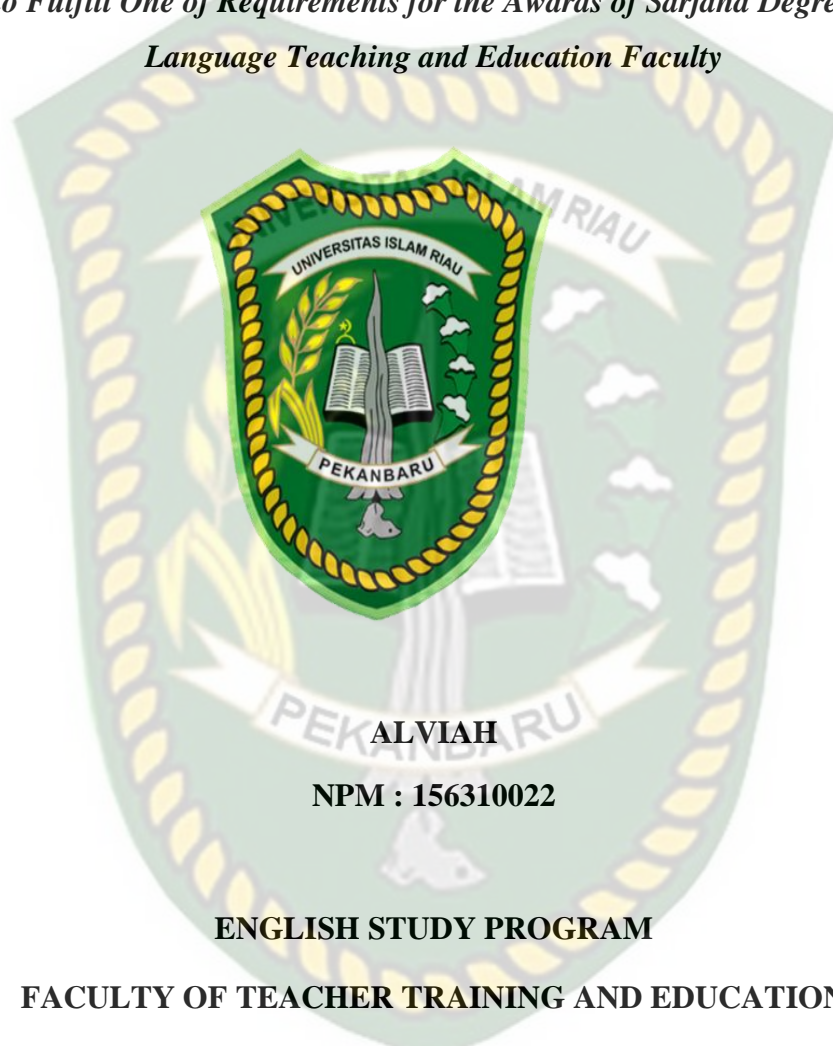**A STUDY ON TEACHING METHOD USED BY THE ENGLISH TEACHERS**

IN TEACHING SPEAKING AT SMPN 3 PEKANBARU

A THESIS

Intended to Fulfill One of Requirements for the Awards of Sarjana Degree in English

Language Teaching and Education Faculty

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ABSTRACT

ALVIAH. 2019. A STUDY ON TEACHING METHOD USED BY THE ENGLISH TEACHERS IN TEACHING SPEAKING AT SMPN 3 PEKANBARU.

Key Words **: *Teachers, Teaching Methods, Teaching, Speaking Skill***

Speaking skill is an important skill that students should master when they learn language. To develop student speaking ability teachers need a teaching method to improve their speaking skill. The title of this research is "A Study on Teaching Method Used by the English Teacher in Teaching Speaking at SMPN 3 Pekanbaru". There are enormous teaching methods that can be applied in the teaching and learning process, But according to experts there are only four methods suitable for teaching speaking. The four teaching methods are Audio Lingual Method (ALM), Communicative Language Learning (CLT), Direct Method and Discussion Method. The objectives of the research was to describe the method applied by the teachers in teaching speaking skill the seventh grade students and to determine students' perceptions about the teaching methods used by teachers in the teaching and learning process in the seventh grade of SMPN 3 Pekanbaru in Academic Year 2019/ 2020. The research subjects were the English teachers seventh grade of SMPN 3 Pekanbaru. The research was descriptive qualitative research. The research was conducted in SMPN 3 Pekanbaru. The data was collected by using observation and interview. The techniques of analyzing the data are data observation, the interview data, presenting the data and drawing the conclusion. The results of this study indicate that there are two teachers who teach English in seventh grade at SMPN 3 Pekanbaru, each teacher has a different teaching method in teaching speaking in class. Based on the results of the observation data, interview data and data analysis the researchers concluded that Teacher I used the CLT Method and Discussion Method, while Teacher II used the Direct Method and Discussion Method. And the results of the interview data stated the conclusion that students' perceptions of the teaching methods that have been applied by the teachers to teach are very good and make students prefer and feel happy when learning English, especially speaking.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In Indonesia learning English is applied from elementary school to university or from the earliest education to the highest level of education. Because, language is one of the most important communication tools to connect with one another. in SMP N 3 Pekanbaru, English lessons are taught to seventh grade students to ninth grade. However, based on the results of researchers' observations many students from this school did not master English, especially speaking. the students do not have the level of confidence in using English to communicate even it is still difficult to understand the teacher's explanation.

Of course, this phenomenon occurs based on how students learn English both inside and outside the school environment. The environment outside the school is less supportive for learning English especially the local language has become a habit of students to communicate or exchange information. Then, the environment at school has not made students accustomed to English, especially speaking and the learning process of students in the classroom which greatly affects motivation students to learn English, such as providing motivation from the teacher, the latest learning media and of course the teaching methods of teachers who are interesting and suitable in teaching speaking.

Teaching method is a presentation technique used by the teacher to teach or present learning material to students in class so that the lesson is captured, understood, and used by students properly.In teaching and learning activities, methods are ways that contain standard procedures to carry out educational activities, especially the activities of presenting subject matter to students. In principle, none of the teaching methods can be considered perfect and fit all the subjects in each field of study. Therefore, the teacher must choose the most appropriate method for applying the teaching method in teaching process in the classroom.

In addition, a teaching method comprises the principles and methods used by teachers to enable student learning. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity.

Speaking is an interactive process constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997, cited in Maryann:1999). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experience, the physical environment, and the purposes for speaking. Teaching Speaking is challenging for teacher, The teacher should take the best approach, method and strategies in order to achieve the teaching purposes

easily, and the media that will make the students to be more motivated to study. The teacher who is able to present the material easily becomes students' idol.

Moreover, poor mastery of English from students is the result of old teaching methods that does not put pressure on mastering spoken language. This means that students' inability to speak becomes a problem in the learning process because some teachers still use old ways to teach students like old methods and teachers have not used good media in the teaching and learning process. They only care about theory rather than what is practiced. Although the increase in speaking skills is an important issue, in reality only a few teachers are aware of it.

Based on the experience of researcher in this teaching practice program, there are various problems that occur in students in learning activities, especially speaking. The students get difficulties in choosing the appropriate word to be said when they want to describe something. For example when the researcher teach English in junior high school, the student often felt afraid and shy to tell something in front of their friends although actually they can do it, and the students very difficult to remember the new vocabulary, because they lazy to practice speaking with friends in the school, the teacher focuses on teaching using worksheets, the time for learning is very limited and the large number of student capacities in the class makes the focus of students split while learning. Of course, this problem becomes homework for English language teachers to make students more active in learning of course by making students interested in learning English first, especially learning to speaking.

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In any language education programs, it is not an easy work for teachers or facilitators to create the spoken ability among their learners, especially the English learners correctly and accurately. It needs a hard work, be professional in teaching English with certain educational qualification and appropriate strategy in order to achieve the goals of teaching.

Based on the above explanation, the researcher is interested to conduct the research entitle " A STUDY ON TEACHING METHOD USED BY THE ENGLISH TEACHER IN TEACHING SPEAKING AT SMPN 3 PEKANBARU".

1.2 Identification of the Problems

In some case, the English teachers get problems in teaching speaking in classroom. This problem might caused, The firstthe teachers using the method that it is not in accordance in teaching speaking seventh grade, so that students do not focus on the material provided by the teacher. Students tend to be busy with their respective activities and do not pay attention to the teacher who teaches in front of the class.

Second, the teacher always used LKS (students' worksheet) that will make students very bored with the learning process, for example students are not motivated to learn speaking English. The level of junior high school usually prefers active and enjoyable learning, so when teachers use books or worksheets they will feel bored while studying.

Third, study time is very limited, teacher must be creative and make students more interesting to learn speaking English. For example the teacher makes discussion grub speak English in learning in the classroom to make students actively learn and achieve efficient learning with the time available.

Fourth, in the classroom so many students there, it not comfortable to learn and practice speaking English, the process learning English are not efficient. Generally, leaning English are around one to fifteen students in the class but in this school the teacher has to deal with thirty-eight students in the speaking class.

And the last, lack of student motivation, this is also the teacher's problem in teaching in class which may be caused by students' perceptions of English, lack of encouragement while learning from parents and the environment.

1.3 Focus of the Research

Based on the identification of the problems, there were some main problems that could be found. The problems were related to the teacher, teacher has not use teaching method that stimulate students to be interested in the teaching and learning process in the classroom, so that students do not focus on the material provided by the teacher.

Due to time limitation, knowledge limitation, researcher only focuses on one problem to which was the teaching method. This research focused on the use of teaching method us by English teachers in teaching speaking in seventh grade SMP N 3 Pekanbaru.

1.4 Research Question

The problem of the research is formulated as follow:

1. What method are used by the English teachers in teaching speaking of seventh grade at SMPN 3 Pekanbaru?

2. How are students' perception toward the implementations of teaching speaking methodsby the English teachers?

1.5 Objective of The Research

The need of research are expected to:

1. To find out what method used by the teachers at SMPN 3 Pekanbaru are.

2. To find out students' perceptions about the teaching methods used by the English teachers when teaching in the classroom.

1.6 Significance of The Research

By the result of the study, the writer expects that:

1. For English teacher: the result of this research is expected to be useful for the teacher in choosing suitable strategies in teaching speaking.

2. To researcher as a candidate of a teacher in the future and as requirement, much new valuable experience in language education are useful for her preparation to be an English teacher in the future.

3. For the students: to help the students overcome the problem in learning English.

1.7 Definition of The Key Terms

To avoid misunderstanding, the researcher defines the terms used in this study as:

1. Teaching Method

   Teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students (Liu & Shi, 2007 in Westwood 2008:v)

   Teaching method is a method used by teachers as a tool to deliver material aimed at making it easier for students to accept what is conveyed by the teacher so that it can improve students' ability to learn and the occurrence of efficient teaching and learning processes in the classroom.

2. Speaking skills

   Speaking is a skill, which deserves attention every bit as much as literary skills, in both first and second language. Learners of a language need to be able to speak with confidence (Bygate, 2003).

   Speaking is a productive skill in which students pronounce words and sentences for specific purposes to convey certain messages using the rules of grammar, vocabulary and formality scores that match the atmosphere of trust and comfort.

CHAPTER II

THEORITICAL FRAMEWORK

2.1 Concept of Speaking

Speaking is a spoken productive language skill. It is about how the students produce the language orally. Furthermore, according to Harmer(2009), Speaking refers to the students produce pieces of language and sees how its turns out that information are feed back into the acquisition process. Therefore, speaking focused on output where the learner's attention is on conveying ideas and messages to another person. As Jones(2004) comments that in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, may be creating a record, committing events or moments to paper.

So, it can be inferred that speaking is a spoken language productive skill that focused on the students' capability to produce pieces of the language orally. It is about how the students express their selves such as; exploring ideas, express feeling, etc.

2.1.1 Definition of Speaking

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (DepartmenPendidikanNasional, 2004). In carrying out

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speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are; 1) Introducing new language, 2) Practice,3) Communicative activity.

According to Ladouse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan(1990:8) said that "Speaking is a way to communicate that influences our daily lives".It means that speaking as the way of communication influences our individual life strongly.From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us.

Stern (in Risnadedi, 2001: 56-57) said watch a small child's speech development. First he listens, then he speaks, understanding always produces speaking. Therefore this must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus the learning of speaking can not be separated from language.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

2.2.2 Kinds of Speaking

1. Speaking Interactive

Interactive speaking is one of the speaking activities carried out with direct and indirect interaction between speakers and listeners.in the teaching and learning process in the classroom the teacher is as a speaker and students as a listener.

This interactive speaking is usually done directly; Face to face conversations, Daily dialogues and Telephone calls. In the Classroom, The teacher can ask students to take turns listening and speaking, giving each other opportunities to ask for clarification, repetition, or speech later than the conversation partner or partner.

2. Partially Interactive Speaking

Partially interactive is one of the dominant speaking activities carried out by some people or just one person in the interaction. Partially Interactive Speaking is usually done for giving a speech to a live audience and sharing a presentation.In the Classroom For Activities in Partially Interactive Speaking classes this can be done by asking one of the students to give a speech in front of the class, while the others listen and observe the speaker. The listener is also asked to respond to the speech delivered when the speech is finished.

3. Non-Interactive Speaking

Non interactive Speaking is one of the speaking activities that there is no interaction in it, the speaker only needs to practice the fluency and accuracy of the words issued. Usually, done when recording a speech for a radio broadcast, performing in a play, reciting a poem, Singing.In the Classroom activities Teachers can ask students to do assignments at home by asking them to record their own voice using English. It aims to facilitate their speaking with the correct pronunciation.

Brown also provides type of classroom speaking performance, they are:

1. Imitative

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

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even from part of some pair work activity, where learners are "going over" certainforms of language.

3. Responsive

The students' speech in the classroom is responsive short replies to teacher-orstudents-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic:

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is to extend form of responsive language.

Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

2.2 Teaching Methods

Teaching is an activity organizing or regulating the environment as well as possible and dealing with children, so that there is a learning process, environment in this sense not only classrooms or study rooms but also includes teachers, teaching aids, libraries, laboratories and so on, that are relevant to learning activities students, Nasution (Muhibbin, 2004). According to O Schrender in Roestiyah quoted from a thesis written by Syaifullah (2002), "teaching is an activity carried out by teachers using learning materials as a medium to bring children into personal formation including physical formation activities". Arifin (2012) in an article defines that teaching is a series of activities to deliver lessons to students so that they can receive, respond, master, and develop the learning material.

It means, From several opinions above it can be concluded that teaching is a series of activities carried out by the teacher in delivering lessons or teaching materials to a person or student as a medium for personality formation and facilitating learning activities. Based on the opinions of the experts above it can be understood that the method is a way or path used by the teacher to convey the subject matter and is used to achieve the stated goals both learning objectives and teaching purpose.

Tardif (in Muhibbin Shah, 2011) says "the method of teaching is a method that contains standard procedures for carrying out educational activities,

especially the activities of presenting subject matter to students". Sudjana (2000) says that the method of teaching is a way that the teacher uses in making relations with students during the teaching process. Furthermore, Muhibbin Shah (2004) says that the method of teaching is a method that contains procedures for carrying out educational activities, especially the material presentation activities for students.

According to Suryosubroto (2009: 141) the method is way, which in its function is a tool to achieve the purpose. The more precise the method used, the more effective the achievement of these objectives. Meanwhile, according to SyaifulBahriDjamrah& Aswan Zain (2010: 72) put forward "position method as one component that takes part in the success of teaching and learning activities ". According to WinaSanjaya (2009: 147) teaching method is a method used by the teacher to implement plans that have been prepared in real activities so that the objectives that have been prepared are achieved optimally. Nana Sudjana (2005: 76) argues that the method of teaching is a way that the teacher uses in establishing relationships with students during the course of teaching.

In line with the statement above, it can be understood that teaching methods are ways or tools used by the teacher in the delivery of lessons in the form of knowledge, skills, or attitudes systematically so that learning objectives and teaching goals can be achieved effectively and efficiently. Adunola (2011) indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the

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subject matter. Furthermore, Bharadwaj& Pal (2011) sustained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way (Chang, 2010). As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments (Zeeb, 2004).

Based on statements from experts above, the authors conclude that the teaching methods used by the teacher correctly can affect the way students learn in the classroom, how to think, use of learning time more efficiently and student academic achievement.

2.2.1 Teaching Speaking Methods

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in various contexts (Chaney, 1998: 13). "Speaking is an important part of the process of learning and teaching a foreign language as a second language. Although important, for many years, teaching speaking Speaking was not an important issue and English teachers continued to teach speaking only as a repetition of practice or memorizing dialogue. However, now the goal of teaching speaking must be to improve students' communicative abilities, because, only in that way, students can express themselves and learn how to follow social and cultural rules that are appropriate in every communication. For this reason, teachers must create a classroom environment where students have communication such as real life, authentic activities, and meaningful assignments that improve English speaking

skills. This can occur when students collaborate in groups to achieve an indicator or complete an assignment.

Classroom Learning Activities that Can Improve "Speaking Skills" are:

1. Discussion

After content based learning, discussion can be applied for a variety of reasons. Students can discuss to a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is very important that the objectives of the discussion activity are set by the teacher. In this way, the discussion points are relevant to this goal, so students do not spend their time chatting with each other about things that are not relevant. For example, students can be involved in agreeing / disagreeing discussions. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 in each group. Then each group works on their respective topics according to the group for a certain period of time, and presents the results of their discussion in front of the class in English.

2. "Role Play" (Role Play)

One other way to improve students' speaking skills is by playing role-playing. Students pretend that they are in various social contexts and have various social roles. In the "Role-Play (role playing) activity, the teacher provides information to students or students as to who they are and what they think or feel. Thus, the teacher can tell students that "You are Ariel, you go to the doctor and tell what happened last night, and ..." (Harmer, 1984)

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3. Simulation

Simulations are very similar to role plays, but what makes simulations different from role plays is that they are more complicated. In simulations, students can bring items to class to create a realistic environment. For example, if a student acts as a singer, he carries a microphone to sing and so on. Playing roles and simulations has many advantages. First, because simulations entertain and motivate students. Second, according to Harmer (1984) shows, simulations increase students' self-confidence, because in role playing and activity simulation, they will have different roles and do not need to speak for themselves, which means they do not have to take the same responsibilities.

4. Gap information

In this activity, students must pair up. A student will have information that other partners do not have and partners will share their information. Information gap activities serve various purposes such as problem solving or gathering information. Also, each partner plays an important role because the task cannot be completed if the partner does not provide the information others need. This activity is effective because everyone has the opportunity to speak broadly in English.

5. Brainstorming

On a particular topic, students can generate ideas in a limited time. Depending on the context, each individual's opinion or group brainstorming is effective and students produce ideas quickly and freely. A good characteristic

of brainstorming is that students are not criticized for their ideas so students will be open to sharing new ideas.

6. Story Telling

Students can briefly summarize stories or stories they heard from previous people, or they might create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the initial form, development, and end result, including the character and setting of a story that must be possessed. Students can also tell puzzles or jokes. For example, at the beginning of each class session, the teacher can call on several students to tell short riddles or jokes as an opening. In this way, the teacher will not only improve students' language skills, but also get attention from the class.

7. Interview

Students can conduct interviews on selected topics with various people. It is a good idea that teachers give rubrics to students so they know what kind of questions they can ask or what path to follow, but students must prepare their own interview questions. Conducting interviews with people gives students the opportunity to practice their speaking skills not only in class but also outside and help them become more sociable.

8. Story Completion

This technique is very fun, the whole class, free to talk activities where students sit in a circle. For this activity, the teacher starts telling stories, but after

a few sentences he stops telling. Then, each student starts to continue from the point where previously stopped. Each student must add 4-10 sentences. Students can add new characters, events, descriptions and so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and in class, they report to their friends what they find the most interesting news. Students can also talk about whether they have experienced anything worth telling friends in their daily lives in front of the class.

2.2.2 Kinds of Method in Teaching Speaking Skill

There are four methods of teaching speaking according to experts who are considered the most effective for learning speaking. Some kinds of methods can be applied in teaching speaking skill provided by experts. The use of method in teaching is to help the teacher to develop the students' skill. Here are the methods in teaching speaking as follows:

1). Audio-Lingual Method (ALM)

Definition of Audio-Lingual Method (ALM) Richards and Rodgers (2001: 18) defines Audio-Lingual Method as a method for teaching language through dialogues which stresses on the students' habit formation by repetition, memorizing grammatical structures through substitutions, singular-plural and tense transformations etc. using the target language and the culture where the language is spoken. Nunan (2003: 38) said that Audio-lingual Method is a language teaching method based on the behaviorist notion that learning a

language is a process of habit formation. Bygate (2001:15) says that ALM is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training technique while discouraging mother tongue in the classroom. b) Procedures of Audio-Lingual Method (ALM) In typical audio lingual lesson, the following procedures would be observed; 1) Students first hear a model dialogue, 2) The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students, 3) Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. 4) The students may refer to their textbook, and follow up reading, writing, or vocabulary activities based on the dialogue may be introduced, 5) Follow up activities may take place in the laboratory, where further dialogue and drill work is carried out. (Richard and Rodgers, 2001, 64-65).

Strenghs and Weaknesses of Audio-Lingual Method (ALM) There are some advantages and disadvantages of Audio-Lingual Method. The advantages are; 1) Dialogue drilling can be explained clearly with or without demonstration, 2) Correction and response can be done immediately, 3) The teacher can easily conduct the whole activities, 4) Encouraging students to produce sentences, even though not communicate (Richard and Rodgers, 2001, 64-65). The disadvantages are; 1) Techniques of memorization and drilling can become tedious and boring, 2) The audio lingual approach makes considerable demands upon the teacher, 3) Certain students fell very insecure when they are forced to depend on the ear

alone, 4) the interaction is student-to-student. Most interaction is created by the teacher (Richard and Rodgers, 2001).

2). Communicative Langugae Teaching (CLT)

Definition of Communicative Langugae Teaching (CLT) Brown (1994:244) Communicative language teaching is" a unified but broadly-based theoretical position about the nature of language and language learning and teaching". CLT involves some form of communication, which is manifested in communicative exercises and moreover the functional potential of language is viewed as crucial (Richards & Rodgers 2007: 153). The underlying theory of language of CLT logically views language as communication. The goal of teaching is to develop communicative competence (Richards & Rodgers, 2007:159).

However, some CLT practices can be defined as theories of learning: according to Richards and Rodgers (2007:161), these are the communication principle (exercises that emphasize real communication promote learning), the task principle (exercises in which language is used for carrying out meaningful tasks encourage learning) and the meaningfulness principle (meaningful language supports the learning process) (Johnson:1983). Procedures of Communicative Language Teaching (CLT) Richards (2006) suggest some principles or procedures in teaching using CLT; 1) Focus on meaning, 2) Communicative competence is the desired goal, 3) Learner-centered, 4) Fluency is the primary goal, 5) Students are expected to interact with other people, either in oral practice, through pair and group work, or in their writings, 6) Dialogues, if used, center on

communicative functions, 7) Intrinsic motivation will spring from an interest in what is being communicated by the language, 8) Task-based. Strengths and Weaknesses of Communicative Language Teaching(CLT). In implementation teaching method, the teacher would find the advantages of the method applied. There are some advantages of CLT stated by Richards (2006); 1) The interaction between students and teachers increasingly in charge, 2) To inform the basic knowledge and ability to skillfully combine the students' development, 3) Greatly improved the students' interest, 4) Students develop the subject, 5) Emphasizes the learner's cognitive ability and operational capabilities.

There are also some Disadvantages of CLT in teaching activities (Richards, 2006). They are; 1) It is felt that there is not enough emphasis on the correction of pronunciation and grammar error. It is because too much focus on meaning at the expense of form, 2) CLT approach focuses on fluency but not accuracy in grammar and pronunciation, 3) The CLT approach is great for intermediate student and advanced students, but for Beginners some controlled practice is needed, 4) The monitoring ability of the teacher must be very good, 5) Grammar Teaching Practices make application of this approach difficult.

3). Direct Method

Definition of Direct Method Stern (1991:85) points out that the Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. In the Direct Method, language is

learned for communication, as Larsen-Freeman (2000) states language is primarily speech. Classroom instruction and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language. Conversational activities hold an important place in this method. Through using language in real contexts, students stand a better chance of thinking, and speaking in the target language.

Norland and Terry (2006) descirbe how to apply Direct Method in teaching as follow; 1) The teacher shows a set of pictures that often portray life in the country of the target language, 2) The teacher describes the picture in the target language, 3) The teacher asks questions in the target language about the picture, 4) Students answer the questions as best they can using the target language. Pronunciation is corrected, but grammatical structure is not, 5) Students may also read a passage in the target language, 6) The teacher asks questions in the target language about the reading, 7) Students answer questions as best they can using the target language.

There are some benefits in using Direct Method in teaching language, for examples; 1) Students always give attention, 2) Students know much of words, 3) Students can have pronunciation like native speaker, 4) Learners often try on the conversation, especially topics which have teaching in the classroom.

4) Discussion Method

Definition of Discussion Method Stephen and Stephen (2005:25), discussion as a process of giving and talking, speaking and listening, describing and witnessing which helps expand horizons and foster mutual understanding. They

explained further that it is only through discussion that one can be exposed to new points of view and exposure increases understanding and renews motivation to continue learning. Bridges (1988:94) noted that discussion is concerned with the development of knowledge, understanding or judgment among those people taking part in it. Bridges (1988:98) believes that discussion is more serious than conversation because it requires students to be mutually responsive to the different views expressed.

Dillion (1994:79) emphasized that discussion is highly disciplined and concerned forum in which people come together to resolve some issues or problem that is important to them. Dillion (1994:83) saw discussion as an important way for people to affiliate with one another to develop the sympathies and skills that make participatory lessons possible.

5). Grammatical Translation Method (GTM)

Grammatical Translation Method is a method of combining Grammar and Translation activities or methods. In this method students are expected to be able to translate a sentence not only by interpreting it but they are also able to understand the purpose and analyze the grammatical order of the sentence. The GTM method is still often used in schools school from Elementary School (SD), Junior High School (SMP) or High School (SMA) level. Teachers still often interpret foreign language texts into their mother tongue, meaning students can understand the sentence coherently. The use of GTM must be accompanied by

student activity in translating foreign language texts so that students are also able to interpret foreign language texts using their own language.

In the Grammar Method the students study grammatical rules together with the teacher with vocabulary lists or groups. The words are then used as phrases or sentences based on the rules learned. In this method the mastery of rules takes precedence over their application. Oral skills, such as pronunciation, are not exercised. This method is easy to apply because the teacher does not have to be fluent in the language that must be learned, while the evaluation and supervision are also not difficult.

The Translation Method (the Translation Method) contains text translation activities carried out from easy to difficult matters. First from the target language to the mother tongue and vice versa. Text translation is done by translating word for word or ideas per idea including idiomatic expressions. As in the Grammar method, the Translation method can be taught to small and large and the teacher does not have to master the target language.

6) Silent Way

Silent Way is a method developed by Caleb Gattegno (1970), based on the belief that students should learn independently, not dependent on the teacher. Gattegno believes that students will learn better if he develops personal responsibility for his own learning. So, for many lessons, the teacher remains silent.

The general purpose of Silent Way is to teach learners how to learn languages, and skills developed through the process of learning a foreign or second language can be used to learn everything else that is not yet known. In the learning process, the teacher only points to a chart containing consonant vowels. The teacher pointed silently several times. After a while the teacher only gave an example of how to pronounce it. Then appoint students to pronounce it correctly. In the learning process the teacher is mostly silent, he only directs / points to the learning material. This is done to focus student attention, to get students' responses, and to encourage them to correct their own mistakes.

Gattegno sees language learners as a process of personal growth that grows consciously from students and becomes a challenge for them. Students can develop personality, autonomy and responsibility. Students must be aware that the skills they acquire depend on themselves, and must realize that using language is useful to learn a new language.teacher Silence may be a rare thing, for most language teachers it is traditionally trained that demands all aspects of the silent way. Gattegno said that the teacher "teaches to learn" does not mean the teacher's role in the silent way is not critical. Gattegno anticipates that using the silent way can change teachers' perceptions about them.

7) Total Physical Response (TPR)

According to Richards J in his book Approaches and Methods in Language Teaching, TPR is defined: "a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity ".So the TPR (Total Physical Response) method is a

method of language learning that is arranged in the coordination of commands, speeches and actions; and trying to teach language through physical activity (motorcycles).

This method was developed by a professor of psychology at the University of San Jose California named Prof. Dr. James J. Asher who has been successful in developing this method in learning foreign languages in children. He argues that direct pronunciation to the child or student contains an order, and then the child or student will respond to his physical before they start to produce verbal or verbal responses.

This TPR method is very easy and lightweight in terms of language use and also contains elements of game movements so that it can relieve stress on students because of the problems encountered in their lessons, especially when learning a foreign language, and also can create a positive mood in students which can facilitate learning so as to increase student motivation and achievement in the lesson. The meaning or meaning of the target language is learned during action.

The teacher or instructor has an active and direct role in implementing this TPR method. According to Asher "The instructor is the director of a stage play in which the students are the actors", which means that the teacher (instructor) is the director in storytelling and in which students act as actors or actors. The teacher decides what to learn, who plays and displays the subject matter.Students in TPR have the main role as listeners and actors. Students listen attentively and respond physically to the instructions given by the teacher both individually and in groups.

2.3   Components of Speaking skill

Speaking becomes important because it is a skill that can make people understand to what things explained easily. English students' speaking ability is expected to be good because they have been learning English since some years before and they will have many performances related to oral skill in universities. One step students need in order to be able master speaking skill is by accustoming ourselves to learn and practice speaking performance.

1. Fluency

Fill mores (1979) mentions, Speaking fluency has four deferent interpretations. First, he defines fluency as the ability to talk at length with few pauses and to be able to fill the time with talk. Second, a fluent speaker can speak/talk with not hesitations and express his/her massage in coherent, reasoned, and semantically dense manner. Third, speakers who know what to say in a wide range of contexts, and the last is creative and imaginative speaker in their language use and have all of aforementioned abilities (K. Judit, 2006: 154-155).

Foster and Skehan in Nunan (2004:87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task (blogspot.com, 13-April-2015). Moreover, Lado (1961:240) point out, speaking ability is the ability to report acts or situation in precise word or the ability to converse/express sequence of ideas fluently. Thornbury (2005:8) also states that the fluent speaker is speakers that have the following feature:1). Pauses may be

long but not frequent, 2). Pauses are usually filled,3). Pauses occur at meaningful transition points,4). There are long runs of syllables and words between pauses.

1. Pronunciation

Pronunciation is one of important aspect in speaking skill, because it gives meaning to everything we say. Wrong pronunciation will cause understanding and misunderstanding. Pronunciation refers to the student's ability in producing comprehensible utterances to fulfill the task requirements (Thornbury, 2005:128-129. Quoted in; blogspot.com).

3. Grammar

Grammar is the system of rules governing conventional arrangement and relationship of words in sentence (Brown, 2001:362. Quoted in; blogspot.com, 13-April-2015).

4. Vocabulary

Thornbury (2005:22) suggests three usual things used by speakers in what they are being said: a) They are (speakers) involving high proportion of words and expressions that express their attitude (stance) to what is being said, b) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity, c) A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

2.4 The Nature of Teaching Speaking

Brown and Yule cited in Nunan (1989) "begin their discussion on the nature of spoken language by distinguishing between spoken and written language. Spoken language, consist of short, often fragmentary utterances, in range of pronunciations. Brown and Yule cited in Nunan (1989) points out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as 'well', 'oh', and 'uhuh' make spoken language feel less conceptually dense than other types of language such as expository prose." Brown and Yule cited in Nunan (1989) also draw in a useful distinction between two basic language functions. These are the transactional function which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationship" Nunan (1989) summarizes that a successful oral communication involves developing; a) the ability to articulate phonological features of the language comprehensibly, b) master of stress, rhythm, intonation patterns, c) an acceptable degree of fluency, d) transactional and interpersonal skills, e) skills in taking short and long speaking turns, f) skills in the management of interaction, g) skills in negotiating meaning conversational listening skill (successful conversation require good listeners as well as good speakers), h) skills in knowing about and negotiating purpose for conversations, i) using appropriate conversational formulae and fillers.

Ur (1991, 281) describes some strategies to enhance students' motivation to speak in a lesson. The principal one was selecting the topic carefully to make it as

interesting for students as possible. If the teacher's choice fails in the class, there would have never been panic or embarrassment. The possible solution to this situation might be asking the students to vote for a topic they would be interested in talking about. Teaching speaking had its own characteristics. It was different from teaching other skills because speaking deals with utterances not sentences, spoken text not written text, and so on.

2.5 Teaching Speaking in Junior High School

Every process of teaching has its own characteristics. In teaching Junior High School students, the teachers may find any difficulties because students in this age have their own characteristics as teenagers that must be different from children or even adults. According to Soehardi in Emiriyanti (2002:23) there are many characteristics of Junior High School Students. The first, they are unstable in their feeling and emotion. Their emotions are very sensitive. The second, there is a change in their way of thinking. Students in this level are able to apply rational logic to all categories of problems, abstracts as well as concrete. The third, they want to know everything which is done by other youngster and they always want to know something new. The last, they try to get attention from their opposite sex.

Liping (2008) states that secondary school students are learning English. This ability is a potential capacity of teachers who would be actively to dig. Students' learning English ability depends largely on the students' interest in learning, learning methods and learning purpose of the following three areas. The first, the teacher should have an ability to change the passive learning to active learning.

The second, English language learning students would no longer be troubled by the problem. The last, language learning is the chance to develop understanding and expression skills.

Amstrong (1992: 34) states that teaching secondary school requires teachers who are flexible, sensitive to differences, and wounding to accept any differences. Lily in Ames and Miller (1994: 40) states that a middle school teacher has to be able to understand and appreciate young adolescents as human beings. Even with their unique characteristics that need to be heard, understood, and respected.

2.6 The Roles of the Teacher and Students in the EFL of Speaking

The roles of the teacher in teaching speaking are similar with another type of classroom procedure, according to Harmer (2002: 275) there are three roles that should play by the speaking teacher. The first one is become a prompter, inside the classroom students sometimes get lost, cannot think what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of this situation on their own, and indeed sometimes this may be the best option. However we may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively it would stop the sense of frustration that some students feel when they come to a 'dead end' of languages or ideas.

The second one is become a participant, teacher should become good animators when asking students to produce language. What is meant by participant here is that teacher can participate in every activity that had been set

before. When it is done, teacher would feel comfortable in helping the students to understand the materials, but of course it cannot be done every time, because in a particular time teacher should take enough distance between students and teacher in order to make the students have clear understanding by themselves.

The last one is become feedback provider, after students practicing their speaking, teacher should give them some feedback. One thing that is important related to feedback is the time when the teacher should give feedback. When students are practicing, teacher should not just stop their speech and give them some correction, which is not wise enough. It is better to give students feedback when they are already finished their speech. It is important because students would feel hesitate and unconfident when teacher just give students feedback or advice at the middle of their speech.

2.7 Relevance Studies

The researcher would like to show some previous studies to prove the originality of this research. The first research conducted by Sugiyartono entitled "A Descriptive Study of Method in Teaching Speaking at the Eight Year of SMP Hj. Isriyati Semarang in the Academic Year of 2010/ 2011. The objective of the research was to know the method used by the teacher in teaching speaking in SMP Hj. Isriyati Semarang. The research was designed descriptive qualitative research. The result of data analysis showed that the English teacher of SMP Hj. Asriyati Semarang at the eight year used some methods in teaching learning speaking. The teacher used Direct method, Communicative approach and Community language

learning. The methods used by the teacher to facilitate the students' learning process. By used those methods, the students showed that they were more active during teaching learning speaking process, and they were not afraid to presenting their speaking in front of the class.

The second previous study is from DwiWulansari (2013) by title "A Descriptive Study on Teaching Speaking Method to the Seventh Tear Student of SMP N 3 Baturetno". The study aimed to know the implementation of teaching speaking method to the seventh year student of SMP Negeri 3 Baturetno. The data are taken from all elements of teaching-learning process committed by the teacher and the students and other sources such as books, students practice, lesson plan, etc. To this research paper she describes the methods are used by teacher in teaching speaking, the strengths and weaknesses of the methods used by teachers in teaching speaking, and the problems faced by teacher and students in speaking class. The result of the research is the implementation of teaching speaking is divided into two main sections; (1) Teacher activity consists of all preparations of the teacher in teaching speaking, (2) Students activity consists of all the materials in the teaching speaking and (3) The elements of speaking course.

Another research about teaching method in teaching activity is from Rahman, et all. (2011) entitled "Impact of Discussion Method o Students Performance". This study was aimed to investigate the effectiveness of teaching methods in social subjects' studies. The research was designed experimental research. The result of data analysis showed there was significant improvement in applying methods in teaching learning speaking. The teacher used discussion method and

lecture method. The results of the study indicated that mean score of the experimental group was higher than the control group. It was concluded that discussion method was more effective than lecture method.

From the previous research used in this study, it can be concluded that there are some similarities and differences between this study and previous research. The similarity between this research and previous research is in the skills that will be studied. In this study, researchers will observe the teaching methods used by the teacher in teaching skills to speak to students in SMP N 3 PEKANBARU. The researcher focused on the speaking training method used by English teachers. Another similarity is research design; using qualitative research designs. The difference between this research and previous research is the place of research, and research subjects.

2.8 The Assumption

The researcher assumes that the English teacher at SMPN 3 Pekanbaru us various method teaching speaking**.**

2.9 Conceptual Framework

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                    ┌──────────────────────┐
                    │  Teaching Methods     │
                    │  (Curriculum 2013)    │
                    └──────────────────────┘
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| Listening | Speaking | Reading | Writing |

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┌────────────────────────┐        ┌────────────────────────┐
│  Grammar Translation    │        │  Community language     │
│  Method (GMT)           │        │  learning (CLL)         │
└────────────────────────┘        └────────────────────────┘

┌────────────────────────┐        ┌────────────────────────┐
│      Silent Way         │        │     Direct Method       │
└────────────────────────┘        └────────────────────────┘

┌────────────────────────┐        ┌────────────────────────┐          ┌───────────┐
│  Total Typical Response │        │   Discussion Method     │          │ Students  │
│  (TPR)                  │        └────────────────────────┘          │ Speaking  │
└────────────────────────┘                                             │ Skill     │
                                                                       └───────────┘
┌────────────────────────┐
│  Audio-Lingual Method   │
└────────────────────────┘
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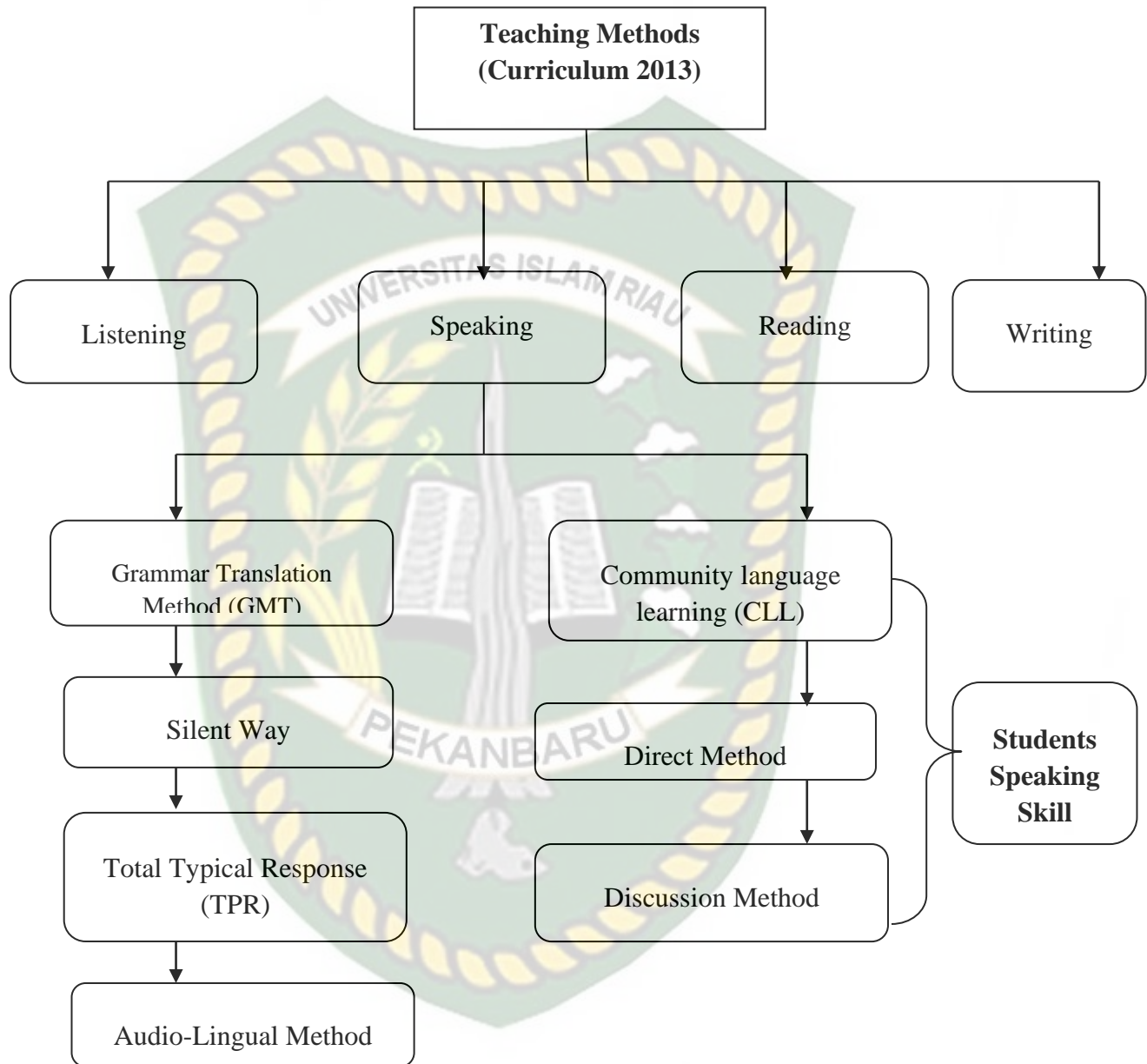
CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The design of this research used a descriptive qualitative method to obtain the data needed. According to Moleong (1991:11) says that methodology qualitative as procedure the result of descriptive data in the form of written or oral words from person or activity which is researched. Using method of descriptive qualitative as procedure the result of data will help the researcher to find out this research. So, based on the explanation about, this research is include the descriptive qualitative method, because this research use oral words from person or activity.

Fauziati (2009: 241) qualitative research often involves "data collecting procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statically method". Bogdan and Taylor in Moleong (1989:3) these statement contains of purpose that describe qualitative research is research that put forwards the data collecting or the problem reality based on the things explored by respondents and the data collected are words and picture, not number. Hadi (1993:14) also describes that there are many procedures in employing qualitative descriptive method. The researcher collects the data, then classifies them, and finally draws conclusion the data.

In addition, According to Creswell (2012) collecting data best on words from a small number of individual, analyzing the data for description and themes using text analysis and interpreting the lager meaning of the findings is included to

descriptive qualitative method. Based on the definitions above, it can be described that qualitative method in this research, the researcher fully join the teaching processes to find the data needed until the data saturate. The researcher observes the activities of the subjects in the process of teaching learning process.

Then, supported the data by interview the subjects and documents used in teaching speaking. The data were described by the researcher in form of words.

3.2 Source of the Data

The researcher employed two instruments to gather the data. The instruments were observation and interview as the supporting instruments. The samples were two English teachers at SMPN 3 Pekanbaru. Furthermore, the sample is only taken from English teachers who teach seventh grade at SMPN 3 Pekanbaru.

This research used observation and interview, the observation were made to obtain data on the activities of the teaching learning process of speaking in seventh grade students.Interview are a question and answer process conducted by researchers with samples in order to get information directly from an English teacher who teaching seventh grade in a speaking class, namely about the process of teaching speaking, material, the use of teaching methods and student perceptions.

3.2.1 The Location and Time

This research was conducted at SMP N 3 Pekanbaru, which is location on Jln, Dahlia No.1023, Pekanbaru. And the researcher was conducted the research

in during school hours speaking English at the start in first grade at 07:00 WIB on

SMP N 3 Pekanbaru.

3.2.2 The Participant of Research

This subject of this research the English teacher used teaching method to teaching speaking seventh grade students, and teaching method used by the English teachers to teaching speaking at seventh grade students in SMPN 3 Pekanbaru..

3.3 Data Collections Technique

Data collections technique of this research is observation and interview. Observation and interview are to be the most important for this research. This observation and interview used to investigate the teacher strategies in teaching speaking.

3.3.1 Observation

Observation is a way of collecting data by conducting direct observation of an object in a given period and held a systematic recording of certain things observed. Number of periods of observation that needs to be done and the length of time at each observation period depends on the type of data collected. If the observation will be carried out on a number of people, and the observation will be used to make comparisons among these people, than it should be observed for each person carried in are lately similar situation.

The observation with video recording was administered four times to answer the first research questions when the teacher teaches speaking as the skill

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prioritized. It encompasses identifying teacher's strategies in teaching speaking, which make students speak up, problems faced by the teacher and how to deal with it. The instruments used in this research were observation sheet, which was adapted, developed, and translated from Brown (2001), and field note to keep details of what happen in the classroom.

The ways to doing observation were: (1) the researcher prepared the materials to conduct the observation such as: paper, pen and camera. (2) The researcher joined in the classroom, (3) the researcher observed teacher's strategies in teaching reading comprehension. This method is used to get any information about the teacher strategies in teaching speaking at SMP N 3 Pekanbaru.
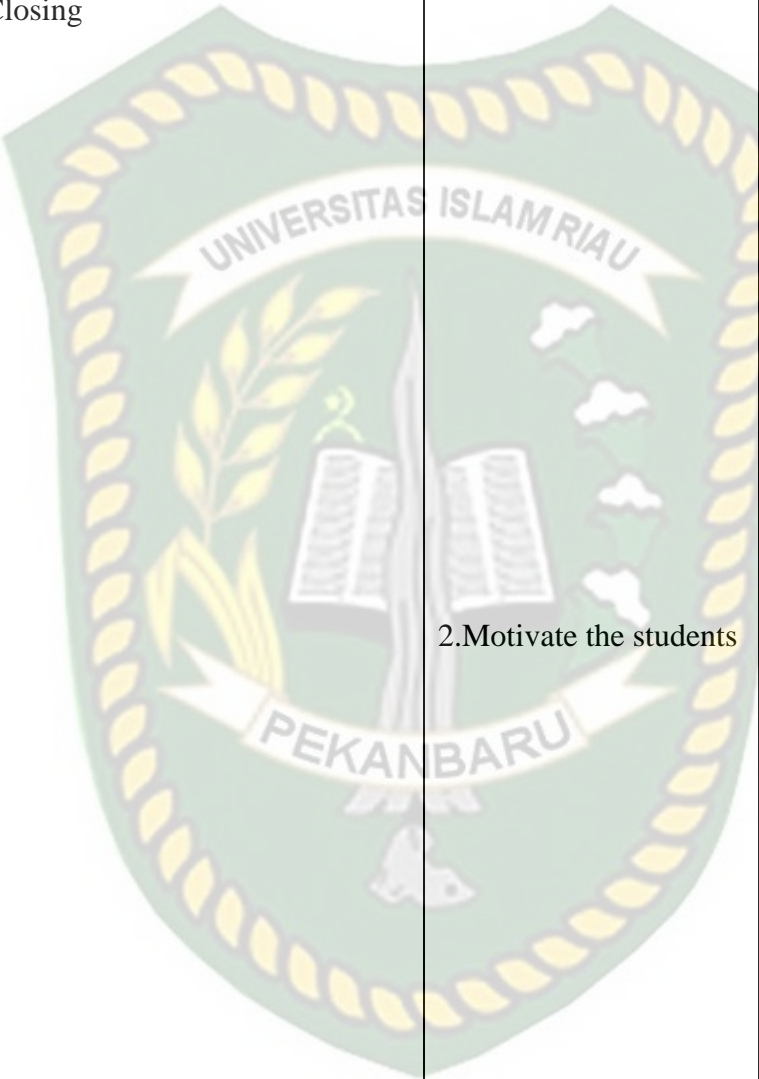
In this case, the researcher observes whatever is done by the English teacher related to the teacher's method in the teaching process of speaking in the classroom, the writer uses camera videos to record all teaching and learning activities in the classroom.

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Table 3.3.1 Observations Sheet
Teacher I

No	Activity	Description	Remark
1	Opening	1. The teacher greets students and does literacy activities in class	1. The teacher says "good morning" to all students in the class, then talks simply about the cleanliness of the class to make learning comfortable.
		2. Asking students condition	2. The teacher checks the student's condition by saying "how are you all?" then the students answer "I'm fine ma'am, thank you".
		3. Checking Attendance	3. The teacher calls each student's name based on absence to ensure student attendance

| 2 | Main Activity | 1. Observing | 1. The teacher begins to enter the learning material, explaining the topic of the material they will learn. then the teacher also asks students to open the textbooks that the school has provided to simply read and understand the topic of the material to be studied. 2.The teacher asks students about students' understanding of the subject matter that has been explained by the teacher and which they have read from the textbook. |

		2.Experimenting	1.The teacher asks students to make a simple conversation on a small paper about "Greeting", After that students are asked to have a conversation with their friends with a simple dialogue with the theme "Greeting". the teacher monitors the student's activities to maintain the classroom situation in order to remain conducive.
		1. (first meeting)	
		2. (Second meeting)	2. The teacher asks students to make a small group, and gives an assignment to do together then students are asked to present the results of their group

			work in front of the class
3	Closing	1. Review the Material	1. To help students remember the subject matter they have learned, the teacher always does a brief re-explanation of the most important points in the material
		2.Motivate the students	2. Before leaving the classroom and mastering the process of teaching in the classroom the teacher always motivates the students to stay engaged and diligently follow each learning process.

Table 3.3.2 Observations Sheet
Teacher II

No	Activity	Description	Remark
1	Opening	1. The teacher greets students and does literacy activities in class	1. The teacher says "good morning" to all students in the class, then talks simply about the cleanliness of the class to make learning comfortable.
		2. Asking students condition	2. The teacher checks the student's condition by saying "how are you all?" then the students answer "I'm fine ma'am, thank you".
		3.Checking Attendance	3. The teacher calls each student's name based on absence to ensure student attendance

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2	Main Activity	1. Observing	1. The teacher begins to enter the learning material, explaining the topic of the material they will learn. then the teacher also asks students to open the textbooks that the school has provided to simply read and understand the topic of the material to be studied.
		2. Questioning	2.The teacher asks students about students' understanding of the subject matter that has been explained by the teacher and which they have read from the textbook.

		3.Experimenting (first meeting)	• The teacher asks students to make a simple conversation about the subject matter "live taking" using English sentences, then present their work in front of the class without reading a book of course using English. • The teacher listens to the students 'words and then the teacher checks the pronunciation of students when there are mistakes in pronunciation and grammar. The teacher readily corrects and

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			justifies students' mistakes.
		(Second meeting)	• The teacher asks students to make a small group, and gives an assignment to do together then students are asked to present the results of their group work in front of the class.
3	Closing	1. Review the Material 2. Motivate the students	1. To help students remember the subject matter they have learned, the teacher always does a brief re-explanation of the most important points in the material

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			2. Before leaving the classroom and mastering the process of teaching in the classroom the teacher always motivates the students to stay engaged and diligently follow each learning process.

Table 3.3.3
Indicator of Teaching Method

No	Teaching Method	Description (Procedure)
1	Grammar Translation Method	**Procedure**: In the Grammar Translation Method the classroom procedure include: a presentation of a grammatical rule, followed by a list of vocabulary and, finally, Other activities and procedures can be the following: 1.Reading comprehension questions about the text,

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		2.Identifying antonyms and synonyms from words in the text,
		3.Memorising vocabulary selected from the reading texts,
		4.Forming sentences with the new words,
		5.Recognising and memorizing cognates and false cognates,
		6.Practicing fill-in-the-blank exercises, writing compositions from a given topic.
		Teacher Roles:
		In the Grammar Translation Method the teacher is the sole authority in the classroom as he controls and determines everything such as the content, tasks, etc. Furthermore, the teacher also provides the students with correct answers/feedbacks when they make errors.
2	Silent Way	**Procedure:**
		1).Preliminary. The teacher provides teaching aids in the form of; (a) display board with

material (fidel chart) on it. This board contains the spelling of all syllables in the foreign language learned. (b) wooden sticks / blocks (cuisenenaire rods). Sticks that usually number ten with different colors which will be used as props in forming complete sentences.

2). The teacher presents one item of language that is understood, the presentation is only one time. Thus he forced the students to listen well. At the beginning, the teacher did not say anything, but only showed the symbols listed on the display board. Students pronounce the symbol designated by the teacher by reciting loudly, first simultaneously. Then, on the instructions of the teacher, the students recite it one by one. This step is the initial stage.

3). After the student is able to say sounds in the foreign language being studied, the teacher presents a second display board containing selected vocabulary, this vocabulary is taken from the sentences most

often used in daily communication. This vocabulary is very useful for students in composing a sentence independently, this step is also still the beginning stage.

4). The teacher uses the colorful sticks that have been provided to lure students to speak the foreign language being studied.

5), In closing, the teacher can test the success of students in mastering the vocabulary that has been taught by using the commands as far as possible not verbally as in point number 4 above. In testing it certainly must pay attention to the time available, it is not possible with the limited time testing can be given to all students.

Teacher Roles:

The teacher uses silence for multiple purposes in the Silent Way. It is used to focus students' attention, to elicit student responses, and to encourage them to correct their own errors. Even though teachers are often silent,

3	Total Typical Response (TPR)	procedure:
		1). The teacher creates a situation where the child is given 10 new words about the intended item for example about fruit.
		2).With the introduction of new words, children must choose of the three items that they failed. If they are wrong, words can be repeated. If they are right, the prize is words of praise from the teacher.
		3). The teacher introduces new items with a series of activities, both through gestures and others.
		4). The teacher introduces new material with carry out orders on the cassette. Record the instructor in order to become his own voice and then follow the order.

The top continuation cell reads:

they are still active; they will commonly use techniques such as mouthing words and using hand gestures to help the students with their pronunciation. Teachers will also encourage students to help their peers.

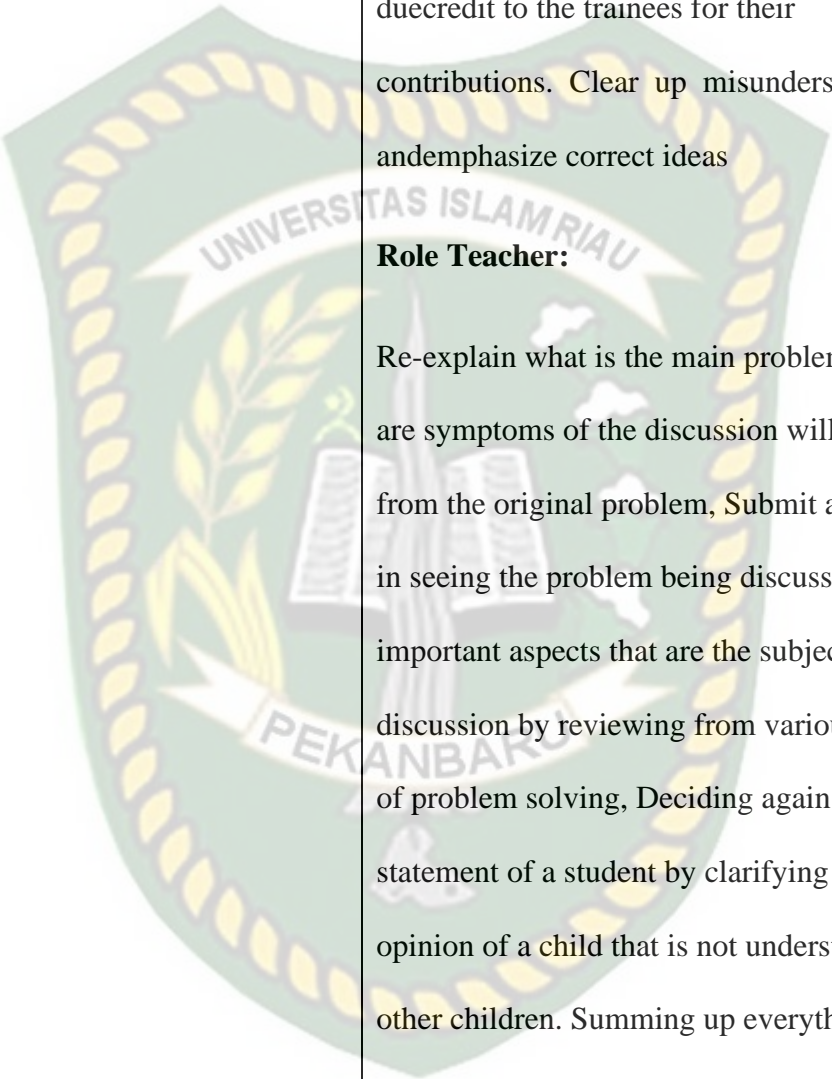|		Teacher Roles:
		The teacher makes great efforts in trying to transfer the concept of learning in all situations, the teacher must slowly explain every detail item from teaching materials. Then the teacher prepares learning objectives for the teacher and students, the teacher also introduces a new language one unit in one time. The teacher avoids teaching verbs and nouns are given at the same time. The teacher does not neglect the last step learning is review and repetition.
4	Audio Lingual Method	**procedure:** 1). The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue. 2).The language learners listen attentively while the teacher reads or recites the dialogue

at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.

3). Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary.

4).Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speaker's roles.

Pairs of individual learners now go to the front of the classroom to act out of the dialogue. By this time they should have memorized the text**.**

		Role Teacher: The role of teacher in class is like an orchestra leader, directing and controlling the language behavior of her/his students. He/She is also responsible for providing her/his students with a good model for imitation. The role of the students is they are imitators of the teacher's model of the tapes he/she supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible.
5	Communicative Language Learning(CLL)	**Procedure:** 1). Learning to communicate through interactions in the target language is emphasized. 2). Authentic texts are introduced in learning situations. 3). Learners are given the opportunity to focus, not only on language, but also on the learning management process. 4). Students are helped to improve personal

experiences.

5). Language learning is associated with language activities outside the classroom.

Teacher Role:

1). The first role is to facilitate the communication process between all participants in the class, and between these participants and various activities and texts.

2). The second role is to act as an independent participant in a teaching-learning group.

3). The third role for teachers is researchers and students, with many contributions in terms of appropriate knowledge and abilities, actual experience and observed nature of learning and organizational capacity.

Procedure:

1).Each student has a reading passage in front of him/her.The students are called on one by one and they read the text loudly.

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2).After the students finish reading the passage, they are asked in the target language if they have questions.

3).The teacher answers the students' question in the target language.

4). The teacher works with the students on the pronunciation

5). The teacher gives question to the students and the questions and statements are about the students in the classroom.

6).The student make up their own questions and statements and direct them to other students in the classroom.

7).The teacher instructs the students to turn to an exercise in the lesson which asks them to fill in the blanks.

8). The students read a sentence out loud and supply the missing word as they are reading.

9).The teacher asks the students to take out their notebooks and he/she gives them a

| | | dictation; the passage is about the topic that has been discuses.

Teacher Role:

The role of the teacher is to direct class activities, but students and teacher are partners in the learning process, and there is a large amount of Learner-Learner interaction. |
|---|---|---|
| 7 | Discussion Method | *Procedure:*

1).Build a background for the discussion. Thedevelopment of an appropriate background ends to focus the trainees' attention uponthe central problem.

2). Ask thought-provoking discussion questions.

3).Ask questions to keep the discussion inbounds, to bring out the desired aspects ofthe main problem, and to guide thediscussion toward the desired conclusion.Encourage the timid, restrain the talkactive,and maintain a standard of discipline inkeeping with the maturity level |

of thetrainees.

4). Usethe chalkboard for this purpose. Give duecredit to the trainees for their contributions. Clear up misunderstandings andemphasize correct ideas

Role Teacher:

Re-explain what is the main problem if there are symptoms of the discussion will deviate from the original problem, Submit a new idea in seeing the problem being discussed, Show important aspects that are the subject of discussion by reviewing from various aspects of problem solving, Deciding again a statement of a student by clarifying the opinion of a child that is not understood by other children. Summing up everything that has been said by students, where the first point and the point of difference is explained back to students.

3.3.2 Interview

Interview to support the validity of data collection, interview was administered to the teacher. The interview was developed to cover some questions about teacher's strategies. Interview is used as directive means of finding what people are thinking, feeling, and doing (Given, 2008).

According to Sugiyono (2008:231), interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. Meanwhile, according to Hadi, (1993:39) interview can be viewed as method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation.

According to Arikunto (1990) classification, there are there kinds of interview, namely (a) unstructured interview. In this type, the interviewer carries out the interview with no systematic plan of question, (b) structured interview. The interview carries out the interview by using a set questions arranged in advance, (c) semi structured interview. The interviewer uses a set question which is developed to gain the specific information.

The interview was conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planed questions (cited in Haris, 2007). In this case, the researcher used structured interview. The interview was done with the English teacher. The interview was done after finished the teaching and learning process. This interview will conduct to gain a

spoken respond from the participants. The functions of interview in this research were to cross-check the data and to make sure that the data from the observation were really valid.

In this study, researchers interviewed an English teacher at SMP N 3 Pekanbaru, using tape recorder to get information by the English teacher in the interview process and find out the methods used by the English teacher in teaching speaking in the teaching and learning process in the classroom.

Following are interview guides for this research:

1. What are the methods used in teaching English in seventh grade students at SMPN 3 Pekanbaru?

   (Apa metode yang di gunakan dalam pembelajaran bahasa Inggris pada siswa kelas VII di SMPN 3 Pekanbaru?)

2. What are some things done in improving students' speaking skills?

   (Apa saja hal yang di lakukan dalam meningkatkan kemampuan speaking siswa?)

3. How do you deal with difficulties in teaching English?

   (Bagaimana cara menghadapi kesulitan dalam mengajar bahasa Inggris?)

4. What are the difficulties faced by seventh grade in learning English?

   (Apa saja kesulitan yang dihadapi siswa kelas VII dalam belajar bahasa Inggris?)

5. How are students' perceptions of the application of teaching methods applied?

(Bagaimana persepsi siswa terhadap penerapan metode mengajar yang di terapkan?)

6. What are the evaluation results after using the teaching method?

(Bagaimana hasil evaluasi setelah menggunakan metode mengajar?)

3.4 Data Analysis Technique

In this research, to analyze the data from video, recording and interview the researcher did the step as follow. To analyze the data from video and recording the teaching and learning process, the researcher transcribed the data from oral into written form, and then the researcher analyzed the method which the English teachers used in the teaching speaking activity in the classroom.

While, the data from interview the researcher transcribed the data and analyzed some information of teaching speaking activity at SMP N 3 Pekanbaru to support this research.

CHAPTER IV

THE PRESENTATION OF RESEACH FINDING

4.1 Research Finding

In this chapter, the writer presents the result of the research about the teaching method used by the English teachers in teaching speaking skill at the seventh grade students of SMPN 3 Pekanbaru in academic years 2019/2020.Based on the observationsand interview in SMPN 3 Pekanbaru .

The researcher presents the findings of the research in the form of words or qualitatively. The subjects of this research were the English teachers at seventh grade of SMPN 3 Pekanbaru. The researcher collected the data by observation, and interview. So, from the interview could be understood that there were two English teachers at seventh grade class of SMPN 3 Pekanbaru. The teachers of SMPN 3 Pekanbaru also implemented curriculum 2013 in the teaching-learning process. The researcher joined the teaching learning processes at seventh class to know the methods applied and the implementation of curriculum 2013 in teaching speaking skill. the researcher joined the teaching process totally four times, which were divided into two meetings for each teacher. The findings of teaching-learning activities were explained below:

a. Method Used In Teaching Speaking Skill

Based on the results of observation during the teachers teaching- learning activities and from the lesson plans made by the English teachers at seventh grade of SMPN 3 Pekanbaru, it could be concluded that there were some methods

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applied by the teachers in teaching speaking skill. The methods applied were based on the ability of students in speaking and the students needs. The conclusions of the teaching methods applied by the English were as follows:

Table 4.1.
Teachers' methods in teaching speaking skill the seventh grade classes of SMPN 3 Pekanbaru

No	Teacher	Method applied in Meeting 1	Method applied in Meeting 2
1	TEACHER 1	• Method CLT • Topic Greeting • Activities The students of VII B class were asked to read book and make an simple sentence about Greeting, and then the teacher asks who want to come to the class to present their dialogue work. the teacher gives students many opportunities to ask question.	• Method: Discussion method • Topic: Simple Dialogue about Greeting (formal & informal) • Activities: The teacher were asked the students of VII B to make a group to make simple dialogues about Greeting (formal & informal). Then, they had to deliver their result of discussion in front of the class.

| 2 | TEACHER 2 | • **Method :Direct Method**

 • **Topic: Leave Taking**

 • **Activities :**

 the teacher explains the material and then asks students to make a simple dialogue about saying goodbye then asks students to present in class | • **Method: Discussion Method**

 • **Topic: Leave taking**

 • **Activities:**

 The teacher asks students to read textbooks then make grubs for discussion and make a simple dialogue about leave taking then present in front of the class |

1. Teacher I

From the results of interview and the lesson plan made the teacher 1, the researcher found that the materials taught in next meetings were about Greeting and Simple Dialogue. While the methods used by the teacher 1 were in first meeting the method used was communicative language teaching (CLT), and the second meeting was discussion method. Before implementing the teaching learning processes, the teacher said that he prepared some steps such as choosing the examples of invitation letter and simple dialogue, prepared the steps to make the students to be more active in the learning processes than the teacher, prepared

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some questions based on the materials taught, and made task or activity for students appropriate with the materials. Here were the results of the observation during the teaching learning processes:

a) The first meeting

The researcher did observation on Monday, August 12th, 2019. The teacher taught about "Greeting" at the VII A class of SMPN 3 Pekanbaru. There were some activities done by the teacher where the researcher joined in the classroom during the teaching learning process.

1) Opening

In opening section, Mrs.Santi opened the meeting by greeting with said "Assalamu'alaikum Wr.Wb", good morning, students" followed by asking the students' condition. After that Mrs. Santi with the students prayed by saying Basmalah together and then he checked students' attendance list one by one.

2) Main Activity

In observing, the teacher delivered a material to the students. It was about Greeting. He explained the students about the materials. Then, the teacher asked the students to make greetings and then practice with friends. The teacher also asked to the students to underline the difficult word. This technique used to increase the students in vocabulary. Here was such the results of interview below:

"Dalam mengajar speaking di kelas tujuh saya lebih sering menggunakan metode diskusi karena menurut saya untuk materi ini lebih cocok untuk eningkatkan keeranian mereka dalam menyampaikan pendapat.

Kemudian terkadang saya mnggunakan metode langsung dalam mengajar, dengan saya menggunakan full bahasa inggris untuk lebih menekankan siswa untuk lebih mengenal banyak vocabulary, sehingga mereka bisa mendapat dan mengetahui informasi dan vocabulary baru tanpa mereka sadari" (Interview with Mrs. Santi on monday August 12th, 2019).

3) Questioning

In questioning, teachers asked students' knowledge about the materials. The teacher encouraged the students to rise their question related to the materials. The teacher facilitated the students to ask more in order to rise up their curiosity. Teacher asked the students to mention kinds of greeting ever made by the students. It was such good morning, good afternoon, good night, how are you and other greetings. This way was to make the students to participate in the lesson.Here was such the results of interview below:

"Dalam meningkatkan kemampuan speaking siswa setiap proses belajar mengajar saya selalu mecoba membuat siswa lebih aktif dari saya ,saya berusaha hanya menjadi fasilitator dan moderator. Saya membuatgrub diskusi untuk membuat siswa lebih aktif membahas matei pelajaran dengan menggunakan bahsa inggris"(Interview with Mrs. Santi on monday August 12th, 2019).

4) Experimenting

In experimenting, the students were asked to make a simple greeting sentence. The teacher gave them a chance for some minutes to make the greeting letter. The teacher moved around during the students made their simple greeting sentence to control the students if they had difficulties.Here the results of the interview from the teacher I in of below:

" kesulitan siswa dalam belajar di sebabkan karena mereka kurang tertarik dan malas belajar bahsa inggris terutama speaking, yang saya lakukan biasanya sellu member motivasi agar mereka semngat belajar dan tertarik untuk belajar bahsa inggris terutama speaking".(Interview with Mrs. Santi on Monday August 12th, 2019).

5) Communicating

In communicating, the teacher gave opportunity to the students who wanted to be volunteer. The students were given opportunity to deliver their opus in front of the class. The teacher asked the students who came forward to read it in front of the class. The other students were asked to pay attention to their friends who were standing in front of the class. The teacher also corrected the students pronunciation. It was the result of interview from teacher I such as below:

"Untuk persepsi siswa mereka lebih antusias dan hapy dengan metode yang saya gunakan dalam mengajar speaking ini, mereka lebih terlihat aktif dalam proses belajar di kelas. kemudian hasil evaluasi nilainya pun lebih bagus

daripada saat saya mengajar tanpa menggunakan metode mengajar"".(Interview with Mrs. Santi on Monday August 12th, 2019).

7) Closing

Before closing the meeting the teacher reminded the students to make another Greeting sentences, and presented in front of the class without reading. The teacher also gave motivation to the students to always study more about English, because English was interesting and needed for globalization era. Then, the bell rang, the teacher closed the class by saying "Wassalamu'alaikum Wr. Wb". Then, the students answered "Wa'alaikumsalam Wr. Wb".

b) The second meeting

The researcher did observation on Thursday, August 15th, 2019. The teacher is still teaching about "Greeting" at the VII A grade of SMPN 3 Pekanbaru. There were some activities where the researcher joined in the classroom during the teaching learning process.

b) Main Activity

(1) Observing

In observing, the teacher gave a material to the students. It was about "Greetings formal and informal". Mrs. Santi told the students about the materials. The students learned about some kinds of Greeting formal and informal. Then, the teacher asked to the students to read the material on their handbook. The students read and translated the words.

(2) Questioning

In questioning, teachers asked students' understanding about the material. Teacher said that Greetings formal and informal very important to understand for daily life, because it influences the ethics of communicating. The teacher facilitated the students to ask more in order to rise up their curiosity about the material learn. The teacher encouraged students to ask about the content of the material.

(3) Experimenting

In experimenting, read and watch another examples dialogues included on textbook. The teacher asked them to make a pair or partner based on their table. The teacher gave the students occasion to make a simple dialogue with their partners. The teacher wanted the students to be able to work cooperatively with their friends. Here were such the results of interview below:

"Siswa saya minta untuk menganalisis atau berdiskusi dengan teman sebangku atau kelompok tentang materi yang sedang dipelajari (Interview with Mrs. Santi on Saturday, 15Augus 2019).

(4) Associating

In the activity of associating, teacher explain about the use of each words and sentences in Greetings formal and informal. The students were asked to practiced it on their place. The teacher observed the students activities. The teacher also controlled and guided the students if they found the difficulties

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related to the materials. The teacher would give the feedback based on their work pairs.

(5) Communicating

In communicating, the teacher gave chance the student to come forward with their partners. The teacher chose some students to practice their task in front of the class. The teacher also gave the students who came forward to get feedback from friends about their presentation. This activity was to develop their own ideas and their braveness to speak in front of the class.

c) Closing

Before closing the meeting the teacher reminded the students to read their handbook, and prepared the next material. The teacher also gave motivation to the students to always study more over about English. Then, the teacher closed the class by saying "Wassalamu'alaikum Wr. Wb". Then, the students answered "Wa'alaikumsalam Wr.Wb".

Based on the observation in teaching processes of teacher 1, it could be concluded that the teacher 1 during the teaching speaking used CLT method and Discussion method. Those could be seen from two meeting where the teacher used CLT in seventh grade class. The students of seventh grade class were asked to make an simple greeting sentences, then they had to present it in front of the class. While in the second meeting, the teacher 1 used Discussion method in seventh grade class. The teacher were asked the students of seventh class to make

a group to make simple dialogues about greetings formal and informal. Then, they had to deliver their result of discussion in front of the class.

2. Teacher II

From the results of interview and the lesson plan made the teacher II, the researcher found that the materials taught in next meetings were about Leave Taking. While the methods used by the teacher II were in first meeting the method used was direct method, and the second meeting was discussion method. Before implementing the teaching learning processes, the teacher said that he prepared some steps such as for material in the first meeting the teacher prepared a paper card which could interest students' vocabularies and intention in learning, make vocabulary about leave taking in a paper card that students will comment on as their assignments, gave them occupation to read and express the words and dialogue created.

While for the second meeting the teacher prepared the steps to make the students to be more active in the learning processes than the teacher. He prepared motions should be discussed by students in a group. Preparing some questions based on the materials taught, and made task or activity for students appropriate with the materials. Here were the results of the observation during the teaching learning processes:

a) The first meeting

The researcher did observation on Wednesday, August 21th, 2019. The teacher taught about "leave taking" at the VII B grade of SMPN 3 Pekanbaru.

There were some activities where the researcher joined in the classroom during the teaching learning process.

a) Opening

After entering the class, the teacher gave greet to the students, and the students answered the greet. The teacher greeted the students by asking their conditions. It made the students to be ready joining the class. Then, the teacher checked the students' attendance by calling the students' one by one. Before he starting the teaching process, he told the students about motivation story. It was done to rise the students' motivation in learning. It was such the interview below:

"saya dalam setiap pertemuan sebelum pembelajaran saya sampaikan cerita motivasi pendek tentang sejarah atau perjalanan pendidikan sya pribadi atau orang lain agar siswa semangat untuk belajar kembali (Interview with Mrs. Asminar on wednesday,21 August 2019).

b) Main Activity

(1) Observing

In observing, the teacher introduced the material learn that day to the students. It was about make an dialog "leave taking". Teacher told the students about the materials. Activities in this class encouraged students to develop their own ideas about material taught. Here was such the results of interview below:

"Metode pengajaran yang saya pakai harus sesuai dengan materi yang akan di pelajari siswa, untuk memudahkan siswa menangkap dan memahami

materi yang mereka pelajari. Saat saya mengajar speaking saya sering menggunakan metode CLT dan metode diskusi. Kedua metode tersebut saya gunakan karena kelas tujuh lebih banyak memerlukan praktik dibading pemahaman materi saja, terlebih untuk mengajar speaking".(Interview with Mrs. Asminar on Wednesday August 21th, 2019).

(2) Questioning

In questioning, teacher asked students about sentence dialog would be made. Teacher typically showed students how and what to do by students. Students will make simple sentences about leave taking. Here was such the results of interview below:

"Untuk meningkatkan kemampuan speaking saya mensiasati dengan melakukan proses belajar mengajar menggunakan metode diskudi, dimana siswa harus berbicara untuk saling bertukar informasi. Dan gru hanya sebagai moderator". (Interview with Mrs. Asminar on Wednesday August 21th, 2019).

(3) Experimenting

In experimenting, the teacher asked students to write simple dialogs on paper cards .The teacher sometimes helped the students in understanding the difficult words.Here was such the results of interview below:

"Pengaruh bahasa ibu dan terlalu sering meggunakan bahasa indoneseia membuat para siswa kesulitan untuk menerapkan bahasa iggris meskipun hanya di kelas. Maka dari itu saya menggunakan metode langsung agar sedikit memksa

siswa memahami apa yag saya informasikan menggunakan bahasa inggris".(Interview with Mrs. Asminar on Wednesday August 21th, 2019).

(4) Communicating

In communicating, the teacher gave the student chance to correct their answer. After finish, teacher called the students to presenting the paper card in front of class one by one. Teacher wanted to know the students' pronunciation and grammar sentence. The teacher corrected the students' pronunciation when they wrong in pronouncing.Here was such the results of interview below:

" para siswa sebenarnya masih banyak yang kesulitan menggunakan speaking di kelas, tetapi mereka terlihat lebih tertarik saat saya terapkan metode-metode mengajar khusunya speaking, menurut sya mereka lebih enjoy. Dan hasil dari evalusi nilai siswa pun meningkat" *".(Interview with Mrs. Asminar on Wednesday August 21th, 2019).*

(5) Closing

Before closing the meeting the teacher motivated the students that paper card could help make an interested sentence and

speaking skill. Teacher wanted the students to have more practice in speaking. It was because in the end of the semester they would had speaking test. Then, the teacher closed the class by saying "Wassalamu'alaikum Wr. Wb". Then, the students answered "Wa'alaikumsalam Wr.Wb".

b) The second meeting

The researcher did observation on Friday, August 23th, 2019. The teacher still taught about " leave taking" at the VII A grade class of SMPN 3 Pekanbaru. There were some activities where the researcher joined in the classroom during the teaching learning process.

a) Opening

After entering the class, the teacher gave greet to the students, and the students answered the greet. The teacher greeted the students by asking their conditions. It made the students to be ready joining the class. Then, the teacher checked the students' attendance by calling the students' one by one.

b) Main Activity

(1) Observing

In observing, the teacher gave a material to the students. It was stillabout "leave taking".Teacher told the students about the materials learned that day. Activities in this class encouraged students to develop their own ideas about content learned. The teacher told the students about how the activity they should do.

(2) Questioning

In questioning, teacher asked students' knowledge about the material. Teacher spent the time consulting with students on how to improve their work on

individual or in a group. Teacher typically showed students how and what to do in order to master course content.

(3)Experimenting

In experimenting, read and watched another examples of texts are studied from a variety of sources such textbook, etc. The teacher gave the text or another example of the material.

(4) Associating

In associating, teacher gave the task or assignment to make retelling story from the text they made and performed it in front of class directly. Small group discussions were employed to help students develop their ability to think critically. During this activity, the teacher moved around the class to control students' activities.

"Saya sering berkeliling didalam kelas dan mengawasi siswa yang kurang aktif didalam diskusi dan memberi motivasi atau menunjuknya untuk menyampaikan pendapatnya dalam diskusi tersebut" (Interview with Mrs. Asminar on friday, 23August 2019).

(4) Communicating

In communicating, the teacher gave a chance the student to present their discussion results about the sentence they made. After that, the teacher called the students to present about their tasks in front of class and gain feedback from friends about the presentation. Here, the teacher was as the controller and guider

who helped the students in interpreting and sometimes gave feedback related to the student's presentation.

d) Closing

Before closing the meeting the teacher motivated the students to always study about English. Teacher wanted students to have more practicing to improve their spekaing skill. Then, the teacher closed the class by saying "Wassalamu'alaikum Wr. Wb". Then, the students answered "Wa'alaikumsalam Wr.Wb".

Based on the observation in teaching processes of teacher 2, it could be concluded that the teacher 2 during the teaching speaking used direct method and Discussion method. Those could be seen from two meeting where the teacher used direct method in VII B to make a simple dialogue and then the teacher asksquestions to students about the dialogue that were created in their place. While in the second meeting, the teacher 2 used Discussion method in VII B . The teacher were asked the students of VII B to make a group to make simple sentence the simple dialog story given by their own words. Then, they had to deliver their result of discussion in front of the class.

b. Student' Response During Teaching and Learning

Based on observational and interview data that the results of student responses about the application of teaching methods applied by English teachers are very good. when researchers observe and participate in their class when learning students look enthusiastic when the teacher asks them to make a learning group,

although sometimes there is little problem but the teacher can control the classroom atmosphere to refocus with the learning plan. students work on the assignment of the teacher together with his group grub friends and they roll in to present their grub work results.

The teachers say that students are more happy and comfortable when the teacher applies teaching methods in the classroom.*"students are more focused and understand what they have to do on their assignments, they are very happy when asked to learn in groups".*The use of this teaching method makes students enthusiastic to learn English, students are bolder and more confident to speak in English.

So based on the results of observations and interviews it can be concluded that the application of the method of teaching seventh grade language teachers at SMPN 3 Pekanbaru got a good response and the results of evaluation scores were getting better from seventh grade students.

4.2 Discussion

This part presents the discussion of the research findings. The discussion focuses on the finding of the proposed research questions. Discussion about the methods applied by the teachers in teaching speaking skill among VII A and VII B grade of SMPN 3 Pekanbaru and students' response during teaching and learning. Here is the discussion of the research findings explained below:

Based on the result of the findings explained above, it could be known that that teachers at seventh grade Classes of SMP N 3 Pekanbaru had used some methods in teaching speaking skill. The methods applied were based on the needs

of students, and materials taught. They were direct method, Communicative Language Teaching method, and Discussion method. The methods applied depending on the materials taught and the students skill.

There are many kinds of methods proposed by experts in teaching speaking skill. The methods can be applied in teaching speaking skill such as Audio-Lingual Method (ALM), Communicative Language Teaching Method (CLT), Direct method, and Discussion Method. Richards and Rodgers (2001:18) defines Audio-Lingual Method as a method for teaching language through dialogues which stresses on the students' habit formation by repetition, memorizing grammatical structures through substitutions, singular- plural and tense transformations etc. using the target language and the culture where the language is spoken. Brown (1994:244) Communicative language teaching (CLT) is a unified but broadly-based theoretical position about the nature of language and language learning and teaching.

Stern (1991:85) points out that the Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. The last, Stephen and Stephen (2005:25), discussion method as a process of giving and talking, speaking and listening, describing and witnessing which helps expand horizons and foster mutual understanding. They explained further that it is only through discussion that one can be exposed to new points of view and exposure increases understanding and renews motivation to continue learning.

Based on the discussion above, the Communicative Language Teaching method was used by the teacher in teaching speaking at seventh grade students of SMPN 3 Pekanbaru. Using this method, the teacher invites the students attention and develop the students braveness in speaking. This method is applied to reduce the students who keep silent. CLT involves some form of communication, which is manifested in communicative exercises and moreover the functional potential of language is viewed as crucial (Richards & Rodgers 2007: 153). The underlying theory of language of CLT logically views language as communication. The goal of teaching is to develop communicative competence (Richards& Rodgers, 2007:159).

The other method applied is Discussion method. This method makes the students as the main actors in teaching process. The teacher of seventh grade class used Discussion method to be more active during the teaching process. It is as like the core of curriculum 2013 where the students should be active in the teaching process. Stephen(2005:25), discussion as a process of giving and talking, speaking and listening, describing and witnessing which helps expand horizons and foster mutual understanding. Bridges (1988:94) noted that discussion is concerned with the development of knowledge,understanding or judgment among those people taking part in it.

While the direct method is used by teachers in teaching speaking in seventh grade students of SMPN 3 Pekanbaru. Usethis method, the teacher makes students think critically and ask questions or answer questions conveyed by the teacher. as stated byStern (1991:85) points out that the Direct Method is

characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique.

From the results of this study revealed that Teacher I used two teaching methods in teaching speaking to seventh grade students. The teaching methods used by teacher I are the CLT Method and the Discussion Method. While the method used by teacher II is the direct method and the method of discussion. From the results of data interviews with the teacher This method is considered suitable for the needs and material of students, so this teaching method can help teachers teach speaking and help students more easily understand the material provided by the teacher.

Then the results of the interview data from Teacher I and Teacher II each stated that students' perceptions were very good towards the teaching methods applied to teach in the speaking class, students preferred to learn and became more active in the speaking class.

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After describing and analyzing the data, the researcher can draw conclusions based on the result of the interview with the English teachers, observation of teaching learning processes in teaching speaking the seventh grade students of SMPN 3 Pekanbaru, and documents of teaching speaking skill. The methods applied by the teachers in teaching speaking skill the Seventh grade students of SMPN 3 Pekanbaru From the results of findings and discussion in the previous chapter, the English teachers at seventh grade class of SMPN 3 Pekanbaru used different method in each meetings.

The researcher joined the meeting for four times. The methods used by the English teachers were direct method, CLT method, and Discussion method. The method used also as the needs of materials taught. The teachers also implemented the 2013 curriculum. So the teachers tried to make the students more active than the teachers themselves. There were some activity done in the teaching process such as opening, main activity, and closing. In opening, the teachers activity such as greeting the students, asking students condition, and checking attendance. Then, in main activity there were observing, questioning, experimenting, associating, and communicating. In the closing, the teachers always reviewed the material taught and motivated the students to study hard.

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After analyzing the data in chapter IV the researcher concluded that the result finding showed the English teacher in teaching speaking in the classroom used method in teaching speaking. The method that used: direct method, CTL method and discussion method.Then the results of the interview data from Teacher I and Teacher II each stated that students' perceptions were very good towards the teaching methods applied to teach in the speaking class, students preferred to learn and became more active in the speaking class.

5.2 Suggestion

After the researcher draws the conclusion on teachers' methods in teaching speaking skill the grade students of SMPN 3 Pekanbaru, the researcher is going to present the suggestion to the teacher and other researcher dealing with teaching-learning process of speaking skill.

1. For the teacher

a. The teacher should be able to make the students learn actively, especially in practicing in the class.

b. The teacher should try using target language in presenting material, so that the students can use English actively.

c. The teacher should create warm situation in the teaching speaking process as comfort as possible to support the process.

d. The teacher must be more creative and attractive in teaching.

2. To the other researcher

The researcher realizes that this research is not perfect. There are still many weakness dealing with the theory or method because of the limited skill of the research. She also understands that this research paper only gives little contribution for teaching and learning speaking skill. The other researcher perhaps can develop this research are suitable for students in order to give new dimension in world of education. However, the researcher is sure that it will be useful and this research can be used as reference in the same field especially teaching speaking skill.

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APPENDIX I

FIELD NOTE OBSERVATIONS

Meeting 1

Day/Date   : Monday, August 12th, 2019

Time   : 11.00-12.30 WIB

Teacher   :Santi Indah Pertiwi, S.Pd

Class   : VII A

The researcher did observation on Friday, August 23th, 2019. The teacher taught about "Greeting" at the VII B class of SMPN 3 Pekanbaru. There were some activities done by the teacher where the researcher joined in the classroom during the teaching learning process.

1) Opening

In opening section, Mrs.Santi opened the meeting by greeting with said "Assalamu'alaikum Wr.Wb", good morning, students" followed by asking the students' condition. After that Mrs. Santi with the students prayed by saying Basmalah together and then he checked students' attendance list one by one.

2) Main Activity

a) Observing

In observing, the teacher delivered a material to the students. It was about Greeting.He explained the students about the materials. Then, the teacher asked

the students to make greetings and then practice with friends. The teacher also asked to the students to underline the difficult word.

b) Questioning

In questioning, teachers asked students' knowledge about the materials. The teacher encouraged the students to rise their question related to the materials. The teacher facilitated the students to ask more in order to rise up their curiosity. Teacher asked the students to mention kinds of greeting ever made by the students. It was such good morning, good afternoon,good night,how are you and other greetings. This way was to make the students to participate in the lesson.

c) Experimenting

In experimenting, the students were asked to make a simple greeting sentence. The teacher gave them a chance for some minutes to make the greeting letter. The teacher moved around during the students made theirsimple greeting sentence to control the students if they had difficulties.

d) Communicating

In communicating, the teacher gave opportunity to the students who wanted to be volunteer. The students were given opportunity to deliver their opus in front of the class. The teacher asked the students who came forward to read it in front of the class. The other students were asked to pay attention to their friends who were standing in front of the class.

3) Closing

Before closing the meeting the teacher reminded the students to make another Greeting sentences, and presented in front of the class without reading. The teacher also gave motivation to the students to always study more about English, because English wasinteresting and needed for globalization era. Then, the bell rang, the teacher closed the class by saying "Wassalamu'alaikum Wr. Wb". Then, the students answered "Wa'alaikumsalam Wr. Wb".