THE EFFECT OF THE TEACHER'S ORAL MODELLING TO THE STUDENT'S SPEAKING ABILITY AT THE SECOND YEAR LANGUAGE PROGRESS PROGRAM OF MTS. KANJENG SEPUH SIDAYU

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan Islam (S.Pd.I) in teaching English

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APPROVAL SHEET

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Menyatakan bahwa karya ilmiyah ini adalah benar-benar merupakan hasil karya saya sendiri, dan bukan merupakan pengambil-alihan tulisan atas pemikiran orang lain, kecuali pada bagian tertentu yang digunakan sebagai acuan dengan mengikuti tata cara dan sistematika penulisan yang lazim.

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ABSTRACT

Nurma Fitria F. 2011, *The Effect of the Teacher's Oral Modeling to the Student's Speaking Ability at the Second Year Language Progress Program of MTs.Kanjeng Sepuh Sidayu.* English Education Department, State Institute for Islamic Studies Sunan Ampel Surabaya. Advisor: Mokhamad Syaifudin, M.Ed(TSL) and Sigit Pramono Jati M.Pd

Key Words: Effect, The teacher's oral model, Student's speaking ability.

This thesis is the result of the observation to answer the problems of: How often the teacher uses English in teaching process, the effect of the teacher's oral modeling to the student's speaking ability and the student responses about the teacher's oral modeling.

The data collection techniques are by classroom observation, documentation and interview, questionnaire and analyzed by describing the data (descriptive qualitative). In data analysis, the researcher uses five steps; they are identification, classification, tabulation, evaluation and synthesis by describing all the result of analysis data.

The result of analysis shows that the teachers at language progress program of MTs. Kanjeng Sepuh Sidayu have total average about 72,69% use English in teaching learning process. They use their oral model for basic communication in teaching English. Here, the teacher tries to apply their oral language in order to improve the enthusiasms of the students to express their feeling using English. So, they can learn English easily. Because the teacher's oral model is one of the way for motivate students to speak English as good as possible.

According to the student's score, almost more than half percent the students get good mark in English speaking test from the teacher. It means that most of the teacher have good oral model. The checklist data and the questionnaire also indicate that the students more understand and enjoy in learning English. So, the writer concludes that there is effect of the teacher's oral model to the student's speaking ability.

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CHAPTER I

INTRODUCTION

A. Background of Study

Teacher is an important component of education. Teacher is one of the sources of knowledge. We need teacher to teach us, because teacher can help us to know everything that we don't know. Teacher does not only teach us about knowledge at school but also as parents at school. It is because the teacher also teaches us about manner and attitudes. Another function of the teachers is to guide the students to learn well and correctly. So that, teacher has multiple functions for students in education.

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating the learner to learn, setting the conditions for learning. The understanding of how the learner learns will determine the philosophy of education, the teaching style, the approach method, and classroom techniques.[1] The ability of teaching is an essential part for teacher because the major role of teacher is teaching. Here, the teaching of English hopefully can helps the learner to learn and understand English not only as a subject but also as a major development of communications.

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[1] H. Douglas Brown, *Principle of Language Learning and Teaching,* (San Francisco State University: Addison Wesley Longman, Inc., 2000), p.7

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Teaching is a process to transfer knowledge, from the teachers to the students. Not all people can teach especially English. As a facilitator, a teacher must have a good qualification in speaking to teach English. Oral language of the teacher is one part of the language which influences the student's ability in producing the target language.[2] Here, the writer focuses on the teacher's oral modeling in teaching English lesson at the second year English progress program class of MTs.Kanjeng Sepuh Sidayu Gresik. The writer is interested in observing this research because the teacher's oral language provides the basic of communication and instruction to interact with the students.

Oral language of the teacher is an ongoing natural learning process for the students. Teacher's talk is a primary source of information and language input to the students. It not only gives ideas about the topic of discussion but also models of how to use language and used to express their own meanings. The qualities of teacher's talk or teacher's oral modeling are of great importance.[3] Effective teachers often adapt their speech and their communication to facilitate language learning. This adaption may include speaking slowly, using short sentences, paraphrasing the same message through several different ways, drilling, explaining words meaning and give clear instructions. Sometimes, teachers also use picture, gesture, things to make the meaning more clear.

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[2] Ibid,p.9
[3] (http://www.alliance.brown.edu/tdl/elemlit/orallanguage.shtml), accessed at Wednesday-18- may-2011(12:15:22PM)

Oral model of the teachers influence some student's ability in giving clear instruction and explanation about the meaning of the English language that they don't understands. The teacher can use some methods and strategies to develop the student's speaking ability. To communicate with the students and to make the students speak, the teacher may give instructions and ask the students to make some activities such as small discussion, daily conversation or pair work. It is important to know that the teacher's spoken language should be comprehensible by the students. So, the student does not misunderstand the topics, discussions, materials or any information that the teacher gives.

The students can better understand the language that they hear from the teachers when they have some vocabularies that they know or clues, such as action, gesture, visual or things. However, if the students still does not understand the words or the teacher's talk, the explanation of the teacher must be simplified for the students in order to solve their difficulties in speaking. It is also needed to modify the language of the teacher to help the students comprehend the meaning. As teachers observe students' appropriate responses, they can slowly begin to increase the complexity of their instructions and invite students to produce one-word answers, sentence completions, and short phrases.[4]

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[4] (http://www.alliance.brown.edu/tdl/elemlit/orallanguage.shtml), accessed at Wednesday-18- may-2011(12:15:22PM)

B. Research Question

Related to the background of the study, the questions to answer in this study are formulated as follows:

1. How often do the teachers use English in teaching process at the second year language progress program of MTs. Kanjeng Sepuh Sidayu Gresik?

2. Is there any effect of the teachers' oral modeling to the student's speaking ability in teaching process?

3. What are the student responses about the teachers' oral modeling in teaching English?

C. Object of the Study

Based on the formulated problems above, the purpose of the study are:

1. To find out and measure how often the teachers use English in teaching process of English lesson at second year language progress program of MTs.Kanjeng Sepuh Sidayu Gresik.

2. To investigate the effect of teachers' oral modeling to the students' speaking ability in teaching process.

3. To describe the student responses about teachers' oral modeling in teaching English.

D. Significance of the Study

This research hopefully can describe the effect of teacher's oral modeling to the student's speaking ability in teaching English. Other benefits in this research are to give some useful knowledge about how we use English in teaching. For English teachers, they can apply the use of English in teaching process. So, the teachers know when they must use English or not use English in teaching in order to help the student to learn English. For the students the researcher hopes they have more interest in learning English especially in learning speaking. The study is also expected to give some examples for other schools to make English language progress program class outside school activity in order to expand student English language.

E. Scope and Limitation of The Study

The subjects in this research are three English teachers and the students at second year English language progress program of MTs.Kanjeng Sepuh Sidayu Gresik. This study emphasize on three different English teachers using English (oral modeling) in teaching process of English lesson at the second year English language progress program of MTs.Kanjeng Sepuh Sidayu Gresik.

F. Definition of Key Term

To avoid misunderstanding of terms found in this study, the researcher tries to define the key terms as follow:

1. Effect: a change produced by an action or a cause. A result or an outcome.[5] As a result caused by something or an action. Such as fluency, grammar and pronunciation as a result that caused by the teacher's oral modeling.

2. Oral: spoken not written.[6]

3. Model: a representation of something, a particular design or type of product.[7]

4. Speaking: talk or say of something.[8] Speaking is the activity to produce words in the target language.

5. Teaching: an activity which is performed, directly or indirectly, facilitating and guiding someone to learn.[9]

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[5] A S Hornby, *Oxford Advance Learner's Dictionary*, p.369
[6] Ibid, p.815
[7] Ibid, p.749
[8] Ibid, p.1140
[9] H. Douglas Brown, *Principle of Language Learning and Teaching,* (San Francisco State University: Addison Wesley Longman, Inc., 2000), p.7

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains some underlying theories related to this study. The reviews consist of three parts: Definitions of Oral modeling, speaking ability, the importance of teacher's oral modeling to the student's speaking ability.

A. Definition of Oral modeling

Before we learn about oral modeling, we have to know about the definition of Oral. Based on oxford dictionary, Oral is anything or any words that we say or we talk (spoken not written). Oral language is spoken language that we use for talking anything that we feel. Many people want to be able to speak a language as a knowing the language itself. Therefore, learning the language same as learning how to speak the language. As Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language".[1] If students did not learn how to speak or did not get any chance to speak in the language classroom they may not be interested or not be motivated in learning.

Oral modeling is the implementation of spoken language. Oral model is the model of utterance that we talk about. Guiterez (1995) said that: "Unlike

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[1] David Nunan (1991) *Language Teaching Methodology.* UK: Prentice Hall International (Chapter two & three) p.24

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students who come to school already proficient in English, English language learner depend greatly on school for interactions that support the development of oral English skills, including academic talk".[2] By oral speaking, teachers can interact with the students. So, here the teacher must have good oral language to communicate and teach the students speaking.

Oral communication skills are a set of abilities enabling individuals to become confident and competent speakers/communicators by the time they graduate. Rather than thinking of oral communication skills as the ability for a student to make a speech, it is important to consider both informal and formal uses of communication within a situation.[3] In establishing communication, teachers have to consider the condition of the learner or students. The situation of teaching learning process has been constructed as good as possible to create and support attractive learning.

B. Speaking ability

Speaking is the productive skill in the oral model. Like the other skills, speaking is more complicated than it seems at first and involves more than just pronouncing words. Speaking is the ability to produce words in language practicing. Speaking is the important skill that teacher have to master. It is because in speaking, the teacher can know the students' ability to produce the

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[2] K.Guiterez, *Discourse Processes*,(Unpackaging academic discourse,1995)p.19(1),21-38.
[3] http://www.simpson.edu/academicdean/committees/lpwg/Oral%20Communication.pdf

target language, or English. In speaking, the teacher also needs listening skill and understanding. Large vocabulary is also needed by the teacher to master all of the language skills.

Sari Luoma in her book "Assessing Speaking" said that:

> "When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/non-native speaker status on the basis of pronunciation."[4]

C. The importance of oral modeling to the student's speaking ability

Oral modeling of the teacher is needed to improve the student's speaking skill. As Gordon (1985), students of language have in general placed primary emphasis upon the generating mechanisms of speech. For examples, it is common to classify the sounds of speech in physiological terms; phonetic tables and charts usually show organic position or mechanism in one dimension and method of production in the other. There has also been considerable interest in the acoustical effects or result of speech production.[5] It means that, oral model of the teacher in the class influenced the students directly. When the teacher speaks, they produced the sounds that heard by the students. And automatically the students received what they heard and learned from the teacher. The spoken language of the teacher

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[4] Sari Luoma, *Assessing Speaking*, p. 9-10
[5] http://www.jstor.org/stable/410809 accessed at 12:15 P.M wednesday 11 May 2011

influences some aspects of student's speaking ability such pronunciation, fluency, and grammar to produce the target language.

According to language acquisition theory, language input and output are the most essential condition of language acquisition. As an input and output skills, listening and speaking play a crucial role in student's language developments. Krashen (1985) argues that people acquire language by understanding the linguistic information that they heard. Thus, language acquisitions are achieved mainly through receiving understandable input by listening and producing target language as output by speaking.[6] The importance of oral language in teaching learning process mostly influenced in student's speaking ability, because the teacher provides model of language as examples for the students to produce target language.

Teachers in the class facilitated the students to implicate their language. They give many ways to make their students understand what they talk about. There are some good steps for giving instruction to the students[7]:

1. Using short sentences

2. Speaking slowly

3. Drilling

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[6] http://www.aare.edu.au/05pap/guo05088.pdf accessed at 09:30 Tuesday, 06 September 2011
[7] http://www.bridgew.edu/Library/CAGS_Projects/MMAURANO/OralLanguage.htm accessed at 12:15 P.M Wednesday 11 May 2011

4. Meaning explanation or used easy language

The English teachers have to be able to play an important role in their skill to teach. They have responsibility to make the learner know and understand English as good as possible. The teachers not only have to communicate orally in English, but also they must have other skills such as reading, writing, listening, speaking, etc. or anything related to teach English lesson.

Besides the four competences mentioned, the English teachers have to consider with the condition of the learner. What the method that they used, how often they used English in teaching English lesson and how they implicated their duty as a good teacher either in the class, school or society. The attitude and intelligence that they have also decide their qualification to be an effective teacher.[8] The teacher has a task to motivate and determine the learner mastery of English lesson. However, as a professional educator, skill of English teacher is needed in order to reach the aims of teaching English lesson.

There are some aspects of teacher's oral modeling which are influenced students speaking ability[9]:

a. Speaking slowly

Teachers may speak slowly in order to make the students listen carefully what they talking about to make the students understand.

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[8] Prof. Drs. Piet A. Sahertian, *Profil Pendidik Professional,* (Yogyakarta: Andi Offset, 1994).
[9] http://www.bridgew.edu/Library/CAGS_Projects/MMAURANO/OralLanguage.htm accessed at 12:15 P.M Wednesday 11 May 2011

b. Using short sentences

To make the speaking simple and easy comprehensible sometimes teacher have to use short sentences. If teachers used too long sentences and the students did not understand, it would be not effective, because it is only wasting time to talk a lot.

c. Paraphrasing the same message through several different ways

If the students still did not understand with what the teachers said, the teachers may use several different ways to give the students some information. Such as drilling and explaining words meaning

d. Give clear instructions

Sometimes, teachers also used picture, gesture, things to make the meaning more clear in order to help the students understand.

e. Provide opportunities for students to practice oral communication skills.

f. Provide feedback to the students in order to help students develop their oral communication skills.

In the teaching process, there are three kinds of aspect of students' speaking skills which is influenced by the teacher's oral modeling in teaching:

1. Fluency

Fluency is about the students' ability to use English as a language communication in the students' conversation class. This is about the students' fluency in speaking English.

2. Grammar

Grammatical error is about the form or errors grammar when the students communicate or make conversations with others. In grammar, the teacher corrects the student's grammar when they speak and also explaining all of the kinds of grammar that may use in the conversation in the certain situation.

3. Pronunciation

Pronunciation is about the accuracy of the students in saying words in other language. Most of Indonesian students have difficulties in pronouncing words in English, because it is influenced by the mother tongue and the environment.

Daniel Jones says in his book "An outline of English Phonetics".

> The difficulties of pronunciation are:
> The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows: 1) He must learn to recognize readily and with certainty the various speech – sounds occurring in the language, when he hears them pronounced; he must more oven learn to remember the acoustic qualities of those sound; 2) He must learn to make the foreign sounds with his own organs of speech; 3) He must learn to use those sound in their proper places in connected speech; 4) He must learn the proper usage in the matter of the 'sound-attributes' or 'prosodies' as they are often called (especially length, stress and voice – pitch); 5) He must learn to catenate sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.[10]

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[10] Daniel Jones, *An Outline of English Phonetics*, page. 2

In this research the writer focuses on teacher's oral modeling, so the focus of this study is only on the effect of the teacher's oral modeling in teaching English lesson especially in speaking. Here, the thesis is limited previous study about the effect of the teacher's oral modeling to the student's speaking ability. So the alternative one is the writer uses some books and only uses one thesis as references that is *The Influence of Audio Lingual Method in Teaching Speaking Especially in Pronunciation to The First Grade Students of SMP Negeri 1 Sedati* by Hikmatul Masykuriyah 2009, although it is limited in relating to this research. The writer observes how often the teacher use English in teaching and is there any effect to the students.

Penny Ur explains in her book *A Course in Language Teaching,*[11] that:

The concept of pronunciation may be said to include; the sounds of the language or morphology, stress and rhythm, and the last is intonation.

a) Sounds. Sound is useful to be able to list and define the sounds, or phonemes, of the language by writing them down using phonetic representations.

b) Rhythm and Stress. English speech rhythm is characterized by tone-units: a word or group of words which carries one central stressed syllable (other syllables, if there are any, are lightened).

c) Intonation. Intonation, the rises and falls in tone that make the 'tune' of an utterance, is an important aspect f the pronunciation of English, often

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[11] Penny Ur, *A course in Language Teaching*, page. 47-49

making a difference to meaning or implication. The different kinds of intonation are most simply shown by the symbols (⌢ ⌣) over the relevant syllable or word in order to show falling and rising intonations; and the symbols (˘ ˆ) to show fall-rise and rise-fall.

In giving oral model to the students, the teacher has to concentrate the condition of the students. There are some approaches that could be done in giving materials by oral language: [12]

1) Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.

2) The target language is the language of the classroom.

3) New language points are introduced and practiced situationally.

4) Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.

5) Items of grammar are graded following the principle that simple forms should be taught before complex ones.

6) Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

H. Douglas Brown in "The Principles Language Learning and Teaching" adopted from Prator and Celce-Murcia, 1979):

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[12]Hikmatul Masykuriyah, *The Influence of Audio Lingual Method in Teaching Speaking Especially in Pronunciation to The Firs Grade Students of SMP Negeri 1 Sedati* 2009.

1) New material is presented in dialog form; 2) There is dependence on mimicry, memorization of set phrases, and over-learning; 3) Structures are sequenced by means of contrastive analyses and taught one at a time; 4) Structural patterns are taught using repetitive drill; 5) There is little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation; 6) Vocabulary is strictly limited and learned in context; 7) There is much use of tapes, language labs, and visual aids; 8) Great importance is attached to pronunciation; 9) Very little use of the mother tongue by teachers is permitted; 10) Successful responses are immediately reinforced; 11) There is a great effort to get students to produce error-free utterances; 12) There is a tendency to manipulate language and disregard content.[13] (H. Douglas Brown, 2000, adopted from Prator and Celce-Murcia, 1979; 74-75).[14]

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[13] H. Douglas Brown, 2000, adopted from Prator and Celce-Murcia, *Principles of Language Learning and Teaching,* Page. 74-75

[14] H. Douglas Brown, *Principle of Language Learning and Teaching,* (San Francisco State University: Addison Wesley Longman, Inc., 2000), p.7

CHAPTER III

RESEARCH METHOD

A. Research Design

This study is conducted to find out the answer to the problems as stated in chapter 1. According to the questions above, the writer uses a qualitative descriptive in this research. In some cases some researchers use quantitative way, but here the writer tries different ways in using qualitative to describe the research because it will be easy to understand by describing the data and the result of the study.

The data in this research are analyzed descriptively qualitative. To analyze this study, the writer does direct observation to the teacher and students in teaching learning process. The purpose of this research are to find out how often the teachers using English in teaching process and describe the effect of the teacher's oral modeling to the student's speaking ability in teaching process. There is some teachers' aspect that influences students speaking ability such as speaking slowly, use short sentences, paraphrasing the same message through several different ways, drilling, explaining words meaning and give clear instructions. The result of this research also described the student responses about using English by the teacher in teaching English lesson. The writer just observes, interviews, documents by collecting test result (scores) which are given by the

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teacher and gives the students questionnaire to get their responses. Here, in this research the writer describes all the data that the writer gets from the observation.

B. Subject of research

Subject of this research are three different English teachers and the students at second year English language progress program in MTs. Kanjeng Sepuh Sidayu Gresik. The writer takes one class to observe the teachers in English teaching activities. The writer also observes the students in that school at the same class in order to investigate their responses. The aims of this research are to find out if there is effect or not of teacher's oral modeling to the student's speaking ability in teaching English lesson at language progress program class in MTs.Kanjeng Sepuh Sidayu.

C. Data Resources

The source of primary data is in the form of the observation's result which contains of some classroom activities. The data are obtained from direct observation and note taking to find out how often the teacher use English in teaching process. Other data of this study also contain in the form of documentation and interview. They are done to describe the effect of teacher's oral modeling in teaching. The data are taken from some aspects, such as the score of the students' test from the teacher, their responses in speaking when the teacher talks or their comprehension of teacher's instruction. Besides that,

questionnaire result also becomes the data. It is taken by investigating the student responses about the use of English by the teacher in teaching English.

D. Data Collection Technique

To collect the data the writer used some steps, they are:

1. The writer directly observes in the classroom how often teacher uses English and how the responses of the students during teaching process.

2. The writer interviews three different English teachers who teach at the same class to find out the effects of teacher's oral model to the student's speaking ability.

3. The writer uses questionnaire to know the responses of the students.

4. Then the writer collects pictures and student's score from the test that is given by the teachers as documentation.

The data of this research is collected during the teaching process at the second year language progress program of MTs. Kanjeng Sepuh Sidayu Gresik. This research is done six meeting when class is conducted in teaching learning process of English lesson. The writer observes the teacher activity and the students in second year language progress program in order to describe how often teacher use English in teaching, the effect of teacher's oral modeling to the student's speaking ability and the student responses in learning English lesson also maintains in teaching learning process of English lesson.

E. Research Instrument

Instrument of this research is needed to collect the data. In the qualitative research the main instrument to collect the data is object of the research.[1] This research needs some instrument to collect the valid data. There are:

1. Observation checklist

   It includes note taking of anything in the class especially teacher in English teaching process to describe the teacher's oral modeling and use percentages $\rho = \frac{\Sigma F}{\Sigma N} \, x \, 100\%$ in order to answer how often the teachers use English in teaching English lesson.

   Explanation :

   ρ   : percent of time teacher speak English

   ΣF : total time teacher speaks English

   ΣN : total of teaching time

2. Documentation and Interview guides

   It contains scores of the student tests that given by the teacher, also pictures and teacher's opinion. It describes that there is effect or not and if there is effect, what is the effect of the teacher's oral modeling.

3. Questionnaires

   It contains five questions in order to investigate students' responses about teacher's oral modeling in teaching learning process of English. The

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[1] Robert C.Bogdan, Sari Knop Biklen, *Qualitative Research for Education*, p.216

questions such as the opinion of the students about teachers use English in teaching, their responses about that to answers the third questions of research problems.

F. Data Analysis Technique

The steps of data analysis technique are:

- Identification

  In analyzing data the writer identifies the result of the data from the observation result and then describes it into descriptive analysis text.

- Classification

  The writer checks and classifies the data from the documentation and interview such as data of the student scores from documentation and data of the interview result. It is used to make the analysis more easy where is the data to answer the questions of each research problems.

- Tabulation

  Here, the writer percentages the time of the teacher speaks English in order to find out how often teachers use English in teaching.

  Used the formula:

  $$\rho = \frac{\Sigma F}{\Sigma N} \, x \, 100\%$$

  Note:

  ρ : percent of time teacher speak English

ΣF : total time teacher speaks English

ΣN : total of teaching time

- Evaluation

    Evaluate the result of the questionnaire by percentage the answer of the true question then describes it in descriptive method to know and explain how the student's responses about the teacher's oral modeling.

- Synthesis

    In this step the writer synthesizes all the result of the data and then checks the information that the writer gets. All the result of data are analyzed then explained in descriptive qualitative to make conclusion.

CHAPTER IV

THE ANALISIS OF THE EFFECT OF THE TEACHER'S ORAL MODELING TO THE STUDENT'S SPEAKING ABILITY

A. The classroom application

In the research of the effect of the teacher's oral modeling to the student's speaking ability, the writer does direct observation, interview, documentation and questionnaire to the English teachers who use English in teaching learning process and students of junior high school at second year in language progress program of MTs. Kanjeng Sepuh Sidayu Gresik.

1. Finding

Result of Observation

Lesson   : English

School   : MTs. Kanjeng Sepuh Sidayu Gresik

Class/Semester   : VIII / I (One)

Day/Date of observation: Sunday, Monday and Wednesday / 17,18 and 20 July 2011

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The calculation of the teacher uses English in teaching

Table I

No.	Teachers	ΣF	ΣN	ρ
1.	Teacher A	51,2 minutes	1 hour	......%
2.	Teacher B	35,7 minutes	1 hour	......%
3.	Teacher C	43,9 minutes	1 hour	.......%

Explanations:

ρ : the teacher's percentages in using English

ΣF : total of the teacher's time uses English

ΣN : total of teaching learning time

Formula(Tabulation) calculation :

$$\rho = \frac{\Sigma F}{\Sigma N} \ x \ 100\%$$

1. Teacher A

   $\Sigma F = 51,2$ minutes

   $\Sigma N = 1$ hour $= 60$ minutes

   $$\rho = \frac{\Sigma F}{\Sigma N} \ x \ 100\%$$

   $$\rho = \frac{51,2}{60} \ x \ 100\%$$

$$= 85{,}4\ \%$$

So, Teacher A percentages' uses English = 85,4%

2. Teacher B

$\Sigma F = 35{,}7$ minutes

$\Sigma N = 1$ hour $= 60$ minutes

$$\rho = \frac{\Sigma F}{\Sigma N}\ x\ 100\%$$

$$\rho = \frac{35{,}7}{60}\ x\ 100\%$$

$$= 59{,}5\ \%$$

So, Teacher B percentages' uses English = 59,5%

3. Teacher C

$\Sigma F = 43{,}9$ minutes

$\Sigma N = 1$ hour $= 60$ minutes

$$\rho = \frac{\Sigma F}{\Sigma N}\ x\ 100\%$$

$$\rho = \frac{43{,}9}{60}\ x\ 100\%$$

$$= 73{,}17\ \%$$

So, Teacher A percentages' uses English = 73,17%

4. The average of all the teachers' percentage uses English :

$$\overline{\Sigma\rho} = \frac{\rho \ teacher \ A + \ \rho \ Teacher \ B \ + \ \rho \ Teacher \ C}{Total \ of \ Teachers}$$

$$\overline{\Sigma\rho} = \frac{85,4\% + 59,5\% + 73,17\%}{3}$$

$$= 72,69\%$$

Gresik, 28 Juli 2011

Head of Language Progress Program

Observer,

Drs.H. Muhlas, M.Pd.I

Nurma Fitria F.

a. Teaching-learning process

In the teaching-learning process, the writer does direct observation to the teachers. It is done to find out how often teachers use English in teaching-learning process. In the first meeting of the classroom observation, the writer calculates the time of the first teacher in using English during teaching. Then from the result of direct observation, the writer concludes that the first teacher (teacher A) use English in teaching with the total time about 51,2 minutes. It means that almost 85,4% from 60 minutes, teacher A use English when they teach. After that, the writer does interview to the teacher A in second meeting. Teacher A said that it is usual thing if he uses English in teaching almost at all the time. Actually, the main language that is used in the language progress program is English and Arabic. The teachers communicate by English if the students learn English and use Arabic if they learn Arabic. According to the teacher A, the teacher's oral modeling is one of the ways to motivate students and build their bravery in speaking.

In the third meeting, the writer calculates the time of the different second teacher (teacher B). Teacher B uses English in teaching with the total time about 35,7 minutes. Almost half of the total time or 59,5% during teaching, teacher B mixed 2 languages. If the students really do not understand, teacher B uses Indonesian just for to make the students comprehend what he said. Then in the fourth meeting, the writer does interview to the teacher B about the teacher's oral modeling too. According to Mr.Hartono, teacher's oral model influences the

students to speak English fluently. There are 2 main aspects that influence student's speaking ability. First is pronunciation and second is fluency.

In the sixth meeting, the writer calculates again the time of teaching English with different teacher (teacher C). In teaching process, teacher C uses English with total time 43,9 minutes. It means that more than half of teaching times, the teacher uses his oral model to teach the students. He speaks English about 73,17%. Mr.Muslim said that it is important for every English teacher to motivate their students to improve the student's speaking ability. By teachers' oral model, the teacher provides examples for the student to expand their speaking ability.

All of the analysis above, the writer can concludes that the teachers at language progress program of MTs. Kanjeng Sepuh Sidayu have total average about 72,69% use English in teaching learning process. They use their oral model for basic communication in teaching English. Here, the teachers try to apply their oral language in order to improve the enthusiasms of the students to express their feeling using English. So, they can learn English easily. Because the teacher's oral model is one of the way for motivating students to speak English as good as possible.

b. Teaching analysis

In teaching process, the writer observes classroom activities. According to the result of checklist observation, there are some facts which are:

1.) Teacher A

During class observation, the writer found that teacher A dominantly uses English in teaching process. He often uses English and very good in pronunciation, fluency and grammar. He also gives the students clear instruction. Teacher A gets positive responses from the students. Most of the students understand with what the teachers talk about. They comprehend with the English materials that teacher gives because the way of giving materials to the students very interesting. Teacher A uses various games in explaining the lesson. There is no problem with the teacher's oral modeling because many of the students which are taught by teacher A get good mark and only a few students get bad mark. Here, the students only ask to the teacher if they really do not understand with what the teacher said. According to Teacher A, there is significant effect about the teacher's oral model to the student's speaking ability. Actually, the main language that is used in language progress program is English and Arabic. The students communicate by English if they learn English and uses Arabic if learn Arabic. So, the use of English is the usual thing.

2.) Teacher B

In the third meeting, the writer observes teacher B use English in teaching. Here, the writer found that teacher B mix 2 language to teach the students. The result of the observation shows that teacher B has good enough pronunciation and fluency but less in grammar. Although the students understand with the English materials that the teacher gives, sometimes the students are confused in comprehending the teacher's oral model. So, the alternative way that teacher used is mixing 2 languages if they do not understand the grammar. In the other hand, the ways of the teacher in giving instruction are simpler and easier for the students. There is also few students that do not know what are the teacher meant but they are still enthusiast and motivate to speak English well. According to Mr.Hartono, one of English teacher said that the oral model of the teachers may influence the speaking ability of the students.[1] From these statements, the writer concludes that the response which is the teacher gets from the students is good enough.

3.) Teacher C

For teacher C, the teacher's oral model that he used for teaching, the students get positive responses. Most of the students active in speaking and comprehend what the teacher talk about. The spoken language of the teacher also easy to understand and simple because use the words which usually use is in daily conversation. Pronunciation, fluency and grammar are delivered

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[1] Mr.Hartono, S,Pd interviewed Monday 25 July 2011 at 15:00 PM.

with the different ways. More than half students have pronunciation problems in speaking English. The teacher often explained the words to the students using unique ways such as clues puzzle or even with gesture. So, the students more interested learn the English materials. The spoken language of the teacher indicates if the students enjoy and have no matter about that. As Mr. Muslim said that it is true that the teacher's oral model is one of the ways to motivate students and builds their bravery in speaking.[2] He tries to make the students try more and more if they make mistakes because mistakes are the part of learning process.

c. Presentation and Analysis of Questionnaire Result

In this research, the writer presents questionnaire to 41 students of language progress program of MTs. Kanjeng Sepuh Sidayu Gresik about the effect of teacher's oral modeling to the student's speaking ability in order to get their responses. To get the result of questionnaire, the steps are to give the questionnaire to the students which contains 5 questions, and then to collect it to evaluate each of alternative answer. They are:

1. Answer A for 4 point

2. Answer B for 3 point

3. Answer C for 2 point

4. Answer D for 1 point

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[2] Mr. Nurul Huda Muslim, S,Pd. Interviewed 27 July 2011 at 13:00 PM.

From the table in the appendixes, the writer presents the data of questionnaire to calculate the result. Then the writer analyzes and describes the answer of each questions into descriptive qualitative.

1. What do you think about the teachers who speak English in teaching?

Table 5.1

Question number	Answers	Total Respondents	%
1	a. Very good	10	24,4
	b. Good	19	46,4
	c. Good enough	12	29,2
	d. Less	-	-
	Explanation	41	100

For question number 1, it can be concluded that:

1) 10 students (24,4%) at second year language progress program of MTs. Kanjeng Sepuh said that the teachers use English in teaching is very good.

2) 19 students (46,4%) at second year language progress program of MTs. Kanjeng Sepuh said that the teacher use English in teaching is good.

3) 12 students (29,2%) at second year language progress program of MTs.Kanjeng Sepuh said that the teacher use English in teaching is good enough.

4) There is almost no students at second year language progress program of MTs. Kanjeng Sepuh said that teacher use English in teaching is not good enough.

So, the writer can conclude that almost 19 students (46,4%) say that the use of English by the teacher is good. It means more than half students have no problems about that.

2. In teaching English, is the teacher's speaking ability influence student's motivation to speak English?

Table 5.2

Question number	Answers	Total Respondents	%
2	a. Yes, Very motivated	3	7,3
	b. Yes, motivated	18	43,9
	c. Motivated enough	19	46,3
	d. Less	1	2,5
	Explanation	41	100

For question number 2, it can be concluded that:

1) 3 students (7,3%) at second year language progress program of MTs. Kanjeng Sepuh said that the ability of the teacher's oral modeling very much

influence them in motivating the students to speaks English as good as possible.

2) 18 students (43,9%) at second year language progress program of MTs. Kanjeng Sepuh said that the ability of the teacher's oral modeling influence them in motivating them to speak English well.

3) 19 students (46,3%) at second year language progress program of MTs.Kanjeng Sepuh said that the ability of the teacher's oral modeling influence enough in motivating the students to speaks English.

4) There is only 1 student (2,6%) at second year language progress program of MTs. Kanjeng Sepuh said that the ability of the teacher's oral modeling less influence in motivating the student to speaks English.

So, the writer can conclude that 19 students (46,3%) said that that the ability of the teacher's oral modeling influence enough in motivating the students to speak English as good as possible.

3. Do you comprehend if the teachers use English in teaching?

Table 5.3

Question number	Answers	Total Respondents	%
3	a. Yes, Very comprehend	4	9,7
	b. Comprehend	20	48,7
	c. Comprehend enough	14	34,3
	d. Less	3	7,3
	Explanation	41	100

For question number 3, it can be concluded that:

1) 4 students (9,7%) at second year language progress program of MTs. Kanjeng Sepuh said that they very understand if the teachers use English in teaching.

2) 20 students (48,7%) at second year language progress program of MTs. Kanjeng Sepuh said that they understand if the teacher use English in teaching.

3) 14 students (34,3%) at second year language progress program of MTs.Kanjeng Sepuh said that they understand enough if the teacher use English in teaching.

4) There are 3 students (7,3%) at second year language progress program of MTs. Kanjeng Sepuh said that they little understand teacher use English in teaching.

Here, the writer can concludes that almost 20 students (48,7%) said that they understand if the teacher use English in teaching. It means, many students comprehend well if the teacher used English in teaching.

4. Do you understand the English material which is given by the teacher?

Table 5.4

Question number	Answers	Total Respondents	%
4	a. Yes, Very understand	2	4,8
	b. Understand	23	56,2
	c. Understand enough	14	34,2
	d. Less	2	4,8
	Explanation	41	100

For question number 4, it can be concluded that:

1) 2 students (4,8%) at second year language progress program of MTs. Kanjeng Sepuh said that they understand so well the English materials which are given by the teachers.

2) 23 students (56,2%) at second year language progress program of MTs. Kanjeng Sepuh said that they understand the English materials which are given by the teacher.

3) 14 students (34,2%) at second year language progress program of MTs.Kanjeng Sepuh said that they understand enough the English materials which are given by the teacher.

4) There are 2 students (4,8%) at second year language progress program of MTs. Kanjeng Sepuh said that they little understand the English materials which are given by the teachers.

Here, the writer can concludes that 23 students (56,2%) said that they understand the English materials which are given by the teachers. It means, many students comprehend well about the English materials which are given by the teacher.

5. According to your opinion, is there any effect of the teacher's oral model to your English speaking ability?

Table 5.5

Question number	Answers	Total Respondents	%
5	a. Yes, there is	4	4,8
	b. Yes, influence	23	56,2
	c. Yes, influence enough	12	34,2

	d. Less	2	4,8
	Explanation	41	100

For question number 5, it can be concluded that:

1) 4 students (4,8%) at second year language progress program of MTs. Kanjeng Sepuh said that there are have very good effects of the teacher's oral modeling to the student's speaking ability.

2) 23 students (56,2%) at second year language progress program of MTs. Kanjeng Sepuh said that there are have good effects of the teacher's oral modeling to the student's speaking ability.

3) 12 students (34,2%) at second year language progress program of MTs.Kanjeng Sepuh said that there are have enough effects of the teacher's oral modeling to the student's speaking ability.

4) There is only 2 student (4,8%) at second year language progress program of MTs. Kanjeng Sepuh said that there are have small effects of the teacher's oral modeling to the student's speaking ability.

So, the writer can conclude that almost 23 students (56,2%) said that that there are have any effects of the teacher's oral modeling to the student's speaking ability.

d. Interpretation of questionnaire

In the questionnaire result the writer concludes that:

1.) In the first question almost 19 students (46,4%) say that the use of English by the teacher was good. So, the writer could say that the teacher use English in teaching by the condition of the students.

2.) In second question 19 students (46,3%) say that that the ability of the teacher's oral modeling influence enough in motivated the students to speaks English as good as possible. It means, many students motivated them to speak English fluently.

3.) In the third question, here the writer can conclude that almost 20 students (48,7%) say that they understand if the teacher use English in teaching. It means, many students comprehend well if the teachers use English in teaching.

4.) In fourth, 23 students (56,2%) say that they understand the English materials which are given by the teachers. It means, many students comprehend well about the English materials which are given by the teacher.

5.) In fifth, almost 23 students (56,2%) say that that there are have any effects of the teacher's oral modeling to the student's speaking ability.

So, the total average of all the result of questionnaire is about 74,32% and it is indicated that most of the teacher have a good responses from the students.

e.   Interpretation the result of the student's test

The writer uses picture and student's score as the result data for documents. The test which is given by the teacher is to evaluate the students' speaking, because the writer focuses on the students' speaking ability. The writer assesses the students' speaking ability from the teacher with some criteria. The criteria that are used to assess the students' speaking ability is based on the students' hand book for junior high school students. Before using the criteria the writer tries to find the criteria to assess the speaking ability in the other books and also ask the classroom teacher. The writer found that all the kinds of the criteria are similar, and the teacher also uses the same criteria to assess the students' ability.

The criteria that the writer uses are:[3]

Tabel 6

Score	Criteria
86-100	Very good in pronunciation, fluency, accuracy and grammar
71-85	Good, clear in pronunciation, fluency, accuracy and grammar sometimes make mistakes (one until five mistakes or 30%)
61-70	Good enough pronunciation, fluency, accuracy and grammar. often make mistakes (six until ten mistakes or 50%)
31-59	Less in pronunciation, fluency, accuracy and grammar.

[3]Wuryandari, Adri Pranoto, Endang Setyowati, Murniati, *English Framework Content Standard for SMP VIII B.* page. Appendixes. Combined, Penny Ur, *A Course in Language Teaching*, page. 135

	more often make mistakes (70% mistakes)
10-30	Bad, difficult in pronunciation, fluency, accuracy and grammar

From those criteria, the writer assesses the students' speaking ability in English speaking.

The explanations of those criteria are:

1. The students will get 86-100 score by the criteria: Very good in pronunciation, fluency, accuracy and grammar, if the students can pronounce the words correctly and can be listen clearly, understandable and the students does not do incorrect speaking of the words that they produced.

2. The student will get 71-85 score by the criteria: Good, sometimes make mistakes in pronunciation, fluency, accuracy and grammar (one until five mistakes or 30%), if the students pronunciation can be listen easily and understandable although they makes mistakes. The mistakes that allowed in this score are one until five mistakes did or 30 % from the words that tested to the students.

3. The students will get 61-70 score by the criteria: good enough pronunciation, fluency, accuracy and grammar, often make mistakes (six until ten mistakes or 50%), if the students pronounce the words

clearly and easy to listen but they do the mistakes in grammar, accuracy six until ten times or half words incorrect from the whole words that tested.

4. The students will get the score 31-59 by the criteria: Less in pronunciation, fluency, accuracy and grammar. More often make mistakes (70% mistakes), if the students pronunciation is uneasy to listen and the correct pronunciation that produce is just about 30% from the tested words.

5. The last score is 10-30 by the criteria: Bad, difficult in pronunciation, fluency, accuracy and grammar. The students are unable to pronounce the words correctly, difficult to listen, false in grammar and un-understandable.

From the student's score, the writer can conclude that:

1. Almost more than half percent (72,35%) the students get good mark from the teacher A. It shows that teacher A have good oral model. The checklist data also indicate that the students more understand and enjoy in learning English. So, the writer makes conclusion if there is any effect the teacher's oral model to the student's speaking ability.

2. Most of the students have problem in pronunciation. That is why the teacher often drilled his languages. Sometimes the teachers repeat their explanation in order to make the students understand about the English materials.

2. Discussions

In the first meeting, the students have difficulties to catch the sentences that are said by the teacher in the teaching-learning process. It is because the students do not know the vocabularies before and yet listen to the new words in English. The students also have pronunciation problem, the students pronunciation problem are influenced by the students' listening ability, pronunciation ability itself, and the students' mother tongue.

In the second meeting the teacher uses different ways in giving the lesson. The focus of the lesson is about new vocabulary. In this meeting, the students also have difficulty in pronouncing some words. Not all of the sentences can be pronounced by the students correctly, but the students are also able to pronounce some words correctly. The students are able to pronounce it is because some of the words are often used in daily conversation and it is easy to pronounce. Other words cannot be pronounced by the students correctly because they are confused how to spell and say the words correctly. It is not because their confusion of the way to pronounce the words correctly, but it is because they never hear yet before the new words from the teacher.

The teachers use the English material or sentences of the first lesson to test the students. It is because based on the teacher's opinion and the English material of teacher's oral model, this lesson is suitable to test the students.

From the student tests that give by the teacher, the students have difficulties in pronouncing words. The students' pronounce problem is caused by less exercise and they just know the words when the teacher gives to them. May be the students know the words but they never practice the words in English. So, the students are stumbled when they pronounce the words.

In the teaching-learning process, the teachers explain the material completely and use English and *Indonesian* to explain. It can help the students to understand the material. In the other hand, the students rarely do speaking practice outside the class than practice inside the class. It is not enough for the students to practice speaking and pronunciation ability.

For the second year students of junior high school, the stressing of the pronunciation is not really tight. It is because they are in the second level, although some of them have more ability than the others. The students' problems can be different one and another, because everybody has their own ways to speak. So the problem solving that the teachers do can be different. It depends on the students' problem in the classroom.

To release the students' pronounce problem, the teacher needs to introduce the words or sentences that will be learned by the students. The teacher also can practice the words that maybe difficult to pronounce by the students after the students practice.

Based on the application of the teacher's oral model that is done by the teacher has difference ways among each other. All of the material is given

orally in English, the material of the drilling is the vocabulary in the dialog, the teacher can uses his/her own voice to practice the words in the dialog or using cassette of the native voice, no words says in other language but the target language (English). From the observation, the teachers use their own oral model, but some of the steps and the style are different. The teachers use sentences that have the same pattern in drilling, not dialog. The teachers combine the language that is used in the teaching-learning process with Indonesian and combine the oral model of the teacher with multimedia in the teaching-learning process.

In the observation that the writer does, the application of the teacher's oral language accords with the basic of teaching that is used in language progress program. In the other hand, the teachers make some different ways in teaching using his spoken language. The teachers use multimedia to support his teaching-learning process, the teachers also makes a deal with the students to make the students' interest to the lesson in the teaching-learning process. And the drilling that does by the teacher is different with the common drilling that is done in regular class. In the language progress program class, the drilling that gives to the students is about vocabulary in the dialog. It is different with the teacher do in the teaching-learning process. The teacher uses sentences that have the same pattern to drill the students. The teachers combine English and a little bit Indonesian to give instruction and explaining the material. The teacher gives the native voice trough multimedia. It can

attract the students' interest to study. It is because the student can differentiate their comprehension of English materials by the teacher's spoken language with their comprehension by language in multimedia.

From all of the observation that the writer does, the writer find that the students in class VIII are interested with teacher's oral model of teacher A and teacher C. It is because their spoken language in giving English material was simpler and easier to understand. The writer also found if there are some aspect of teacher's oral model which is influence student's speaking ability:

a.) Teacher pronunciation

b.) Teacher fluency

c.) Teacher grammar

d.) Teacher instruction, and

e.) The language style of the teacher

Besides that, the students can get more explanation from the teacher A and teacher C, also they get more practice because teacher A and Teacher C often use English in teaching. So, the teacher provides more examples to the students.

From the observation that the writer does and the questionnaire test result that done by the students, the writer finds that the teachers' oral model have effect to the students' speaking ability. The teacher's spoken language is useful in teaching English because it can improve the speaking and pronunciation ability of the students. Here, the students have to be active to

practice the target language. The teacher also drills the students to pronounce the words correctly, because different pronunciation can make different meaning. And spoken language of the teacher is focuses on the students' oral ability. Although some of the students at language progress program in teaching-learning process are different with students in regular class, but the teachers role of the teaching-learning process is mostly same.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the discussion about the effect of the teacher's oral model to the students speaking ability in pronunciation could be concluded that:

1. From the observation, the teacher in the second year language progress program of MTs. Kanjeng Sepuh Sidayu Gresik often use their oral language in teaching learning process. Sometimes, the teacher also combines their language in order to make the students comprehend with the English material that they give. Besides that, they use multimedia to support them in teaching-learning process. Almost 72,69% of all the teacher using English in teaching. It means that, the teacher uses English for basic communication and interaction with the students.

2. The teacher's oral model influence the students' speaking ability. It shows from the total score that the students' get in the speaking test. Most of the students' total score which is taught using English were good and only few students get low scores. All the students have average scores about 71,62. It is indicate that the spoken language of the teacher influence student's speaking ability. There are also some aspect of the student's speaking ability which is influence by the teacher's oral modeling such accuracy,

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fluency, pronunciation, stressing, rhythm and tones. The effect of teacher's oral model has been important role for the students especially in their speaking ability.

3. From the questionnaire that the writer does to the students after the teaching-learning process, the writer knows that the teacher gets good responses from the students about their spoken language that they use in teaching. It can be proved that more than 73% the students said they have no matter if the teachers use English in teaching. Based on the students' opinion, they said that the teacher use different ways in order to make the students understands. Sometimes the teachers use games or use gesture to make them comprehend what the teachers said. The teachers also explain to the students what they talking about. So, they can give comments or responses if they do not understand what the teachers' mean.

B. Suggestion

This suggestion is addressed for those who have an interest in the issue of the effect of the teacher's oral modeling to the student's speaking ability in junior high school at second year language progress program of MTs.Kanjeng Sepuh Sidayu Gresik.

Based on the result of this research, the writer suggest to the English teacher to apply the use of English in teaching with their own teaching way, for the future researchers to improve this research by doing further examination on

the students' fluency or to compare the use of oral language by each different other teacher. And also for the English teacher, this thesis can be the reference to teach English especially in speaking.

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