"A DESCRIPTIVE INVESTIGATION ON THE DEVELOPMENT OF SPEAKING ABILITY OF THE STUDENTS OF THE SECOND YEAR CLASSES OF MADRASAH ALIYAH NEGERI 2 BANJARMASIN"

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A b s t r a c t

This research is an attemp to present a complete and full lenght descriptive investigation on the problems of teaching and learning English at the second year classes of Sekolah Madrasah Aliyah Negeri 2 Banjarmasin with particula attention to the development of the speaking ability. This particular ability is legitimate expectation of the any language learner to acquire the best possible achievment.

It must be not overlooked that the same as SMA. By its own very nature, a Madrasah has its own goal or goals. They may be similar to those SMA, but by no mean they are the same. Such situation is interesting to investigate. More over in a Madrasah, two foreign languages are compulsory to the students and they are Arabic and English. It is quite interesting to investigate the attitute of the students in general toward the two different foreign languages. An the central issue is formulized as follow :

"What factors which promote the development of the speaking ability of the students of the second year classes of Madrasah Aliyah Negeri 2 Banjarmasin?"

The research which backs up the this writing is a single person field survey. The survey takes place at Madrasah Aliyah Negeri 2 Banjarmasin and is conducted during 4 working weeks. The data found is analyzed by using a descriptive qualitative analysis as opposed to expositoric quantitative analysis.

From the data analyzed, it is found out the speaking ability of the second years classes of the students of Madrasah in general is not well developed. The reason lies mainly in the process of teaching and learning activities in which it is too teacher-centered instruction.

A. INTRODUCTION

The investigation on the problems of teaching and learning language in a Madrasah is interesting. It must be kept in mind that the Madrasah, how modern it might be, and how equal it might be with SMA, is still an Islamic formal education institution. School engaged with the teaching and learning three languages, namely (i) Indonesian, (ii) Arabic, and (iii) English.

Indonesian is the national language in Indonesia and therefore has national importance. The students of any school in Indonesia must be able to speak and write in the language correctly and well. Arabic is the language of islam and therefore it has its religious importance. As young Moslems, the sudents are expected to know Arabic well.

Then comes English, a totally foreign language. But it has its undeniable role in modern lfe. The language is the language of international communication and business.

At non-Madrasah school of equal levels, the teaching and learning of language is dealing with two language only namely Indonesian and English. This implies that the students of such school get lighter academic burden than that of a Madrasah.

And this research is meant to investigate the main problems encountered solely by a Madrasah, and the problems commonly shared by school in Indonesia in the process of teaching and learning English. Such investigation may help Madrasahs to solve some of their problems in the sense of improving their academic performance in the teaching and learning English in relation with speaking skill.

The cental problem which serves as the central issue of the research is :
1. What factors which promote the development of the speaking ability of the students with particular reference of the second year classes?
2. What factors which inhere the development of the speaking ability of the sudents?
3. Can teaching reading develop the competence of the students in the speaking? If the answer is "Yes", what factors which have the influence?

The aim of this research :
1. To find out what factors which promote the development of the speaking ability of the students with particular reference of the second year classes.
2. To find out what factors which inhabit the development of the speaking ability of the students.
3. To find out whether the teaching of reading can develop the speaking ability of the students.

It is important to note that the investigation which back up the research will take account on the process and activities of the teaching and learning Englisg which take place in the second yea classes of Madrasah Aliyah Negeri 2 Banjarmasin in 2015/2016 school year. This implies that finding of the investigation are open to further investigation. The implication as such does not affect the incredibility of the findings.

By definition an assumption is astatement taken for granted as true and correct (Witkins, 1978 : 54). The role of an assumption is as a starting point and the preliminary guide toconduct n investigation. The research assumes that there are problems particularly encountered by Madrasah Aliyah in general. This is due to the fact that the schools have to get involved in teaching and learning of thee languages, each has its own importance. Then it is assumed that like every Senior High School, they share the common problems of teaching and learning a foreign language which is entirely lacking of the language environment.

Other problems may have their source in the social background of the sudents which does not contribute much to the promotion of the learning of a foreign language which has very little to do with the language.

The working theory accepted in the research is :

In the environment of the teaching English as a foreign language, speaking ability is stimulated by the degree of the reading ability. The more one reads, the better he

can speak in the language. Therefore the central issue in teaching english as a foregn language is to develop reading ability to the maximum (Howard, 1988 : 24)

B. THE TEACHING AND LEARNING OF SPEAKING SKILLS

The speaking skills meant in this chapter is limited to the speaking skill in foreign language teaching and learning situation. Like any other skills, speaking can be devided into basic speaking skill, intermediate speaking skill, and advanced speaking skill.

Jeremy harmer in his book titled The Practice of English Language Teaching (1990 : 17) puts a question, "Why are some students succesful at langage learning while other aren't?" in his book he answers the question by assuming that any language learner must have some drive to use the language in one way or another. The less one uses the language, the less his learning grows. And one way to use the language is to communicate in the language.

The term "langage communication" may not be limited to the speaking or conversing in the language. It may the reading and writing in the language.

In the basic speaking skill, the speaker must be able to imitate a certain expression taught to him. This makes the communication is limited. Beyond the learner language expression, he is entirely lost. Then he starts to find out wheather he can manipulate the learner expression or he can not.

The intermediate or secondary speaking skill has a broader range of communication experience. In this level, the speaker has command of the target language to such level which enables the speaker to free himself from the model. The model only serve as a trigger for the learner.

The advancespeaking skill is the level of speaking skill which guarantees the speaker to speak easily. He can express himself in the most appropriate and acceptable way. He is skillful in using idioms of various catagories.

Like most any other school, Madrasah Aliyah Negeri 2 Banjarmasin, depends mainly on part-time teachers. These teacher are not likelyto give adequate practice in using a target language such as english. The most common feature is that the teacher teaches the knowledge of the target language rather than the skill of using the language itself in any form.

The term speaking implies a sense of communicating with someone. Teacher should be able to manipulate better reason cited above to become significantly meaningful activities to develop sudents' ability in speaking.

According to Littlewood (1983 : 6) there are four broad domains of skills which make up a person's communicative competence, and which must be recognized in foreign language teaching. They are as follow :
- Learner must attain as high as possible the degree of linguistic competence.
- Learner must distinguish between the form which he has mastered as part of linguistic competence.
- Learner must develop skill for using language to communicate meaning as affectively as possible in concrete situation.
- Learner must aware of social meaning of language form.

In the teaching and learning speaking in a target language, many teachers pay too much attention in the syntactical metters only, the neglect the situation aspect of the communication. Of course the necessary basic structure and adequate vocabulary items should be learned well so that the students acquire certain automatic habit in using them to express a limited range of real situation.

The second step is to promote pair or small grup learning. This will indirectly induce interaction, and then communication. In this stage the teacher should refrain himsef from interrupting the pair or the grup. When the student makes mistake it is not necessary to interrupt and provide correction.

Only in the manner the teacher helps the students to build up their communicative competence and develop sense of communication. When the teacher gets anxious in correcting mistakes promptly, he can easily discourage his students from using target language. The students feel that they cannot produce the expected expression, and consequently stop attempting.

C. METHODOLOGY

Method of the research is based on collected data. The data obtained through field survey held at the Madrasah Aliyah Negeri 2 Banjarmasin during 4 successive working weeks. The survey relies on questionnaire.

To collect the primary as well as secondary data, the research relies on (i) questionnaire guide, (ii) interview guide, and (iii) observation sheets.

The population of the research is the students of the second year classes. The second year consist of 6 classes. The total number of the students from the six classes are 196 students. From the six classes, only three classes are taken as samples. They are taken randomly. The total number of the sudents from the three classes which have been taken as the samples are 98 students. So the method of sampling used in purposive and random sampling.

The draw conclusion the research will make use both the deductive and inductive methods. And whenever necessary, inference will be employed with much precaution. This is to say that inference will be used if no other wayis available, while conclusion should be drawn.

D. DATA ANALYSIS AND DISCUSSION

The curriculum deals with :
1. Structure, Vocabulary
2. Reading, Writing, Speaking, and Listening

The topics and the sub-topics ofthe teaching and learning English in Madrasah are similar with the SMA. This case of teaching and learning English put Madrasal equal level and position with Sma. This is to say that the level of command of English of the students of Aliyah must be equal with the students of SMA because the material given is the same.

The Teacher in Charge in the Teaching of English

A teacher in charge in the teaching of English in Madrasah Aliyah Negeri 2 Banjarmasin has a formal educational background closely related to the teaching of

language as he graduated from English Department of IAIN Antasari Banjarmasin. This implies that he is qualified enough to teach English at that school.

The Process of Teaching and Learning English

In the second year classes of Madrasah Aliyah Negeri 2 Banjarmasin, the teaching and learning which focused on speaking skill is scheduled once a week and takes 45 minutes each. The observation shows that the class is usually engaged in learning short dialogue. This learning is emphasizedin understanding the dialogue. In the next meeting, the previous learned dialogue was entirely untouched, and the teacher started again another dialogue, and again read a dialogue for the class, and asked a pair of students to read it. No other version had been found during the four weeks observation.

Interaction between Teacher, Students, Strategy of Teaching and Learning, and the Actual Learning Environment

In general the interaction in Madrasah Aliyah Negeri 2 Banjarmasin is teacher centered. The students have very little activity in the procss of the teaching and learning. And this become more acute when the class is learning of how to speak. The term "speak" implies that the students are learning of how to immitate the dialogue read by the teacher. It has been more obvious that the most of the students at the second year classes do not feel happy when the class is put in speaking ability.

By definition , a teaching and learning strategy comprise (i) the organization of the instructional material, (ii) the organization of the students, and (iii) the organization of the teacher (Newman, 1990 ; 312)

When the situation is projected to the development of speaking ability of the students still far for hope. By definition, students who are in the second year classes have learnedEnglish more than 4 years. And theoritically speaking they are expected to be able to converse in the casual level much difficulty ; their pronunciation and grammar must have been adequate to enable them to communicate orally.

In the last part of this chapter, the analysis goes to the defined problems :

1. **What factors which promote the development of the speaking ability of the students with particular reference to of the second year classes?**

There are so many factors that can promote the students' speaking ability, some of them are :

a. **Motivation**

Facts show, from 98 students there are 74 students who like an English lesson, but only 40 of them like the teacher in teaching process. It means that34 students do not like their teacher. Because of that the teacher must do some nenewals concerning with how to motivate his students and keep them motivated. A teacher should have to be great instructor, and should have the best materials and texts, or just the basic resources, a students will learn only if he or she is adequately motivated to do so. Using topic like GLOBE and addressing topics like diversity bring students and their real world together through the medium of the new language. Hopefully, it will be connected with the need of the students (Forum, 1999 : 1)

b. Using variety of techniques

A teacher should have many techniques to avoid the boredom of the students. Nowadays, students play a much more active role in the learning process. No onger passive recipients, they are contributing to the planning and iplementation of what transpires in the classroom ; continually adopting and adapting strategies to accomplish immediate as well as long term goal ; and acquiring and developing critical thingking and cooperative learning skills.

The communication approach emphasized ways to increase student-talk and decrease teacher-talk. This approach has undoubtely made lesson plan plays significant role in the teaching and learning process, in which students have the opportunity to use the new language in simulated real life situations.

Furthermore to elicit student-talk the teacher can use the following ways :

Message vs errors

The communicative approach has forced us to reexamine not only how we elicit student-talk, but also how we respond to it. The communicative approach has consequently altered the way we deal with the react to errors. According to David Cross (1992), in real life we rarely react to "local" errors-those which do not interfere with the comprehension of the message, simply because of the communication gaps. If we are enggaged in activiies aimed at developing fluency, we may choose not to respond to specific errors at all, at least immediately. If, on the other hand, we are enggaged in activities aimed at improving accuracy, we may consider it important to respond to incorrect forms. A simple nod, facial expression, gesture, or a mistake reapeted with rising intonation is often sufficient indication of an incorrect form, which the student is capable of correcting him/herself.

Free and controlled activities

By having activities that involve pair work and grup work, the teacher will enggage the students in speaking. Further interaction occurs in grup writing and peer editing since students exchange ideas and make correction or improvements, in a collectivecomposition.

Lesson stage

Adrian Foff (1988) discussed the value of the type of elicitation by making the following points. First, it help to focus the students' attention and make them thing. Second, it help students to make the connection between what they already know and what they are about to learn. Third, it help the teacher assess what the students already know, then make it easier to addapt the presentation to an appropriate level.

In the practice stage of the lesson, students have the opportuniity to reproduce and practice the new words or stuctures. Jeremy Harmer (1983) refer to stage of practice as personalization and localization. The former allows students to convey meaningful information while talking about themselves ; the latter allows them to use the place they live as a reference point.

c. Using media

Some others media can be chosen such as picture, card, magazine, tape recorder, etc. But every media must be considered for its effectiveness.

2. **What factors which inhere the development of the speaking ability of the students?**

   Language learning experience
   Every students of the second year has been studying English for at least four years or even more. So that the teacher, he doesn't have to teach basic English. And for the students, a learning experience is a capital to learn more.

   The informal course
   From 98 students who had been observed, 42 of them like reading. And out of 42, 33 students get more reading from course in other place. And it helps them in improving their speaking ability.

3. **Can teaching reading develop the competence of the students in speaking? If the answer is "Yes", what factors which have the influence?**

   From the data obtained, it is found out that reading can develop the competence of the students in speaking. And the factors which influence the reading itself are :
   Topic and text
   Ernawan (1989) said that there are 5 factors that must be considered in choosing the text, they are :
   -. The topic mut be interesting
   -. Choose the topic that they never know
   -. The topic must have culture and environment element
   -. Choose the topic related to the students' life
   -. Give them a controversy text

   The aim of the reading
   Generally, reading has the aim to get pleasure and information. According to Grellet (1981), there are 3 points that must be considered in reading, they are :
   1. The efeciency. Text should not be so difficult
   2. From global understanding to detail understanding
   3. Reading process of guessing. When reading, students will make an interaction with the text and they will bring their knowledge to the topic.

   The students of Madrasah aliyah Negeri 2 Banjarmasin still not arrive at the theoritical or the expected achievement. This is to say that many of the students are unable to speak in English. Only about 33 students out of 98 can communicate.

E. **CONCLUSION**

   In this section of the chapter, the important findings will be presented as conclusion. They are namely :
   1. Inspite of the expectation that the teaching and reading of English will give way to development of the speaking ability, very few students of the second year classes of the Madrasah Aliyah Negeri 2 Banjarmasin who really posses the ability to speak English well.

2. The failure to build up the expected speaking ability is originated from the conductive situation. First, it is too techer-centered instuction. Secondly, the teacher has many problems in teaching. Thirdly, conductive teaching and learning environment is still not available.

3. Speaking ability is the accumulation of the various teaching and learning achievement. No one can speak in a foreign language from thespeaking class only. In a foreign language circumtance, speaking ability is derived from the command of the vacabulary, structure and extensive and intensive reading.

4. With low motivated students, the improvement of speaking ability is almost impossible.

So that the reaserch would fully legitimate to suggest the following :

1. Teaching and learning process is in interactional process. To maintain the process, a truly professional teacher imperative.

2. Under whatever circumtances, learning ought to be geared on the students learning needs, and not otherwise.

3. Instructional material must be develop from the general interest of the learners.

4. Speaking ability depends very much on the intensity and the continuity of the practice, so that a teacher should teach intensely and continually of the practice.

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