who were active in the process of teaching learning especially in the speaking class. The data here was according to the application of using the transparencies in overhead projector (OHP) to teaching speaking for junior high school students. The data collected from the result of the writers' observation.

At first the teacher divided the class, which consisted of 28 students into four groups. One meeting lasted for 90 minutes. The time allocated for preparation and conclusion were decided in sequence.

The researcher has been asking to the teacher about what media that is used in teaching speaking class, how can he gets the material, how can he operate the media, and what technique that is used in the classroom. The teacher said that he using transparencies and overhead projector (OHP) in the classroom, and asked his students to presents the material in from of the class. The teacher said that he would give four topics to the students. He got it from book, newspaper, internet and television. He came into the class. He greeted his students did they were ready to presents the material that has been given the teacher in the previous meeting.

The students prepared the media in the classroom it took about 10 minutes to prepare transparencies and overhead projector (OHP). It turned out the students were usual in using transparencies and overhead projector (OHP). The teacher gave 30 minutes for presentation, 30 minutes for discussion, and 10 minutes for error correction, and 10 minutes for make summary.

### A. The Implementation of Using Overhead Projector as Visual Media in Teaching Speaking

The use of overhead projector (OHP) as visual media in teaching speaking was based on the activity in the classroom when the researcher observed each meeting of teaching learning process in speaking activity.

### 1. The first meeting

The researcher conducted the first observation in the first class on December, 22 2009. Before starting teaching, the teacher began the class greeting, said salaam to the whole class. Then the teacher asked all of the students to praying for opening the lesson. And then the lesson was started.

The teacher informed what the class would learn about. Then he stimulated students by game. The teacher gives guessing game. After that, the teacher gives the illustration of the topic. The first topic is about "Health". Then the teacher gives information about the using of Overhead Projector (OHP).

The first group come forward and prepares the transparencies and overhead projector (OHP). They looked ready. The first group contain of 8 persons. The teacher allocated 10 minutes for the preparation of the transparencies and overhead projector (OHP), 20 minutes for presentation, 15

minutes for asking question, 20 minutes for answer the question and discussed it, 15 minutes for errors correction, and 10 minutes for make summary.

The researcher has prepared the observation check-list and file note.

Then, the first group came forward.

- S1 : Ok class, we are from the first group. We will explain about the material. To our friend Willy, a time is yours.
- S2 : (Willy explained about the material, and the next material will be continued by the next presenter).
- S3 : After heard our explanation, the next is discussion. We will open 3 questions.

The teacher monitored about the process of discussion. There are two questions, from third and second group. The audiences are still shy to ask. So, there are two questions from the audiences.

After the presenter answers the question, moderator removed the question again, and there is one question from the fourth group. The other students pay attention the presenters' explanation, and there are some of students that gave opinion about the topic.

Some of the students make some errors in the term pronunciation. There are some students say:

"Prevent" was pronounced "Priven" it should be pronounced [pri'vent]

"Cancer" was pronounced "Kanser" it should be pronounced [kænsər]

"Disease" was pronounced "Disis" it should be pronounced [di'ziez]

At the end of the study, the teacher were corrected the students' errors. Then he asked the students to following the true pronunciation. After that, he gave little explanation about the topic. Then, he asked the students to make summary about the material, and asked some of them to read it in front of the class.

### 2. The second meeting

The second observation was held on December, 24 2009. This group were not ready to presentation their material, because they have not prepared their material yet. The teacher came in the classroom. The second group contain of 8 persons.

The topic for the second group is "The effect of the increasing of oil fuel price in Indonesia". In every class of this school is facilitated whit some media one of them is overhead projector (OHP), so before starting to teach the material for speaking subject to the students, the teacher prepared the overhead projector (OHP). And the students prepared the material that will be presented. All students of the first group forward.

At the second presentation, it does not run smoothly. It happened, because the students of the second group were nervous and not ready. It took them a lot of time to construct their ideas and to choose. The appropriate words beside some of them were shy to express their own idea. They were difficult to found an appropriate vocabulary to show their idea. They often make a mistake in choosing the appropriate word. Sometimes the teacher helped them to found or correct the appropriate word. So, at this teacher's interferences were necessary.

There was also a problem with the students' voice the spokesman or the presenter could not speak loudly, so the class could not hear his/her voice. Consequently the speaker had to repeat his/her word for the class to catch what he/she meant. Fortunately, the audience can understand him/her from the guide lines in the projector. And the presenter easy to explained his/her ideas from the guidelines, they have mode in the projector.

In the 2<sup>nd</sup> meeting, the researcher has prepared the observation check list and field note than contain the teaching learning process in the classroom. After that, the researcher will check the students' grammatical errors, mispronunciation of their speaking ability and the effectiveness of using transparencies in overhead projector (OHP). In teaching speaking the common grammatical errors mode were about regularization and alternating from. The errors were corrected by the teacher at the end the study.

Same of the students made some errors in terms of vocabulary. However these errors did not influence their understanding or even preventing the topic. After the presenter finished their presentation, the audience gave opportunities to ask some question, to the presenter about something they did not understand yet to the presenter's explanation. Three students rise hand if they

wanted to asked questions and then presenter can answer the questions from the audience well.

After discussion finished, the teacher corrected the errors that the students made. Then the teacher asked the students to make summary about the material today, and asked some of students to read it in front of the class. At the last meeting, the teacher gave critic to this group, and asked next group to prepare their group, and their material.

The vocabulary errors in this meeting are:

- a. "Oil premium" the correct form was "oil fuel"
- b. "Demo" the correct form was "demonstration"
- c. "Social" the correct form was "society"

The grammatical error in this meeting is:

We are don't agree about..... the correct form was "we don't agree with...."

### 3. The third meeting

The third observation was held on December, 29 2009. The next group were ready to presentation their material. The teacher came in the classroom. Then, he has prepared the Overhead Projector (OHP) in front of the class. When the teacher greeted them, some of them make a noise with talking to the other. The teacher tried to make them give pay attention. After 10 minutes, the class atmosphere becomes good.

The third group came forward and prepares the transparencies and overhead projector (OHP). They looked ready today. This third group contains of 8 persons. The teacher allocated 10 minutes for the preparation of the transparencies and overhead projector (OHP), 20 minutes for presentation, 15 minutes for asking questions, 20 minutes for answer the questions and discussed it, and 15 minutes for errors correction.

The topic today is "how to ask and give opinion, and expression to give service and push the service". The third group started to explain the material in front of the class. Then the teacher monitored the process discussion and the researcher started her observation.

The presentation was work better than the second group in the previous meeting. They give explanation well. When the presenter finished his explanation, some students asked about the materials that have been presented by the third group. The discussion work well. With the method (explain the material by using overhead projectore), the students can explore their ideas clearly. They can improve their speaking ability and have courage to speak up in front of the class. The transparencies in overhead projector (OHP) helped then to make them easy to explain if to the audience. When there are some students do not understand what the presenter explained, they can look at the point that presents in the transparencies. Then they can give a suggestion to the presenter.

At the last meeting, the teacher gave opinion and corrected the student's error. Then, asked the students to follow the true pronunciation. After that, he asked his students to make dialog with their friend, and asked some of them to read in front of the class.

The error pronunciation is:

"Sorry. Don't bother" was pronounced "brother" it has be "bather"

The error grammatical is:

"The next presentation will be explain by Arifin"

The correct grammatical is:

"The next presentation will be explained by Arifin"

Because it is the passive form. The right pattern is:

S + Aux Verb + be + v 3

### 4. The Last Meeting

The last observation was help on December, 31 2009. The class was started as usual. The teacher came in class at. The teacher started lesson by asking student about the activity in their holiday. They spent their holiday for fishing, staying at home, watching television doing their home work, and there is one student that spent their holiday for helping his parent to worked in rice field but he can manage his time to study and help his parent.

The fourth group contains of 7 persons. They looked ready to presentation their material today. The fourth group came forward and prepares the transparencies and overhead projector (OHP). Same for the last meeting, the teacher allocated 10 minutes for the preparation of the transparencies and overhead projector (OHP), 20 minutes for presentation, 15 minutes for asking question, 20 minutes for answer the question and discussed it, and 15 minutes for errors correction.

The topic today is about "expression of invitation and give congratulate" Before the presenter start the material, the group gives game to the audience. One of the member of group stand up in front of the audience and asked them to mention about verb, if there are some of them think to long, so she/he must makes sentence, and explain about the grammar. In this part, times that must be used in preparing, add 10 minutes. I know that they give it, to stimulate the audience.

After they give game to the audience, they continued the material, and explain it. In this meeting, the student enjoyed the discussion process. All them pay attention the presenters' explanation. After the presenter explain the material. The moderator invited the audience to ask about the material. That has been informed. In this meeting, there are 5 students that rice hand to ask and give opinion about the material.

This meeting runs fluently. Time that has been prepared by the teacher is less. So, the teacher added 10 minutes to this group. At the end of discussion, the teacher gave open and input to the students about the presentation and the discussion. The told some grammatical error is:

"I am from the first group, I Will be ask about ......"

The correct grammatical is:

I would like to ask about ......"

And the pronunciation error is:

"Invitation "was pronounced (Infitasen) it has be (Invo'toisyan).

"Come "was pronounced "(kom) it had be  $(k\Lambda m)$ 

From the observation check list and field notes, we can see that the pronunciation and grammatical of the students was rising. After the teacher corrects the pronunciation and grammatical errors, he asked to the students make dialog about invitation expression. Then, he asked some of them to read in front of the class.

## B. The Advantages and Disadvantages of Using Overhead Projector (OHP) as Visual Media in Teaching Speaking.

In every meeting, the teacher hopes the student can improve their ability in speaking. Overhead projector used by the teacher to teach speaking in the classroom to help them in arranged their idea in that media. They can easy to look at the transparency if they were forgetting of what they wanted to speak.

In the implementation of overhead projector, I did not find the advantages of using this media. But there are disadvantages of using this media. The advantage and disadvantages of using overhead projector are:

- 1. The Advantages of Using Overhead Projector (OHP) as Visual Media in Teaching Speaking.
  - a. The students interested the English lesson, especially in speaking.

I found at least 80% of students were pronouncing the word well in teaching learning process. And there are 67% students that interested English lesson, especially speaking. Then, there are 67% of student thought that overhead projector (OHP) was interesting. So, overhead projector can be talked success to make students interested.

b. The students motivated to speak actively in teaching English especially in speaking.

In every meeting, there are many students that active in teaching and learning process. They always give opinion about the material, and also gave questions to the presenter. There are 80, 6% of students gave statement; overhead projector motivated them to speak actively.

c. The students can arrange their idea before speak, to reduce mistakes.

Although there are some mistakes that have been made by students, the transparencies overhead projector can help them to arrange their idea. We can show the important points in transparencies overhead projector. As stated by harmer, one of the major advantages of the overhead projector is

that we don't have to show everything on the OHT all at once.<sup>43</sup> By covering some of transparency with a piece of card paper, we can blank out what we don't want the students to see. Overhead projector also helped the students in writing. By transparencies overhead projector we can know the students' writing.

d. Overhead projector can help the students to speak easily in front of the class.

By this media (OHP), the students are free to show their ability in speaking. They can use their own style to explain the material. Overhead projector also helped the students to confident, and they were not shy to speak in front of the class.

e. The students' learning processes are not bored, because of overhead projector.

Overhead projector can help the students to speak actively. Actually the technique that has been used by the teacher in speaking class is debate. But, there are some students felt that debate made them bore, and afraid to show their idea. The situation in debate class is terrifying. So the teacher tried overhead projector in teaching speaking, and the result is good.

<sup>&</sup>lt;sup>43</sup> Harmer, *The Practice of English Language Teaching*, (England : Longman, 2003) cek. Ke-3, jilid 3,h.1185

Because, there are many students motivated to speak actively in teaching speaking.

f. Overhead projector made the teacher easy to tech speaking.

The teacher as the instructor, he must be able to make the students understand about the material. The English teacher at MTs Hasanuddin has chosen overhead projector to teach speaking. Overhead projector made the teacher easy to teach speaking, because he only monitor the students, and correct the students' mistakes.

- 2. The disadvantages of using overhead projector as visual media in teaching speaking.
  - a. Overhead projector do not flexible, because need many time.

As we know in every meeting, the teacher always added the time, the time is finished to prepare overhead projector (OHP). So, if we want to use overhead projector, we must manage the time well.

b. Some of students did not pay attention to presenter (volunteer).

In my observation, I always found the students did not pay attention to the volunteer. They always focused on their notes. When I asked them, why they do it? They said that, why I must pay attention on overhead projector, I must prepare my notes, because it is more important than I must pay attention the presenter. So, the teacher has to monitor all students.

- c. Overhead projector can make the students always focus on transparencies of overhead projector.
  - It was proven in second meeting. The second group less of prepare the material, so they focused their explanation on transparencies of overhead projector. They did not pay attention the material that will be spoken.
- d. There are some students that felt bore, because the teacher always using Overhead Projector in teaching speaking.

When the researcher asked the students, there some students that felt bore with using Overhead Projector in teaching speaking. There are 67, 7% students that interested in Overhead Projector. And there are 6, 1% students dislike that overhead projector have been used in teaching speaking.

# C. The Students' Response of Using Overhead Projector (OHP) in Teaching Speaking.

During the observation the researcher found that Overhead Projector (OHP) had many increasing to the students and important role for the students in learning English, especially in speaking skill. That was different from the students were used debate.

The researcher knew from the teacher that his students at second class of MTs Hasanuddin were difficult to speak in English. They had some basic problems in speaking like they are difficult to start their speaking, shy to show

their speaking ability in English, and they are afraid to make mistake when they are speak. Mean while. There are two students were had in their speaking. Because, they want speak English well. So they are confident to speak, although make many mistakes. From the teacher experience in teaching English, than he fried to teaching speaking by using Overhead Projector.

During the teacher has taught speaking in English. He found some increasing in students speaks. Like, they are not difficult to start their speaking when explain in front of the class. They are not afraid to show their speaking ability. Although there are some students still make mistakes.

During four meeting, the students felt enjoy when teaching learning process. The teacher did not limit his students to expression their speaking ability. At the last meeting, I tried to asking some of them. How are their responses about using Overhead Projector in teaching speaking? Some of them said that it's a good way to teaching speaking in English.

R : Hello......what is your name?

S: I am Maya

R : What do you know about Overhead Projector (OHP)?

S: em .....m. Overhead Projector (OHP) is media to teaching speaking?

R: Ok. Then, what's your opinion about using overhead Projector (OHP) in teaching Speaking?

S : em....m....I think it's very good.

: Why? R

S : because, Overhead Projector (OHP) help me to common speak English. But the teacher must prepare many time. Because, we always add 5 or 10 time when use this media.

: Ok. Thank you. R

S : You're welcome.

R

S

From our dialog, I found that some of students interested in this media (OHP). And, how are about this students?

: Hello..... What is your name?

: My name is Alfiansyah.

R : Ok. What do you know about Overhead Projector (OHP).

S : em....m.... (He thinks so long). Overhead Projector (OHP) like white board.

R : Ok. Never mind. Then what's your opinion about using overhead Projector (OHP) On teaching speaking?

S : Em.... I think..... I dislike

R : Why?

S : I am bored with this media

: Why are you bored? R

S : Because the teacher always using media in teaching speaking.

R : Ok. Thank you. Actually, not all of students agree that overhead Projector is always used in teaching speaking. The teacher must be able to variety in teaching English, especially in teaching speaking. Its can be made input to us, that do not monotonous in teaching. There are many model of teaching that make your students interested and enjoy in our lesson.

### The Data from Questionnaire

The Researcher also gave questionnaire to students, after observation was done. Questionnaire was used to find out the students response forward the implementation of using Overhead Projector (OHP) in teaching speaking. Here, each student was given some question with some possible answers. They are asked to choose an appropriate answer from the options provided based on their own opinion. The indicators measured in the questionnaire were as fallows

1. The students' opinion about speaking in English.

From the students' response, 64, 5 % of the students stated that they were very interested in learning English. And 35, 5 % of the students that interested in learning English. Then here are 67,7 % of the students stated that they were very interested in learning English especially speaking, and 67,7 of them stated that they liked it.

2. The students' opinion about technique of using Overhead Projector (OHP) in teaching speaking.

From 31 students, 67, 7 % of them thought that overhead Projector was interesting even though 29, 1 % liked. And 9, 7 % of students state that it was rather difficult to be implemented in speaking. However, 74, 2 % agree and supported, if Overhead Projector was used as one of the technique in speaking class.

Moreover 83, 9 % stated that overhead Projector was able to help them to create their own idea, and most of them felt that they were more motivated to speak actively.

In addition, 67, 7 % of students thought that they needed to know clearly the rules of using Overhead Projector (OHP), even though they had ever practice before.

### 3. The Students Opinion About the Topics

From the students opinion about the topics which were used in the Overhead Projector technique, 83,9 % state that the topics were interesting and only 16,12 % stated that the topics were less interesting. However, most of them thought that these topics helped them to participate in speaking class actively.

Moreover, 87, 1 % of students though that the topics was able to help them more actively in teaching speaking. And, 64, 5 % stated that their friends were enthusiasm in predicating the speaking activity and 3,3 % were not.

### 4. The teachers' Role in the Application of Overhead Projector (OHP).

Based on the students responses to the teachers' role in using overhead projector, 90, 3 % of the students stated that the teacher had and important role in this activity. In line with this 64,5 % to the students agreed that the teacher rarely gave rewards to the students participation, though they still made some mistakes. And most of them

83,9 % also stated that the teacher often corrected their errors, and when overhead projector was implemented 80,6 % stated that the teacher almost not dominated the activity.

### 5. The general evaluation

From the general evaluation the majorities of the students 77,4 % stated that they had got an improvement in their speaking and were also more motivated to communicate actively in English though 6,5 % stated that they had got little improvement in their speaking in addition 74,2 % agreed overhead projector was worth applying in junior high school.

### Discussion

Speaking ability is an important thing in process of language learning. By mastering speaking, we will able to communicate with other people. In learning language, especially English, there are four skills that must be mustered by the learner for having a good skill to communicate in English, such as, listening, writing, reading, and speaking. And now, teaching speaking in English subject gets more attention from teacher and student. The Department of National Education state that student should have both written skill and oral skill to get the success in learning English.<sup>44</sup> Some of teachers used many methods to teach English. They hope their

<sup>&</sup>lt;sup>44</sup> Sudirman, et al *Ilmu Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 1991), cet. Ke-1, jilid 1,h.1

student to master four skills (reading, writing, listening, and speaking). One of method to teach speaking is using media.

Using media in teaching learning process was very important roles in the classroom. Gagne gives statement, that in using the event of instruction for lesson planning, it is apparent that they must be organized in flexible manner, with primary attention at the lessons' objective. 45 But, before we are using media, we must select the media. Some factors that should be known about choosing media are:

- 1. The availability of media
- 2. The ability of designer to produce the material that is appropriate with the media
- 3. The flexibility
- 4. Endurance
- 5. The appropriateness media with the material
- 6. The effectiveness of coast.46

As stated by Sudirman, variety media is divided into three kinds:

1. Audio media is a media that only use sound, like radio, cassette recorder, and phonograph radio. It is not suitable for a deaf people.

 <sup>45</sup> Ibid, hal.14
 46 Andrew Wright, Visual Materials for the Language Teacher, (England: Longman Group Ltd, 1983), cet. K-1, jilid 1,h.14

- 2. Visual media is a media that only use eyes. There are visual media that show silent picture like strip film, slides, photo, picture, printing. And there are visual media that shows moving picture like silent film, cartoon film.
- Audiovisual media is a media that has sound and pictures. These kinds of media have a better ability because it has the tow kinds of audio media and visual media.<sup>47</sup>

Mts Hasanuddin is one of many schools that used media in teaching English. The media that was used is Overhead Projector (OHP). The teacher used Overhead Projector as visual media in teaching speaking.

Based on the result of the observation, the writer can sum up that the technique was implemented successfully in the speaking class since almost all of the students had showed their great interest to involve actively in the class. Besides from the first meeting to the last meeting, the students showed their ability in speaking, even though they still often made grammatical mistakes, mispronounced some word found in their explained.

However, teaching speaking technique by using overhead projector had made the students who were afraid of speaking become confidence and brave to speak. It is prove that this technique is able to encourage the students to participate in classroom activities. This is also supported by the students' responses, that most of the students

<sup>&</sup>lt;sup>47</sup> Sudirman, et al *Ilmu Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 1991), cet. Ke-1, jilid 1,h.206

stated that using overhead projector in teaching speaking was an interesting technique and they were motivated to speak English. Moreover, they also agreed if overhead projector was used in teaching speaking.

A further advantage of transparencies in overhead projector is that transparencies can be prepared ahead of time, presented exactly when appropriate, and quickly removed when they have served their purpose.<sup>48</sup>

Brown also said, when student use the overhead projector for their own presentations and reports, they engage in a highly motivating activity and also master a very important communication skill.<sup>49</sup>

The English teacher agreed that overhead projector make the students motivated to speak English actively. But in fact, there are some of students disagree that overhead projector motivated them actively in teaching speaking. Actually, this media is very interesting to be use. But, the teacher always used overhead projector continually, so, it makes them do not interested. They want to new media and methods are used in teaching English, especially in teaching speaking. In other fact, there some students who liked this media asked that this Overhead Projector was taught in teaching speaking. There are 74,2% of students that agreed and supported, if Overhead Projector was used as one of media in teaching speaking technique. But we

<sup>&</sup>lt;sup>48</sup> Harmer, *The Practice of English Language Teaching*, (England: Longman, 2003) cek. Ke-3, jilid 3,h.1185

<sup>&</sup>lt;sup>49</sup> Ibid, hal.128

must remember, in every meeting the teacher did not manage time well. I ever spoke with English teacher in this school that this media is not flexible to be used in teaching speaking. If we were remember chapter II at media selection. One of some factors that should be known about choosing the media is the flexibility. I thing this media do not flexible, because this media needed many time, and the teacher do not manage the time well.

In globalization era, there are many new medias that will be used in teaching learning process. From those, I suggest some ideas:

- 1. If we want to use Overhead Projector's visual media in teaching speaking, we must be able to variety with other media. Because, not all students interested in overhead projector. Because there are 29, 1% students that did not interested in this media. And there are 6, 1% students dislike that overhead projector have been used in teaching speaking.
- Change overhead projector to the new media that effective and make your students interesting. Because, there are many media that will make our students interested in our lesson, and help them master in many skill

### CHAPTER V

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter, the writer tries to make conclusion of their study. She also gives some suggestions to Junior High School' teachers who want to apply the suggested media for developing the students' speaking ability. This chapter presented a conclusion toward overall aspects of the application of Transparencies in Overhead Projector (OHP), the advantages and disadvantages of using Overhead Projector (OHP), and the students' response about this media, and suggestion to be used by the teacher and other researcher.

### A. Conclusions

Using Overhead Projector (OHP) is good way to motivate and avoid boredom of Junior High School students. In the implementation of Overhead Projector (OHP) as teaching media to develop the students' speaking ability, the teacher can ask them to apply oral language competence to speak up in front of the class. To answer the statement above, the writer concludes that:

- 1. The implementation of using Overhead Projector (OHP)
  - a. First, the teacher gave the material for the students in previous meeting.
  - b. The teacher prepared the Overhead Projector (OHP) and gave the rule of presentation to the students.

- c. The students prepared the material in transparencies from home to be presented.
- d. The students presented the material in front of the class.
- e. When the students finished presentation the material, the next season is discuss. The students asked some question to the presenter about the material that has been presented.
- f. The teacher corrected the students' errors in the term of vocabulary, structure, and pronunciation, which was written in their notes. And add little opinion about the material.
- g. The teacher asked the students to make summary about the topic today.
- h. The students read their summary in front of the class.
- i. The teacher gave information about next topic, and then asked the students to prepare their material in their house.
- 2. The advantages and disadvantages of using Overhead Projector (OHP)

  The advantages of using Overhead Projector (OHP)
  - a. The students interested the English lesson, especially in speaking.
  - b. The students motivated to speak actively in teaching English especially in speaking.
  - c. The students can arrange their ideas before speak to reduce mistakes
  - d. Overhead projector can help the students to speak easily in front of the class.

- e. The student' learning processes are not bored, because of overhead projector.
- f. Overhead projector made the teacher easy to teach speaking.The disadvantages of using this media:
- a. Overhead projector do not flexible, because need many time.
- b. Some of students did not pay attention to presenter (volunteer).
- c. Overhead projector can make the students always focus on transparencies of Overhead Projector (OHP).
- d. There are some students that felt bore, because the teacher always using Overhead Projector in teaching speaking.
- 3. The students' response of using Overhead Projector (OHP)
  - a. The students interested with overhead projector.
  - b. The students hope overhead projector can be continued.
  - c. The students felt that overhead projector improved their speaking ability.
  - d. The students hope with their teacher that he must make variation in their study, because there are some students did not interest with overhead projector, although their number is little.
  - e. There are some students that felt bore, because the teacher always using Overhead Projector in teaching speaking.

### **B.** Suggestions

Based on the result of the study, the writer would like to give some suggestions related to this study. The writer tries to give suggestion to the English teacher and suggestion to other researcher.

Knowing the phenomenon that the new curriculum needs a creative teacher, English teacher should develop themselves to be more creative in the teaching learning process. He should be able to create atmosphere that can make the students feel comfortable, enjoyable, and interested to learn. If he has made it up, it will raise the students' participation in talking part in the process of teaching-learning. Besides, the teacher has to know that the use of Overhead Projector (OHP) can be used as teaching media since it is useful for their speaking development. Furthermore, transparencies can attract the students' interest and rise as well as avoid their difficulty and boredom in learning English.

The writer hopes that there will be other researchers who conduct this study as an experiment one to prove whether the transparencies in Overhead Projector (OHP) can be used to develop the students mastery of English or not. In this study, the researcher discussed it in descriptive analysis. The writer also suggests that transparencies in Overhead Projector (OHP) can be used to develop other activities of speaking skill. Besides, they can also be used to develop other skill such as writing. But, we must able to manage time well.

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