AN ANALYSIS OF ELT MATERIALS IN SPEAKING FOR THE STUDENTS
(A Qualitative Research at the Seventh Grade of SMPIT Ar – Raudhah Al Bantani, Baros, Kabupaten Serang)

A PAPER

Submitted to the Department of English Education
The Faculty of Education and Teacher Training
As a Partial Fulfillment of the Requirement for Sarjana Degree

By

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2016 A.D/1438 A.H

STATEMENT OF ORIGINALITY

I herewith declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is later on proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as lossing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, October   th 2016

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ABSTRACT

Maria Ulfah, SRN: 122301332, *"An Analysis of ELT Materials in Speaking for the Students (A Qualitative Research at the Seveth Grade of SMP IT Ar – Raudhah, Baros, Kabupaten Serang)"*

In teaching English, the teachers need the best materials. Material is anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or no cassette, CD ROM, DVD or the internet. The best materials can make the students easily to learning English, especially for speaking. One of source for learning the materials is a textbook that always use in the class. Bukigham explains a textbook is a learning media that usually use in schools and universities to support the learning program. Because a textbook content the selection material and the material on the textbook.

This research investigates the materials which utilized in teaching speaking, that is "An Analysis of ELT Materials in Speaking for the Students at SMP IT Ar – Raudhah, Baros, Kabupaten Serang". This research is conducted based on the mains problem: 1) What materials does teacher utilize for teaching speaking in ELT class? 2) What books does the teacher utilize for teaching speaking in ELT class? 3) How are the contents of the materials for teaching speaking in ELT class?. And the aims of this research are: 1) To analyze the materials which utilize for teaching speaking in ELT class. 2) To describe the books which utilize for teaching speaking in ELT class. 3) To describe the contents of the materials for teaching speaking in ELT class.

To answer the questions, the writer collected the data from the participant. The participant is the teacher in SMP IT Ar – Raudhah, Baros, Kabupaten Serang. Since this research is a qualitative research, the data is gathered through interview and observation. From this research, the writer gets the data that the

teacher uses the materials for teaching speaking in seventh grade such as *Greeting, Leave Taking, Thanking, and Apoligizing.* The teacher uses the "When English Rings a Bell" book for the reference. In addition, the teacher also uses the "The Bridge in English Competence" book as the other references. The contents of the materials are appropriate with the syllabus, lesson plan, and the books. Both of them also appropriate with the theories from the experts.

The conclusion result of this research is all the items such as the materials, the syllabus, the lesson plan, and the book is appropriate with each other. Although there are some items which are not appropriate especially with the theories such as the deficiency of the materials.

THE ADVISERS' APPROVAL

This is to certify that undergraduate research paper of **Maria Ulfah,** SRN: 122301332 entitled "An Analysis of ELT Materials in Speaking for the Students (A Qualitative Research at the Seventh Grade of SMP IT Ar – Raudhah Al Bantani Baros, Kabupaten Serang)" has been approved by the research paper advisers for further approval by the Board of Examiners on English Education Department, the Faculty of Education and Teacher Training, the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten.

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DEDICATION

      This research paper is dedicated to my beloved parents "Anid and Rohaeni", thanks for all sacrifice, love, prayers, motivation and advice. Thank you very much. I will do the best as I can. Both of you are the great parents in this world.

MOTTO

"If you can't explain it simply, you don't understand it well enough"[1]

(Albert Einstein)

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[1] http://101-kata-mutiara-bahasa-inggris-html?m=

A BRIEF BIOGRAPHY

The writer Maria Ulfah, was born in Jakarta, on December 10th 1994. She is the first child from five children of the couple Mr. Anid and Mrs. Iroh.

She finished her Elementary School at SDN Kedaung Kali Angke 15, West Jakarta, graduated in 2006, Junior High School at SMPN 100, West Jakarta, graduated in 2009, Vocational High School at SMKN 1 Serang City, Banten, graduated in 2012. In 2012, she continued her study in the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten at Educational and Letters Faculty which over status to Education and Teacher Training Faculty program S1 degree of English Education Department until now.

ACKNOWLEDGEMENT

In the name of Allah the most gracious, the most merciful

There is no valuable words to be said but all praises be to all praises to be Allah, the Almighty God, who has sent Muhammad, peace be upon him, to be His prophet and messenger for the people all over the world. The writer realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for me myself to finish this paper.

After taking a long time of writing, the writer finished to conduct this paper, entitled "An Analysis of ELT Materials in Speaking for the Students (A Qualitative Research at the Seventh Grade of SMPIT Ar – Raudhah Al Bantani, Baros, Kabupaten Serang). In this great occasion the writer wouldlike to gratitude to:

1. Mr. Prof. Dr. H. Fauzul Iman, MA as the Rector of the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten, , who has given permission to the writer to write this paper.

2. Mr. Dr. H. Subhan, M.Ed for his support as the Dean of Education and Teacher Training Faculty, the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten, , who has given his guidance.

3. Mr. As'ari, S.S, M.Si as The Head of English Education Department of Education and Teacher Training Faculty, the

State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten, for his support, advice and given approval to conduct the study.

4. Mr. As'ari, S.S, M.Si as the first advisor and the second advisor Mrs. Yayu Heryatun, M.Pd,., who has painstakingly spent them valuable times to guide and gives excellent suggestions to the writer in preparing this paper and also special thanks for., for the correction and suggestions, and motivation to me in preparing this study.

5. All lectures in the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten, for the support and motivation.

6. The staffs of the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten, who has given great help.

7. Mrs. Dra. Hj. Nurhayati, MA., M.Pd as The Headmistress of SMP IT Ar Raudhah Al Bantani, Baros, Kabupaten Serang, who has permitted the writer to conduct the research in the school and also for the participant, Mrs. Nurhayati, S.Pd.i., who has permitted the writer to do the research until finishing this paper.

8. My classmates of TBI D in the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten, who have given more motivation to the writer to finishing this paper quickly, thanks a lot guys.

9. The writer's friends in Vocational High School 1 Serang, who have helped the writer find the references and finish this paper.

The writer realized that this work is still far for being perfect. The writer welcome any constructive comments, criticsms, and suggestions from anyone. Finally the werite also hope this paper will be useful for us.

Serang, October 13th 2016

Maria Ulfah
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CHAPTER I
INTRODUCTION

A.   Background of the Research

Language is well known as a means of communication among humanity. According to Christopher Brumfit "Language performs two basic functions for human beings; it enables to think in very complex ways by providing a structure for naming and expressing relationship between concept, and it enables them to communicate each other.[1] Language is also recognizing as a means to express the ideas and wishes. As Guth opinion: "Language is the most ingenious of human inventions. It is also the most useful. Here are some of the purposes language serves:

1.   Much of the work of the world is done by language

2.   Language helps us to live together as people

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[1] Brumfit, Christopher, *Language and Literature Teaching ,* (Oxford: New York, 1985), 13.

3. Language gives us things that we need as human being[2]

Among language in the world, English become international language. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. As in Indonesia, it gives beginning from the one grade of Elementary school until in the university. It show us how importance the view of government to learn English.

To mastering the language we have to understand and learn about the four skills of language. They are speaking, reading, writing, and listening. Each of them are important and has the relation each other. Among them speaking is one that most language learners wish to perfect as soon as possible.[3]

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[2] Guth, P.Hans, *American English Today,* (Mc. Graw – Hill Book Company, New York, 1977).

[3] Gareth Rees, *Find the Gap – Increasing Speaking in Class,* (ESL Links: http://www.EnglishClub.com)

According to Flores and Cunningham, "Speaking is one of the important skills language learning"[4] Speaking is the top of language skills that want to be achieved in learning English. The primary goal of learning language is to make us could communicate with the native and another person because the function of the language itself as a tool to communicate and interact their ideas and arguments, to each other. Mastering the art of speaking is the single most important aspect of learning a second language and success is measured in terms of the ability to carry out a conversation in the language. The interaction in communication will not run smoothly if the speaker doesn't have the speaking ability. Speaking ability is described as the ability to express oneself in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently.

In order to mastering the speaking skill the students need the best materials. Material is anything which can be

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[4] Flores and Cunningham, quoted http//www.enridegeets.org

used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or no cassette, CD ROM, DVD or the internet.[5] The best materials can make the students easily to learning English, especially for speaking.

One of source for learning the materials is a textbook that always use in the class. Bukigham explains a textbook is a learning media that usually use in schools and universities to support the learning program.[6] Because a textbook content the selection material and the material on the textbook usually has selected with the specialist on the textbook maker. A textbook which has selected with the specialist of course become a good textbook. A good textbook is a very useful book in order to help the students to their study.

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[5] Brian Tomlinson, *Developing Materials for Language Teaching*, (Continuum, 2003), 2

[6] Jago Tarigan and Henry Guntur Nasution, *Buku MAteri Pokok Telaah Buku Teks SMTA Jakarta* (Jakarta: Karunika, 1986), 15

SMPIT AR – Raudhah Al Bantani is a foundation for Islamic education which located in Kampung Kaduladur, Desa Sukamenak, Kecamatan Baros, Kabupaten Serang – Banten. In this school there are 2 English teachers. They teach with their methods dealing with their skills in teaching English. Also they have chosen the good textbook to help their in order to teach English. They use the "Bahasa Inggris When English Rings a Bell" textbook edition 2014 from the Ministry of Education and Culture as their textbook. They choose the textbook because it has become the policy from the education authorities in Serang City. In that textbook, the materials for speaking include around 30% from the textbook.

Based on the explanation above, the writer will discuss about "An Analysis of ELT Materials in Speaking for the Students" (A Qualitative Research at the Seventh Grade of SMPIT Ar – Raudhah Al Bantani, Baros, Kabupaten Serang).

B. Statements of the Problem

This research aims to find the answer of the following research questions:

1. What materials does teacher utilize for teaching speaking in ELT class at SMP IT Ar RAudhah Al Bantani, Baros, Kabupaten Serang?

2. What books does the teacher utilize for teaching speaking in ELT class at SMP IT Ar RAudhah Al Bantani, Baros, Kabupaten Serang?

3. How are the contents of the materials for teaching speaking in ELT class at SMP IT Ar RAudhah Al Bantani, Baros, Kabupaten Serang?

C. The Aims of the Research

The aims of the research as follow:

1. To analyze the materials which utilize for teaching speaking in ELT class.

2. To describe the books which utilize for teaching speaking in ELT class.

3. To describe the contents of the materials for teaching speaking in ELT class.

D. Significance of the Study

This research is expected to have some importance especially for:

1. The Students

The students of SMPIT Ar- Raudhah Al Bantani can improve their ability in speaking skill because of they know the materials that they learn. Therefore they can study more and explore the materials in speaking.

In addition, the students can get more benefits if they know about the materials and they get the best materials, they also can more explore their speaking ability.

2. The Teacher

This result of the study will help the teacher to find out the weakness of the students in speaking therefore the

teacher can prepare the best materials especially in speaking for the students

3. The Writer

The writer can increase her knowledge about the best material for the students in increase their speaking skill. And also if the writer wants to be a teacher, she has known about the best materials for teaching speaking in order to increase the students speaking ability.

4. The Readers

Enlarge the reader's knowledge about the material of speaking for the students.

E. Organization of Writing

This paper divided in five chapters as follow:

Chapter one is an introduction which explain about the background of the research, the statement of the problems, the aims of the research, the significance of the study and the organization of writing.

Chapter two is the theoretical framework which elaborates about the speaking skill and the materials.

Chapter three is methodology of the research which explains about the method of the research, the place, the research instrument, the participant, the technique of collecting data, and the technique of data analyzing.

Chapter four is data presentation and data interpretation which explain the description of the data and analysis the data.

Chapter five is consists of conclusions and suggestions.

CHAPTER II
THEORETICAL FRAMEWORK

A. Speaking

1. Meaning of Speaking

Speaking is the important part of the language. Humans are starting to speak from the unborn birth. Allah the Exalted said in holy Qur'an.

"He will speak to the people in the cradle and in maturity and will be of the righteous (QS Al Imran:46)[1]

Based on the explanation above, the writer conclude that the speaking is the important part of the language because it started from the unborn, and if we as a human can speak better, we are including the righteous people.

According to Fulcher, speaking is an ability that is taken for granted learner as it is through a process of

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[1] Kementerian Agama RI, *Mushaf Al Bantani dan Terjemahannya,* (Jakarta: Pemerintah Provinsi Banten, 2013), 56

socialization through communicating.[2] Speaking ability is described as the ability to express oneself in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently.[3] As Sari Louma said "speaking skill is an important part of the curriculum in language teaching, and this makes them an important objective of assessment as well.[4]

Based on the definition above, the writer can concludes that speaking is ability and can use to communicate with others through a process of socialization in communicating. Speaking is the important part in language learning and teaching because of today's world requires that the goal of learning speaking is can

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[8]. Glenn Fulcher, *Testing Second Language Speaking,* (Great Britain Hongkong: Longman, 2003) , 239

[3] Robert Lado P.hd, *Language Testing* : *The Construction and Use of Foreign Language Text,* (London: Longman Group.ltd, 1961), 240

[4] Sari Louma, *Assessing Speaking,* (Cambridge University Press, 2004), 1

improve the speaking skill of the students. Therefore students can speak English fluently and can communicate with each other to express themselves.

2. Teaching Speaking

Good speaking activities can and should extremely engaging for the students. If they are all participating fully, and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it[5] Scott Thornbury suggests that the teaching of speaking depends on there being a classroom culture on speaking, and that classroom culture of speaking, and that classroom need to become a "talking classroom". In other words, students will be much more confident speakers and their speaking abilities will improves if this kind of speaking activation is a regular feature of lessons.[6] In addition, when the teacher

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[5] Jeremy Harmer, *How to Teach English* (Pearson Education Limited, 2007), 123.

[6]Jeremy Harmer, *How to Teach English*, 124

is teaching speaking, he needs more actively activities and of course he needs the materials which appropriate with the activities. And when the teacher is teaching speaking, he will give the students the speaking tasks.

There are three basic reasons to give the students speaking tasks which provoke them to use all and any language at their command:

a) Rehearsal: getting students to have a free discussion, give them a chance to rehears having discussion outside classroom. Having the take part in a role play at an airport check in, allow them to rehear a real life even in the safety of the classroom. This is not same as practice in which more detailed study take place, instead it is a way for students to get the feel of what communicating in the foreign language really feel like.

b) Feedback: speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teacher can see how well

their class is doing and what language problems they are having. Students also can see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activity can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

c) Engagement: good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can give the sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role playing, discussion, problem speaking, etc) are intrinsically in themselves.[7]

3. Elements of Speaking

The elements necessary for spoken production are the following:

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[7] Jeremy Harmer, *How to Teach English*, .87

3.1. Connected Speech: an effective speaker English need to be able not only to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent 'connected speech' (as in *I*'d'*ve gone).* In connected speech sound are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for the reason that we should involve students in activities design specifically to improve their connected speech.

3.2. Expressive device: native speaker's English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental feature and

devices in the same way if they are to be fully effective communicators.

3.3. Lexis and Grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teacher should therefore supply a variety of phrases different function such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involve in specific speaking contexts such as a job interview, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

3.4. Negotiation Language: effective speaking benefits from negotiatory language   we use seek clarifications and to show the structure of what we are saying.[8]

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[8] Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Edition (Person Education Limited London, 2001), 269

4. Difficulties of Speaking

According to Brown, "There are some characteristics of spoken language can make oral performance easy as well as, in some case, difficult, as follow:[9]

a) Clustering: Fluent speech is phrasal, not word by word.

b) Redundancy: the speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c) Reduce forms: contractions, elisions, reduced vowels, etc.

d) Performance variables: one of the advantages of spoken language is that process of think as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

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[9] H. Douglas Brown, *Teaching by Principles: an interactive Approach to Language Pedagogy, (*San Francisco State University, Longman, 2001), 270

e) Colloquial language: make sure your students are reasonably well aquatinted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms

f) Rate delivery: another salient characteristics of fluency is rate of delivery. One of your task in teaching spoken English is to help learners to achieve an acceptable speed along with the other attributes of fluency.

g) Stress, rhythm, intonation, and interaction: This is the most important characteristic of English pronunciation. The stress-time rhythm of spoken English and its intonation patterns convey important messages.

h) Interaction: Learning to produce waves of language in vacuum without interlocutors would rob speaking skill of its richest component (the creativity of conversational negotiation.

5. Speaking Assessments

Assessment of speaking skills is important to providing vital information to the students and the teachers about the progress made and the work to be done. Assessment speaking should be relevant and reliable. According to Hughes that "if you want encourage oral ability, then test oral ability". But there are problems of testing oral ability. The problems are the practical problem of finding the time, the facilities and the personnel for testing oral ability, the problem of designing productive and relevant speaking task, the problem of consistent (on different occasions with different testes and between different assessors) and deciding which criteria to use in making an assessment.[10]

In order to objectively assess one's speaking skill, there has to be a basic understanding of the speaking assessment criteria, speaking skill can be assess through the following criteria:

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[10] Ben Knight, *Assessing Speaking Skills*: *a workshop for teacher development ELT* journal vol. 46/3 July (Oxford University Press, 1992)

a) Pronunciation: this refers to the way each word is uttered correctly and clearly.

b) Stressing and Intonation: this refers to how certain words and phrases are given emphasis, as well as the correct rise and fall of pitch.

c) Correctness: this refers to grammar, syntax, and construction. These aspects need to be correctly used; errors, and mistakes can give a negative impressions on the listeners and create confusion.

d) Vocabulary: this refers to the choice of words; the speakers must have a wide vocabulary to effectively verbalize through ideas.

e) Voice Quality: aside from the speaker's physical appearance, the quality of his voice also effect the impression of the listener on him. The voice must be clear, crisp, and full because it is the medium by which the message is relayed to the listener.

f) Fluency: this refers to the ability to use the required language in a manner that is smooth and spontaneous.

g) Appropriateness: the speaker must be able to gauge the audience properly, in terms of what type of audience they are and match the message to this classification in order to convey message properly.[11]

B. Materials

1. Meaning of Materials

Before we as a teacher design the material for language teaching, it is also important to understand the nature of the material development and the process that are typically involved if quality materials are to be created.[12] Teaching materials are a key component in most language programs. The materials provide the basic for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in. In other situations, materials

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[11]Ben Knight, *Assessing Speaking Skills*, 123

[12] Jack C .Richard, *Curriculum Development in Language Teaching,*(Cambridge University Press, 2001), 262

serve primarily to supplement the teacher's instruction. For learners, materials may provide the major source of contact they have with the language apart from the teacher. [13]

Tomlinson said that material is anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or no cassette, CD ROM, DVD or the internet.[14] In both materials and classroom teaching the goal is to develop a sequence of activities that leads teachers and learners through a learning's route that is at an appropriate level of difficulty, is engaging, that provides both motivating and useful practice.

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[13]Jack C .Richard, *Curriculum Development in Language Teaching,* 252

[14]Brian Tomlinson, *Developing Materials for Language Teaching*, (Continuum, 2003), 2

2. Characteristics of Good Materials

Good materials do many of the things that a teacher would normally do as part of his or her teaching. They should:

(a) Arise the learner's interest

(b) Remind them of the earlier learning

(c) Tell them what they will be learning next

(d) Explain new learning content to them

(e) Relate these ideas to learners' previous learning

(f) Get learners to think about new content

(g) Help them get feedback on learning

(h) Encourage them to practice

(i) Make sure they know what they are supposed to be doing

(j) Enable them to check their progress

(k) Help them to do better[15]

Tomlinson also suggests that good language teaching materials have the following characteristics:

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[15] Rowntree, *Making Materials Based Learning Work* (London: Kogan, 1997), 92

(a) Materials should achieve impact

(b) Materials should help learners feel at easy

(c) Materials should help learners to development confidence

(d) What should be perceived by learners as relevant and useful

(e) Materials should require and facilitate learners self investment

(f) Learners must be ready to acquire the points being taught

(g) Materials should expose the learners to language in authentic use

(h) The learners' attention should be drawn to linguistic features of the input

(i) Materials should provide the learners with opportunities to use the target language to achieve communicative purpose

(j) Material should take into account the positive effects of instruction are usually delayed

(k) Material should take into account that learner have different learning styles

(l) Material should take into account that learners differ in affective attitudes

(m)Material should permit a silent period at the beginning of instruction

(n) Material should maximize learning potential by intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities

(o) Material should not rely too much on controlled practice

(p) Material should provide opportunities for outcome feedback [16]

Richard argues that these may seem a somewhat cumbersome list to apply in factual practice and he suggests

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[16] Jack C .Richard, *Curriculum Development in Language Teaching,* 21

the following 'qualities each unit in the materials should reflect:

(a) Gives learners something they can take away from the lesson

(b) Teaches something learners feel they can use

(c) Gives learners a sense of achievement

(d) Practices learning items is an interesting and novel way

(e) Provides a pleasurable learning experience

(f) Provides opportunities for individual practice

(g) Provides opportunities for personalization

(h) Provides opportunities for self assessment of learning

Every material developer could create or develop his or her own set of working principles that can be referred to in planning and assessing materials they are written.[17]

3. The Role of Materials

Cunningsworth summarizes the role of materials (particularly course book) in language teaching as:

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[17] Jack C .Richard, *Curriculum Development in Language Teaching,* 22

(a) A resource for presentation materials (spoken and written)

(b) A source of activities for learners practice and communicative interaction

(c) A reference source on grammar, vocabulary, pronunciation, and soon

(d) A source of stimulation and ideas for classroom activities

(e) A syllabus (where they reflect learning objectives that have already been determined)

(f) A support for less experienced teachers who have yet to gain in confidence.[18]

Dudley Evans and St. John also suggest that for the teachers of ESP courses, materials serve the following functions:

1) As a source of language

2) As a learning support

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[18] Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann, 1995), 7

3) For motivation, simulation and reference[19]

4. Materials for Speaking

Tomlinson argues there are five dimensions for developing materials for speaking skills, there are:

(a) Conceptualizing Learners' Needs : materials design should begin from who learners are in order to link language study not only to the learners' future use but also to their receptivity. As Brindley said that it is important to look at both *subjective needs* and *objective needs* in the learner. So, seeking to know the learners needs and involving learners in the process of developing materials and giving them voice in their materials.

(b) Translating needs to subject matter and communication situations: knowledge about learner needs will serve as foundation on which experiential content is selected for instructional materials. The more especially learners

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[19] Dudley Evans, T., M. St. John, *Development in English for Specific Purposes* (New York: Cambridge University Press, 1998), 170

state their needs, the more appropriately the subject matter can be established towards appropriate sets of topics, situations, functions, strategies, registers, and key structures, as can the sources to build all these components with. This step is a preliminary effort to outline the instructional content of target material.

(c) Identifying verbal communication strategies: conversational strategies must be incorporated in teaching materials because they are essential tools to serve the communication meanings. One method to do so is by designing tasks for learners to act upon their interlocutor's speech rather than merely concentrating on their own. Another method is by building into materials many practical devices that can help facilitate oral production and compensate for those communication difficulties arising under time pressure.

(d) Utilizing verbal sources from real life: preparing, implementing and modifying the materials that can help bridge the gap between plans and effects. To modify the

materials, beside what can be used to create a springboard for communication from printed sources such as magazine articles or pictures, we can also utilize many verbal interactions taken from real life and in the classroom.

(e) Designing skill acquiring tasks: once communication content is outlined and it is components are selected, the decisive step is to create relevant tasks that help learners in three essential aspects: to acquire new language, to learn rules of interaction and to experience communication of meanings.[20]

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[20]Brian Tomlinson, *Developing Materials for Language Teaching*, (Continuum, 2003)*,* 381

CHAPTER III

RESEARCH METHODOLOGY

A. The Method

The term "qualitative research" is used to cover a wide range of approaches and methods. According to Malterud, qualitative research also called naturalistic inquiry, developed within the social and human sciences, and refers to theories on interpretation and human experience. They include various strategies for systematic collection, organization and interpretation of textual material obtained while taking with people or through observation. The aim such research is to investigate the meaning of social phenomena as experienced by the people themselves.[1] Denzin and Lincoln also state that qualitative research is multi method in focus, involving and interpretive, naturalistic approach to its subject matter. This means that qualitative research study things in their natural

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[1] Malterud, K, *The Art and Science of Clinical Knowledge: Evidence Beyond Measures and Numbers* (The Lancet, 2001), p.398

settings, attempting to make sense of, or interpret phenomena in terms of the meanings people brings to them. Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual text- that describe routine and problematic moments and meanings in individual's lives.[2] In the term of qualitative research in this research, the writer use a case study method which is used to analyzing the problem of conditional subject, where as the research is the instrument and the writer use the interview and observation as the instrument of this research., because of those are the best ways in order to get the valid data from this research. And also those are appropriate with the method which the writer's use. The purpose of this research is to analyze the materials in teaching speaking. According to Bassey "Case study is the

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[28] Denzin, N.K. and Y.S. Lincoln, *Introduction: Entering the Field of Qualitative Research* (Thousand Oaks: Sage, 2004), p.2

examination of an instance in action"[3]. A case study is one of the types of qualitative research according to Merriam in Patricia's book. She said "The qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources".[4] Well known researcher, Robert K. Yin defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real life context; when the boundaries between phenomenon and context are nor clearly evident; and in which multiple sources of evidence are used. Therefore the writer used the qualitative case study, where as the method use to analyze the materials in speaking.

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[3] Michael Bassey, *Case Study Research in Educational Setting,* (Philadephia: Open University Press, 1999), p. 24.

[4] Patricia A.Duff, *Case Study Research in Applied Linguistics*, (New York: Taylor and Francis Group, 2008), p.22.

B. The Place

Porte said "An educational context that place great emphasis on testing and objectives skill measurement".[5] This research takes place in SMPIT Ar Raudhah Al Bantani that located in Kampung Kaduladur, Desa Sukamenak, Kecamatan Baros, Serang – Banten.

There are many reasons why the writer chooses to conduct the research in this school. One of them is the writer feel interest to the ambition of the students to come to the school and the school has acquired so many achievements from the ability of the students in academic although in non academic. And the writer wanted to know about the background why the students can get many achievements.

C. The Participant

In this study, the writer would like to involve participants as the unit of analysis. The writer chooses the

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[5] Grame Keith Porte, *Appraising Research in Second Language Learning: A Practical Approach to Critical Analysis of Quantitative Research*, (Philadelphia: John Benjamins Publishing Company, 2002), p.159.

teachers to be the participants because the writer wants to know more about the materials and the information will come from the teacher who teaches the seventh grade of the school. There are only two teachers in the school, but the writer involves one teacher who teaches in the seventh grade for this research.

D. The Research Instruments

Hatch said "instrument is that the human capacities necessary to participate in social life are the same capacities that enable qualitative researches to make sense of the actions, intentions, and understandings of those being studied".[6]

The writer prepares the interview lists for the teachers. Interview involves asking questions and getting answers from participant in a study[7]. The writer implements the interview

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[6] J.Amosh Hatch, *Doing Qualitative Research in Education Settings,* (Albany: State University of New York Press, 2002), p.7.

[7] Sari Wahyuni, *Qualitative Research Method,* (Jakarta: Salemba Empat, 2012), p.25

lists to the English teacher to know about the ELT materials in teaching speaking. In addition, the writer prepares an observational sheet when conducting the research at the school. Off course to convince the readers about this research, the writer also serve the documentations which related to this research.

E. The Techniques of Data Collection

Darwansyah explains data is plural form from "datum". Data is the explanations about a condition or a problem into number form (group) as number 1,2,3 etc or into category, as quality, quantity, etc.[8] The techniques will use in this research are aimed to get valid information and the writer will use the following techniques:

1. Observation

Observation is the selection and recording behaviors of people in their environment.[9]. In this case, the writer

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[8] Darwansyah, *Pengantar Statistik Pendidikan,* (Jakarta: UIN Jakarta Press, 2006), p.9.

[9]Sari Wahyuni, *Qualitative Research Method*, p.21.

observed the condition of the class while teaching learning process in the school environment of SMPIT Ar – Raudhah Al Bantani. The activity of observation will focus in the appropriateness of the materials dealing with the textbook which use by the teacher and the syllabus. And the use of materials in teaching speaking.

2. Interview

Interviewing involves asking questions and getting answers from participants in a study. It has variety of forms including individual face to face interview and face to group interview.[10] In this research, the writer will use the form face to face interview because the writer will interview the English teachers. The writer interviews the English teacher to know the materials in speaking that will be taught by them in the class. And also to know about the appropriateness of the materials in the textbook and the syllabus.

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[10] Ibid, p.25

6. The Techniques of Data Analysis

The function of analyzing data is to make the moderate data easier to read and interpret. As for analysis used in this research is descriptive – qualitative analysis, to collect the data required to analyzed, then the data interpret and taken a conclusion. In conducting data analysis, the data gathered from the research result, the writer conducted the data management by following the steps:

1. Editing, that is early stage conducted by a preparation through the data checking gathered in field, whether have fulfilled all sources required completely and answer whether from interview and observation result have included all problems and the answers.

2. Analyzing, this phase of the end of data analysis. The writer conducted the analysis to data that have been collected and edited. The writer analyzes the answer from the participant and interpreted in form of description in order to obtain a conclusion from the existing problems.

CHAPTER IV
DATA ANALYSIS

A. Data Description

The writer has conducted the research and has analyzed the data. In data description the writer has collected the data by using two methods of the research. The first is observation and the second is interview with the teacher.

1. Materials for Teaching Speaking in ELT Class.

With regard to the first research question number was "What materials does teacher utilize for teaching speaking in ELT class?" The research question above has answered by using interview with the teacher. The interview questions are around the materials which utilize in teaching speaking, the criteria of the materials, the purpose of teaching the materials, the deficiency and the difficulty of the materials, the obstacles and the way to eclipse it, until the scoring of the materials

And from the questions of interview above, the writer has gotten the data which can answer the research question number 1. The teacher has given the explanation from the questions of interview that she has given the materials for speaking such as *Greeting, Leave Taking, Thanking, and Apoliging.* The materials could find in the reference book "When English Rings a Bell" page 1 – 28. When she has prepared the materials, she has felt that all the materials in teaching English have the special criteria according to the kind of materials and the level of the students. And for the seventh grade, the teacher more emphasize in vocabulary mastery especially for the daily life. She thought the materials can increase the students comprehension in learning English, in this case was in the teaching speaking, but in average the students now when they were learning English, they felt understand about the explanation but in the future when they have asked by the teacher, they said forget about the materials. But there are still more students who really understand about the materials and it can

increase their comprehension in learning English. In increasing the students idea, off course the materials could increased the students idea, such as when they were doing the tasks like make a card, their idea would be explore.

For the deficiency of the materials, the teacher has said the materials was still too basic for the students in seventh grade, the materials was still like the materials for the elementary students. And for eclipsed the deficiency, the teacher has used more reference books in order to increase the students' knowledge. And about the difficulty, she has said that she also has the difficulties when she was taught English because the students are different with each other. The difficulty like the students still less in vocabulary, so they felt difficult to translate one word, and when she was taught she obligated the students to brought the dictionary when they learned English. If they have not brought it, she would given the punishment for them, like memorized the vocabularies or memorized an English song.

For the obstacles of the students toward the speaking materials, of course there were some obstacles such as have not understood about the meaning of an exercise because the less of vocabularies. The way to eclipsed it by given them the obligation in order to brought the dictionary, when they felt not understand about some words, they would opened the dictionary and find out the meaning of the words before I have known them. For the scoring, the teacher has said she used the common criteria in speaking skill such as pronunciation, stress, intonation, etc.

2. The Books which Utilize for Teaching Speaking

Revealing for the second research question number was "What books does the teacher utilize for teaching speaking in ELT class?" The research question above has answered by using interview with the teacher. The interview questions were around the books which utilize in

teaching speaking, the reasons for choosing the books, and the appropriateness with the syllabus.

And from the questions of interview above, the writer has gotten the data which can answer the research question number 2. The teacher has said that she used the "When English Rings Bell" 2013th edition in learning English, the reasons why she used the book because it has become the policy from the education authorities in Serang City. The book has appropriate with the syllabus, but there is a different with the new edition, especially in the arrangement. The book in 2013th edition still was not orderly yet, in the 2016th edition has orderly yet. The teacher also used the other reference book such as "The Bridge in English Competence". And for the media, the teacher also used the computer, power point to conducted the presentation in order to increase the students' knowledge an attentions in learning English. Off course, she has felt difficulty when used the media, such as she

could not operate the media because it has not became her habitual in her daily activities.

3. The Contents of the Materials

Dealing with the third research question number was "How are the contents of the materials for teaching speaking in ELT class?" The research question above has answered by using interview, analyzed the materials, syllabus, lesson plan, and the book, and the observation with the teacher. The interview questions were around the appropriateness both of the materials and the books with the syllabus.

The materials for teaching speaking were about "Greeting, Leave Taking, Thanking and Apologizing". The materials existed in the syllabus of the learning in the column of the basic competence point 3.1 which the purpose of the learning was "Identification of social function, text structure, and the language substance in interaction text for spoken and written interpersonal

which included the expressions of greeting, leaving, thanking, and apologizing, also for perceive it suitable with it useful" and in the column of the learning materials which included in the first item as an social function (Greeting, leaving, thanking and apologizing) for keep the interpersonal relationship between teacher and friends. And also it existed in the lesson plan of the learning in the column of basic competence for the point 1.1 which "Grateful to the God who gives a chance to learning English as an international language for the communication which can be show with the high enthusiasm in learning English by the main materials about greeting, leave taking, thanking, and apologizing" and point 3.1 which " Understanding the social function, text structure, and the language substance in the expression of greeting, leave taking, thanking and apologizing, with the responses which suitable for the useful context". From the description above about the

materials, syllabus, and lesson plan, the writer has
concluded that they have appropriateness with each other.

For the books, the material of "Greeting" can be
found in the reference book in the first chapter page 4
until page 10. Here was the example of the material in the
reference book page 4.

On the picture above, there were some examples of the
expressions of greeting such as "good morning, how are
you". The teacher has taught those materials for teaching

speaking to the students. And it was appropriate with the syllabus and the lesson plan.

For the second material about leave taking can be found in the reference book in the first chapter page 11 until page 13. Here was the example of the material in the reference book page 11.
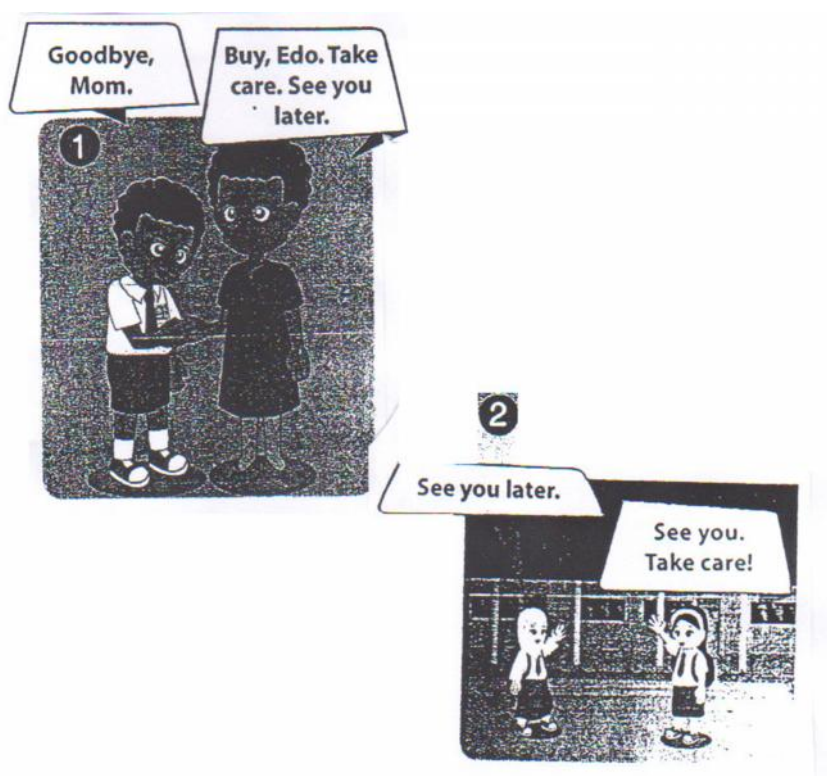
On the picture above, there were some examples of the expressions of leave taking such as "good bye, see you, see

you later". The teacher has taught those materials for teaching speaking to the students. And it was appropriate with the syllabus and the lesson plan.

For the third and fourth materials are about thanking and apologizing, they can be found in the reference book in the first chapter page 14 until page 17. Here was the example of the material in the reference book page 14.
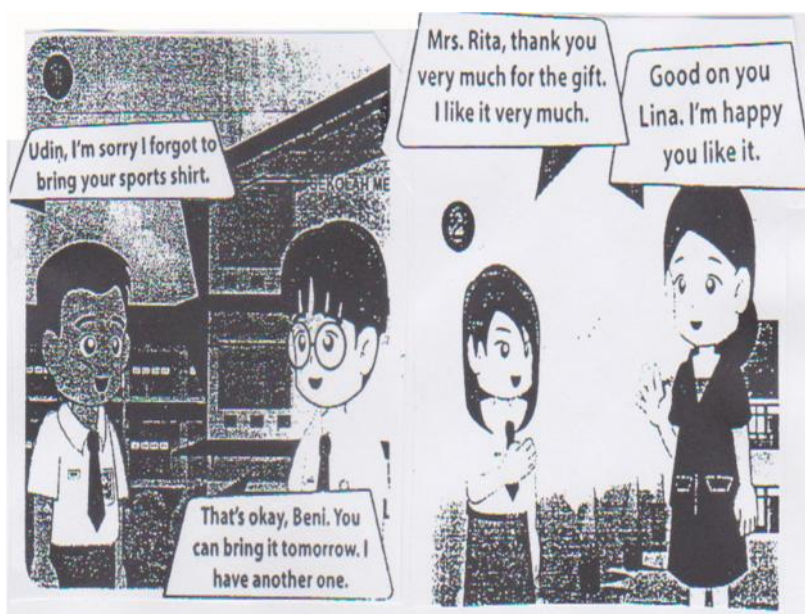
On the picture above, there were some examples of the expressions of thanking and apologizing such as "thank you

very much and I'm sorry". The teacher has taught those materials for teaching speaking to the students. And it was appropriate with the syllabus and the lesson plan.

From both the materials and the books are appropriate with the syllabus and the lesson plan. The teacher also has done the test for speaking and the writer has gotten the data of the score of the students. The score of the students were enough good because the students could get the score above the kkm.

In addition, the writer has gotten the data that the teacher has done the teaching speaking and all the materials were appropriate with the syllabus, but for the theories almost all the materials were appropriate, because there were some items in the materials for speaking were not appropriate with the theories from the experts.

B. Data Interpretation

In interpretation the data, the writer has compared the data that the writer got with the theories from the experts.

1. Materials for Teaching Speaking in ELT Class.

For the first research question the writer has collected the data which did by the interview with the teacher and interpret the data from the observation's sheet. In the term of materials the writer used the theory from:

"Tomlinson argues there are five dimensions for developing materials for speaking skills, there are: conceptualizing learners' needs, translating needs to subject matter and communication situations, identifying verbal communication strategies, utilizing verbal sources from the real life, and designing skill acquiring tasks"[1]

From the theory we have known that materials for speaking skill have the dimensions, and in the fact, the teacher explained that the materials for the seventh grade

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[1]Brian Tomlinson, *Developing Materials for Language Teaching*, (Continuum, 2003), p.381

were appropriate with the theory because the teacher has given the materials appropriate with the situation for the students as we know that the seventh grade is the beginner. The teacher has said that she utilized the materials such as *Greeting, Leave Taking, Thanking, and Apoligizing.* The materials were appropriate with the lesson plan and off course the syllabus.

Based on the explanation above, the writer concluded that the materials were appropriate with the syllabus. Because the materials which utilized include in the syllabus in the column of basic competence point 3.1.

For the result from the learning of the materials, the writer used the theories from:

"Rownee said 'Good materials do many of the things that a teacher would normally do as part of his or her teaching. They should arise the learner's interest"[2]

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[2]Rowntree, *Making Materials Based Learning Work* (London: Kogan, 1997), p.92

"Richard argues materials should gives learners something they can take away from the lesson and teaches something learners feel they can use"[3]

From the theory above we have known that good material should increased the learner's interest, given learner something they could taken away from the lesson and taught them the things they could used in their life. But in the fact when the writer hold an interview with the teacher, she has said that not all of the students could gotten this purpose, it caused by many reasons such as their interest in learning English and their environment. Therefore the writer has concluded that the theories and the fact were not appropriate. But for the result, the students when they have hold the tasks, they could gotten the good score and exceed the *kkm.* The teacher given the score 70 as the kkm.

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[3] Jack C .Richard, *Curriculum Development in Language Teaching,*(Cambridge University Press, 2001) , p. 22

For the purpose of the materials, the writer used the theories from:

"Tomlinson suggests that good language teaching materials have the characteristics: Material should maximize learning potential by intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities"[4]

"Jack C. Richard said the materials provide the basic for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in"[5]

From the theory we have known that the material could explored the students potential in drawing and should used both their right and left brain when they were leaning English. In the fact, the teacher said that the when she taught English, the material was *Greeting* and gave them some tasks example making a card, the students idea

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[4] Brian Tomlinson, *Developing Materials for Language Teaching*, (Continuum, 2003), p.21

[5] Jack C .Richard, *Curriculum Development in Language Teaching,* (Cambridge University Press, 2001), p. 251 – 252

would be explore. Therefore the theory and the fact were appropriate.

For the deficiency in the materials for the seventh grade were too basic, like the materials for elementary school. It was not appropriate with the theory which explained by Jack C. Richard that material provide the basic for the content lessons and balance with the skills taught. But the teacher has had some ways for eclipsed the deficiency, the teacher has used more reference books in order to increase the students' knowledge. And about the difficulty, she has said that she also has the difficulties when she was taught English because the students are different with each other. The difficulty like the students still less in vocabulary, so they felt difficult to translate one word, and when she was taught she obligated the students to brought the dictionary when they learned English. If they have not brought it, she would given the punishment for them, like memorized the vocabularies or memorized an English song. For the obstacles of the

students toward the speaking materials, of course there were some obstacles such as have not understood about the meaning of an exercise because of the less vocabularies. The way to eclipsed it by given them the obligation in order to brought the dictionary, when they felt not understand about some words, they would opened the dictionary and find out the meaning of the words before I have known them.

2. The Books which Utilize for Teaching Speaking

For the second research question the writer has collected the data which did by the interview with the teacher and interpret the data from the observation's sheet. In the term of books the writer used the theories from:

"Tomlinson said that material is anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or no cassette, CD ROM, DVD or the internet" and

"Tomlinson said to modify the materials, beside what can be used to create a springboard for communication from printed sources such as magazine articles or pictures, we can also utilize many verbal interactions taken from real life and in the classroom"[6]

From the theory above we have known that material was the thing which used to facilitate the learning of a language, and from this case the teacher has used the book as the media which would she used to teach the materials that had included in the syllabus. And the theory and the fact were appropriate.

For the book, the teacher used the others book as the reference to help her in taught English. It was appropriate with the theory from Tomlinson which explain that the teacher can use other references which can be printed. For the media, the teacher used the others media to help her in taught English in the class, like used the computer, the

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[6] Brian Tomlinson, *Developing Materials for Language Teaching*, (Continuum, 2003), p.2 ., 381

dictionary, and the picture. It was appropriate with the theory from Tomlinson which explained that to modify the materials the teacher can used or create a springboard for the printed sources like the picture although the teacher got the difficulties when used the media.

And the book also appropriate with the syllabus. Because the materials which include in the book appropriate with the materials which would be taught in the syllabus in the column basic competence point 3.1. In the syllabus, the materials which include about social function and the materials include in the text book in the chapter I, there were about *Greeting, Leave Taking, Thanking and Apoligizing.*

3. The Contents of the Materials

For the third research question the writer has collected the data which did by observation, analyzed the materials with the syllabus, lesson plan and the book, and interview

with the teacher. In the term of contents of the materials above the writer used the theories from:

"Richard suggests the following qualities each unit in the materials should reflect: gives learners something they can take away from the lesson, teaches something learners feel they can use."

"Rownee said good materials do many of the things that a teacher would normally do as part of his or her teaching. They should arise the learner's interest"[7]

"Tomlinson also suggests that good language teaching materials have the characteristics as materials should achieve impact [8]

From the theories above we have known that materials should arise the learners' interest and achieve an impact, the teacher has said that it almost appropriate with the theories above. Because in the syllabus, the purpose of

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[7]Rowntree, *Making Materials Based Learning Work* (London: Kogan, 1997), p.92

[8]Brian Tomlinson, *Developing Materials for Language Teaching*, (Continuum, 2003), p.21

the learning especially in the speaking, it was mentioned that "Identification of social function, text structure, and the language substance in interaction text for spoken and written interpersonal which included the expressions of greeting, leaving, thanking, and apologizing, also for perceive it suitable with it useful" and in the column of the learning materials which included in the first item as an social function (Greeting, leaving, thanking and apologizing) for keep the interpersonal relationship between teacher and friends. And also it existed in the lesson plan of the learning in the column of basic competence for the point 1.1 which "Grateful to the God who gives a chance to learning English as an international language for the communication which can be show with the high enthusiasm in learning English by the main materials about greeting, leave taking, thanking, and apologizing" and point 3.1 which " Understanding the social function, text structure, and the language substance in the expression of greeting, leave taking, thanking and

apologizing, with the responses which suitable for the useful context".

From the description above, the writer concluded that the materials can improve the students' ability in speaking and it was suitable with the theories and the purpose of the learning especially in speaking which existed in the syllabus and lesson plan. But in the fact there were also some students who have the minimize IQ therefore they could not improve their ability although they have learned English. The students who have the minimize IQ could not get the purpose of the learning. And for the students' comprehension in learning English, every student has the different IQ because of the different environment. The students who have the high IQ could get more knowledge when they have learned English but the students who have the lower IQ, still could not get more knowledge. Therefore the learning English back to their ambitions, their supports, and their lives. In the addition, the writer has gotten the data that the teacher has done the learning

English and all the materials were appropriate with the syllabus, lesson plan, and the book.

And for the contents of the materials, the writer included that the materials appropriate with the theories from the expert. The materials which utilize and included in the "When English Rings a Bell" page 4 until page 17, can arise the learner's interest in learning English especially in speaking because it was simple. The vocabularies which included in the materials is not too difficult to understand for them. And also can increase the students' interest because the materials including the pictures, therefore the students feel interest to learning English when they saw the book. And it was appropriate with theory from *Rownee which said good materials do many of the things that a teacher would normally do as part of his or her teaching. They should arises the learner's interest"[9]*

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[9] Rowntree, *Making Materials Based Learning Work* (London: Kogan, 1997), p.92

The materials also can develop their confident, because from the materials in the textbook, they would study and understanding it, then they can practice it in their daily life, and they felt more confidence because they can speak English, therefore the materials can develop their confidence. It was appropriate with the theory from Tomlinson which said *"Materials should help learners to development confidence"*[10]

The materials also can give the students something they can get and apply in the daily life. The materials in the textbook existed the content which appropriate with the life caused it exist the materials such as the expression of *Greeting, Leave Taking, Thanking and Apoligizing.* In the end of the learning, the students also can reflex their achievement when they learned. Therefore they can know which they understand the materials. It was appropriate with the theory from Richard *"Richard suggests the*

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[10] Brian Tomlinson, *Developing Materials for Language Teaching*, (Continuum, 2003), p.21

following qualities each unit in the materials should reflect: gives learners something they can take away from the lesson, teaches something learners feel they can use".[11]

Materials in the textbook also can maximize the students' potential cause the materials provide some exercise such as do an observation and make a reflection for what they learned. It was appropriate with the theory from Tomlinson which said *"Material should maximize learning potential by intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities."[12]*

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[11] Jack C .Richard, *Curriculum Development in Language Teaching,*(Cambridge University Press, 2001) , p. 22

[12] Brian Tomlinson, *Developing Materials for Language Teaching*, (Continuum, 2003), p.21

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of data analysis of the data in the research, the writer describes the conclusions as follow:

1. The materials for speaking which utilize for teaching speaking are about *Greeting, Leave Taking, Thanking, and Apoligizing.* The materials included in the syllabus and the lesson plan.

2. The books which utilize for teaching speaking are the "When English Rings a Bell' and for other reference, the teacher used "The Bridge in English Competence". Both of the books are appropriate with the syllabus and the lesson plan.

3. The contents of the materials that teacher utilize are appropriate with the syllabus, lesson plan, and the book. For the goal of the materials also appropriate with the theories from the experts. But there are some items which doesn't appropriate especially in the term of deficiency of

the materials because the materials which utilize for the seventh grade is too basic like the materials for the elementary school. And for the goal of the materials, it still can not arise all the students' comprehension because there are still some students who don't understand and improve their ability in learning English especially in speaking.

2. Suggestions

For suggestions, the writer gives some suggestions as follow:

1. For the teacher, it is better if the teacher has many methods and technique in teaching English in order to make the students easier in learning English, therefore the purpose of the learning can be achieve. And when preparing the materials, it also must be appropriate with the grade of the students. Therefore the teacher will not find the deficiency again when she teaches English.

2. For the students, it is better if the students have the deep ambition and motivation in learning English because it is important for them. Although the students don't have the supporting environment for learning English, the students can use their chance to improve their English skill in the school when they are learning English. if they don't understand about the words, don't be lazy to memorize the vocabulary. If they have good ambition and motivation in learning English, they will achieve the purpose of the learning. And it is so useful for them in order to mastery the language because nowadays English has became the international language, therefore the students should learning English hard.

3. For the headmistress, it is better to give the consideration to make the syllabus, lesson plan and choosing the textbook which appropriate with the condition or students' needs. Therefore the purposes of the learning will be achieved.

4. For the library, it is better to provide many books as the reference in learning English, therefore the students can get more knowledge if they read from many sources. Off course the book must be appropriate with the lesson.

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APPENDICES

1. Interview Lists

1. Buku apa yang digunakan selama pembelajaran dalam 1 semester?

   Jawaban: Buku yang digunakan K.13 ditambah referensi dari Yudistira

2. Apa alasan ibu memilih buku ini sebagai media pembelajaran?

   Jawaban: Karena K.13 sudah ditentukan dari dinas memakai buku tersebut.

3. Apakah buku ini sesuai dengan silabus yang diterapkan?

   Jawaban : Sudah sesuai namun beda dengan edisi terbaru 2016. Bedanya dalam hal penempatan, jika di buku "When Rings Bell" yang lama, penempatan chapter masih belum tersusun rapi.

4. Dalam pembelajaran mengenai speaking, apa saja materi yang diajarkan kepada siswa?

Jawaban : Untuk materi speaking seperti *Greeting, Leave Taking, Thanking, Apoligizing,* untuk lebih jelas bisa dilihat di silabus pembelajarannya.,

5. Apakah materi speaking yang diajarkan sesuai dengan buku yang digunakan?

Jawaban: Sudah sesuai namun masih ada saja kekurangan sehingga kita membawa referencia tambahan seperti buku dari Yudistira.

6. Apakah materi speaking yang diajarkan sesuai dengan silabus pembelajaran?

Jawaban: Sesuai.

7. Apakah ada kriteria khusus dalam menyiapkan materi speaking yang akan diajarkan kepada siswa?

Jawaban: Saya rasa semua materi mempunyai kriteria khususn sesuai dengan tingkatannya masing – masing.

8. Jika ada, kriteria seperti apakah yang digunakan?

Jawaban: untuk kelas 7 lebih menekankan lepada penguasaan *vocabulary* terutama dalam kehidupan seharí – hari.

9. Apakah materi speaking yang diajarkan dapat meningkatkan pemahaman siswa terhadap pelajaran Bahasa Inggris?

Jawaban: Saya rasa sama saja, karena rata – rata siswa sekarang ketika diajarkan mengerti namun ketika ditanyakan lagi sesudahnya, dia mengatakan lupa. Namun tidak semua siswa seperti itu, ada juga siswa yang benar – benar memahami materi sehingga pemahaman dia bertambah.

10. Apakah materi speaking yang diajarkan dapat menumbuhkan ide – ide siswa?

Jawaban : Bisa. Contohnya ketika kita mengajarkan *Greeting*, mereka diminta untuk membuat kartu, ide – ide mereka muncul dengan sendirinya. Karena saya juga ketika mengajar bebas ya, tidak menekankan satu tema sehingga siswa juga bisa mengexplore dirinya masing – masing ketika diberi tugas.

11. Apakah ada kekurangan dari materi speaking yang diajarkan kepada siswa?

Jawaban : Untuk materi saya rasa masih dasar sekali seperti materi untuk siswa sekolah dasar, terlalu mudah dan kurang menantang untuk siswa kelas 7.

12. Bagaimana cara untuk mengatasi kekurangan dari materi speaking tersebut?

Jawaban : Menambahkan materi dengan menggunakan buku referensi yang lain, sehingga siswa bisa mendapatkan banyak ilmu, yang penting masih sesuai dengan silabus.

13. Dalam memberikan materi speaking, apakah ada media lain selain buku yang digunakan untuk membantu melaksanakan pembelajaran? Apa peran media tersebut?

Jawaban : Ada. Seperti buku karangan Yudhistira. Perannya ya membantu menambahkan ilmu untuk diajarkan kepada siswa, selain menjadi tambahan referensi. Untuk media saya menggunakan kamus, powerpoint, presentasi.

14. Adakah kesulitan dalam menggunakan media tersebut?

Jawaban : Ada, karena tidak terbiasa dan takut rusak, kesulitannya ketika menggunakan media tersebut, seperti

infokus. Saya kesulitan karena saya tidak terbiasa menggunakannya.

15. Adakah sumber lain yang digunakan selain dari buku yang digunakan? Apa saja?

Jawaban: Ada, seperti kamus dan buku referensi lainnya karangan Yudhistira.

16. Adakah kesulitan dalam mengajarkan materi speaking tersebut? Jika ada, seperti apa bentuk kesulitannya? Dan bagaimana cara mengatasinya?

Jawaban: Kesulitan pasti ada karena tidak semua kelas sama. Namun sebisa – bisa saya menyesuaikan cara mengajar sesuai dengan kelas. Namun biasanya kesulitan dari siswa yaitu banyak masih belum mengerti arti dari suatu kata, makanya setiap mengajar saya mewajibkan setiap siswa membawa kamus, nah yang tidak membawa, saya beri hukuman seperti menghafalkan lagu, atau kosakata lainnya.

17. Adakah kendala – kendala yang dihadapi siswa terhadap materi speaking yang diajarkan?. Jika ada, seperti apa bentuk kendala yang dihadapi siswa tersebut?

    Jawaban : Ada. Seperti susah memahami soal yang diujikan karena kurangnya *vocabulary*.

18. Bagaimana cara ibu mengatasi kendala siswa tersebut?

    Jawaban: Cara mengatasinya saya meminta mereka untuk mencari tahu arti dari kata yang mereka maksud di kamus sebelum saya memberitahu artinya.

19. Dalam memberikan penilaian, apakah kriteria yang digunakan?

    Jawaban: Kriteria sih banyak namun untuk *speaking* ya secara umum saja pasti ada pronunciation, intonation, dll.

20. Apakah secara keseluruhan, materi speaking yang diajarkan dapat membuat keahlian siswa dalam berbicara bahasa inggris yang disesuaikan dengan tuntunan silabus dengan buku yang digunakan?

    Jawaban : Sesuai. Namun kenyataan di lapangan kan berbeda, setiap anak mempunyai kemampuan IQ berbeda –

beda. Ada yang setelah diajarkan makin bertambah ilmunya, namun ada juga yang tidak berpengaruh sama sekali. Untuk materi saya rasa sudah sesuai dengan silabus, tujuannya di silabus juga sudah jelas, namun pada kenyataannya kembali kepada kemampuan siswa masing – masing.