

**TEACHERS BELIEF ON TEACHERS AND STUDENTS ROLE
IN TEACHING SPEAKING
A CASE STUDY AT MTs N 1 SALATIGA**



Submitted in partial fulfillment of requirements to achieve
the Master Degree in English Language Study

By

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TEACHERS BELIEF ON TEACHERS AND STUDENTS ROLE IN TEACHING SPEAKING (A CASE STUDY AT MTSN 1 SALATIGA).

Abstract

English is a foreign language in Indonesia. Students seldom use English for conversation. The teacher has the challenge to teach speaking for students who rarely use English in their daily life. The teacher has to make the students using English in conversation. This qualitative research is aimed to describe teachers' beliefs on teaching speaking. The data were collected from interviews, observation, and documentation. There are two-component of beliefs; they are; teacher role, learners role. Both teachers' roles are facilitators; they guide students to achieve success in speaking class. However, a teacher can be a facilitator, assessor, organizer, and controller in classroom practices. The students must be active in speaking class. Students in seventh and eighth grade can be active. However, they turn to be passive when they are in ninth grade because students in grade nine have to do a national final examination. Meanwhile, there is no speaking test in the final exam.

Keywords: *teachers' belief, teaching speaking, classroom practices*

Abstrak

Bahasa Inggris adalah bahasa internasional di Indonesia. Para siswa jarang menggunakan bahasa Inggris dalam percakapan. Guru mempunyai tantangan untuk mengajarkan speaking untuk siswa yang jarang menggunakan bahasa Inggris sebagai percakapan sehari-hari. Guru harus membuat siswanya menggunakan bahasa Inggris dalam percakapan. Ini adalah penelitian kualitatif bertujuan untuk mendeskripsikan keyakinan guru pada pengajaran speaking. Data diambil dari wawancara, pengamatan dan dokumentasi dari pengamatan dan perangkat pembelajaran. Ada 2 komponen yang diyakini: peran guru dan peran siswa. Guru berperan sebagai fasilitator, mereka membimbing siswa untuk mencapai kesuksesan dalam kelas speaking. Siswa di kelas 7 dan kelas 8 bisa aktif di kelas speaking. Namun, siswa itu jadi pasif ketika mereka di kelas 9, karena siswa kelas enam harus menghadapi UN. Sementara itu, UN tidak ada test speaking.

Kata kunci: *keyakinan guru, pengajaran berbicara, praktik di kelas*

1. INTRODUCTION

When people around the world met, it is impossible to communicate each other if they use their own language. However, people need international language that almost people around the world use and comprehend it. English is international language that should be master it oral and written (Handayani, 2016). In tourism, English is needed when Indonesian guide foreign tourist, the tourist will comfortable if they are guided with English (Bagus & Yadnya, n.d.).

English is foreign language in Indonesia. Teachers have a challenge to teach speaking for a student who rarely uses English in their daily life. To make the student speak English fluently with correct pronunciation needs strategy and hard effort. The earlier teaching English was focused on passive ability; the student is focused on written language. Nowadays, teaching English is focused on oral language, students must have speaking skill. But then, not all students can speak English fluently, secondary students cannot speak English mostly (Ginanjari, 2013)

Based on our minister of education statement, English lesson must complete in elementary school. However, learners have to be able use English as communication after graduated from elementary school.

Speaking is one of important skill in learning English. Speaking skill can be used for communication with the other people in different country. Speaking encompass as productive skill. However, speaking skill is not the main focus. Final exam is only focus on unproductive skill. Researcher conducted this research because in junior high school learn four skill, they are listening, speaking, writing, and reading. Meanwhile, in national exam, there is no speaking test.

Teacher is one of component who can improve students' speaking skill. Teachers' beliefs are very important for understanding and improving educational process. They play a very important role in the classroom practices and in the professional growth of the teachers. They guide teachers to adopt

their teaching strategies for coping with their daily language teaching challenges. They can powerfully shape learners' learning environment, their motivation, and their learning achievement. (Endang F, 2015) Teachers' belief system can be founded on their goals, values, and beliefs (Richard & Lockhart, 1996c)

Teachers' belief has impact on their way in teaching. It effects the teachers' interaction with the learners, their plan in teaching, curriculum, and their treatment to the learners. However, teachers' belief have great effect in English teaching, it shape teachers' characteristic and behavior in English teaching. (Gilakjani & Sabouri, 2017)

In (Sikder, 2016) research, Teacher has role in case of prioritizing fluency. The focus on his research, how teacher can teach speaking fluently by the mean of communicative approach and how is the practice for young learner. The result of his study, it is evident that teaching speaking with a communicative approach seems quite difficult in real classrooms since speaking as a skill has always received less importance in their context where students never have to take oral tests. The fact is, since the students do not have to deal with speaking exams, the teachers and therefore the whole educational system did never emphasize teaching speaking with importance. A teacher should be as a facilitator to solve the problem. In fact, the teacher is a controller in classroom practices.

The other researcher, (Koran, 2015) argue that teacher should encourage the students to communicate in English at classroom practice. Some strategies can be use to avoid students shyness and willingness in speaking class. His study aims at exploring the role of teachers in developing students' speaking skill. It also attempts to investigate how much the language learners are aware of natural strategies and how often they experience them in their classrooms in Iraq. Moreover, this study attempts to shed light on the importance of teachers' role in establishing friendly and productive environment as an attempt to encourage students to use the language. The study reveal that teacher play a significant role in developing students' speaking skill. Their primary role is to

help learners overcome their communication obstacles and motivate them to actively participate in speaking activities. Using certain strategies may help students to develop their speaking skill. As a result of the students' survey and the interview, it can be noted that foreign language learning is a process that requires teachers to consider demonstrating different roles in the classroom. Teacher may have various roles according to students' skill and need.

This research describes teachers' belief in teaching speaking. There are two components of teaching speaking; those are teachers' role and students' role. The position of this research is focus on teachers' and students' role in speaking class. How is their role on speaking class.

In speaking class, students must be able to produce utterance. It is related with Harmer theory. Speaking is productive skill. It refers to students' speaking ability, the ability to use as a daily communication. Harmer (1996)

Teacher also has an important role to make the students active in speaking class. It is like Brown theory English should be learned like first language. Teacher and students should use English in speaking class. There must be a lot of oral interaction and spontaneous. Brown (2000).

Teachers are creative persons, (Maley & Kiss, 2018). They are like an actor and orchestra conductor, gardeners who always plan trees. (Harmer 2001).

Teachers' roles can be described into ten roles. Teacher is as a controller, organizer, assessor, prompter, participant, resource, tutor, observer, performer, and teaching aid. (Harmer, 2007). (Douglas., 2000) make teachers' roles into the simple one. He gives five roles; they are controller, director, manager, facilitator and resources.

According to Brown (2000) (1) Teacher as a controller. A controller has a job to transmit the knowledge and make sure the class is on the right procedure. Everything is well planned. Students are given freedom to express their ability. However, their freedom is under control from the teacher. Teacher is an important element to control the class. (2) Teacher as a director. Keeping the processes flowing smoothly and efficiently is the part of teachers' job. (3) Teacher as manager. The teacher gives freedom for the students to express

their creativity. Students are allowed to do everything. However, it must be on the right track. Teacher has a duty to keep the students on the right track. (4) Teacher as facilitator. Students' motivation in learning is important, teacher must push students' motivation. A facilitator helps students to comprehend the lesson. If the students have difficulties, teacher gives the simple and easy way to understand the lesson. (5) Teacher as a resources. A teacher is the sources of knowledge. Teacher can give advice and counseling for the students who seek advice. If the students want to learn something, they can get it from their teacher.

Teenagers are special students who have special character. At that age, they still seek self identity, and peer approval. Teenagers may have disruptive behavior. However, if they engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. It is teachers' job to provoke students in learning. Harmer (2007)

In speaking class, there is an interaction teacher – students, and students – students. A successful speaking class, students can make a conversation actively. Learners have to participate in classroom activities. They must feel comfortable work in group or pair rather than rely on their teacher. Students have to responsible for their own learning. (Richards, 2006)

(David Nunan, 1989) cite in Richard and Rodger, a method can reflect the role of learners.

- a) Oral/Situational. This method reflected that learner listens to teacher and repeats; no control over content or methods.
- b) Audio-lingual. This method reflected that learner has little control; reacts to teacher direction; passive, reactive role
- c) Communicative. This method reflected that learner has an active, negotiate role; should contribute as well as receive
- d) Total Physical Response. This method reflected that learner is a listener and performer; little influence over content and none over methodology.
- e) Silent way. This method reflected that learners learn through systematic analysis; must become independent and autonomous.

- f) Community language learning. This method reflected that learners are members of a social group or community; move from dependence to autonomy as learning progresses
- g) Natural. This method reflected that learners play an active role and have relatively high degree of control over content language production.

According to (David Nunan, 1989) This analysis demonstrates the wide variety of learner roles which are possible in the language class. These include the following:

- a) the learner is the passive recipient of outside stimuli;
- b) the learner is an interactor and negotiator who is capable of giving as well as taking;
- c) the learner is a listener and performer who has little control over the content of learning;
- d) the learner is involved in a process of personal growth;
- e) the learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes;
- f) Learners must take responsibility for their own learning, developing autonomy and skills in learning-how-to-learn.

The objective of this research describes teachers' belief in teaching speaking. It focuses on teachers and learners role. The research describes and analyze teachers and learners role in speaking class.

2. RESEARCH METHODOLOGY

This research was descriptive qualitative research. It is not related with number or statistics. Descriptive qualitative research is concerns with understanding human behavior from the actor's own frame reference naturalistic and uncontrolled observation (nunan 1992).

The object of the research is teachers' belief and practices with case study approach at MTsN 1 Salatiga. The main topic of this research is teachers' role and students' role.

The subject of the research was two English teacher at MTsN 1 Salatiga. They are young and experienced teacher.

This research has three kind data. There are observation, semi-structure interview and document. The data are taken from interview and classroom activities. The documents are taken from field note, and lesson plan.

This research used semi structure interview. A number of question were prepared for informant, when there were need more information, researcher asked question beyond list of question. The researcher interviewed English teacher after school. During interview, researcher recorded all of information from informant. The researcher used Indonesian language to get clear information and understanding.

The researcher observed speaking class. When the English teacher taught speaking skill, the researcher followed the teacher, and recorded the process in teaching speaking.

To examine the data validity, researcher use triangulation. Triangulation is a technique of combining data collection (sugiyono, 2017).

The data was analyzed with miles and Huberman in sugiyono (2017) model. The steps are; data collection, data display, data reduction, verification and conclusion.

3. FINDING AND DISCUSSION

3.1 Teachers role

Both teachers believe that they are facilitator and motivator. Actually, there is more than one role in their practices. Teacher can be a facilitator, assessor, controller, organizer, in classroom practices.

In classroom practices, researcher found that teachers have more than one role. Teacher can be a facilitator, assessor, organizer, and controller in classroom practices.

3.1.1 Facilitator

The first role is facilitator; both teachers said that they are facilitator. A facilitator is a role that guide and train the student to comprehend the material. In speaking class, teacher motivates and gives the best way to make the students fluently in English conversation. Teacher also gives the best way in speaking class; in order students can produce utterance fluently and easily. Based on observation, teacher gives picture and popular artist that known by students. When students are familiar with it, they can describe it easily in English.

“Peran saya dalam pengajaran speaking, gimana ya.. pada dasarnya kita tau input anak kita seperti apa peran kami adalah memotivasi anak agar tidak hanya bisa mengerjakan soal dan mendapat nilai 8/9/10 saja tapi kita mencoba untuk mengarahkan anak untuk berbicara sehingga berbicara itu menjadi bagian dari keseharian mereka.” (interview teacher N)

“Sebagai seorang guru tentunya kita berperan untuk dapat mengajarkan materi terutama pengajaran speaking kepada siswa, artinya kita sebagai fasilitator yaa.. untuk mengajarkan speaking kan banyak speaking skill, ada pronunciation, ada apa namanyaaa,, fluency, vocabulary naah gitu kita harus bisa benar-benar menggunakan metode yang tepat untuk mengajar pada siswa tersebut.

Intinya guru berperan penuh dalam mengajarkan speaking kepada siswa di dalam kelas” (interview teacher Ab)

Slide berikutnya, guru memberikan beberapa gambar dan siswa diminta untuk mendeskripsikannya. Tapi semua siswa terdiam dan guru mengatakan “commonly all of you are very very spirit in a class, do you fell shy?” karena siswa malu-malu dan tidak ada yang berinisiatif untuk berbicara, maka guru menunjuk salah satu siswanya. (observation teacher N)

Based on observation, teacher gives picture and popular artist that known by students. When students are familiar with it, they can describe it easily in English. Teacher also give a quizzes, there are covered picture that must be answered by the students. Teacher give some clue, if students cannot guest the picture, teacher give another clue and open the other cover until students can guest the picture. A facilitator is a role that guide and train the student to comprehend the material. In speaking class, teacher motivates and gives the best way to make the students fluently in English conversation. Teacher also gives the best way in speaking class; in order students can produce utterance fluently and easily. It is in line with brown (2002) theory. Facilitator must help students when they found difficulties in learning. Teacher gives an easy way to make their students comprehend the material. Students are guided to solve the problem and find the solutions. Facilitator has some jobs. He/she emphasize on motivating students to learn the lesson. Students are guided to get easiest way on language learning, teacher have to make the material understandable for students. Teachers' guidance and stimulus can deliver the students on gaining speaking ability. Teacher gives easy way on language learning, when students have difficulties in learning.

Teacher also facilitates the students with some strategies to avoid shyness and unwillingness to speak English. It is in line with (Koran, 2015) finding. To make the students are active in speaking, teacher must

implemented some natural strategies, such as; role play, work group, project, etc.

Researcher assumes that, one of the main jobs of facilitator is motivate the students to learn English. Giving the easy way in learning and helping the students in understanding the material are part of the facilitator role. Motivated students will be passionate to learn English, especially speaking class. The problem of speaking class is some students who unwilling produce utterance. They need a facilitator that make the lesson easier to understand and motivated the students to produce utterance. Teacher can use some strategies and activities. Facilitating activities for the students can makes them understand the material in easy way.

3.1.2 Assessor

An assessor is a person who assesses students' pronunciation directly or indirectly, if the students make a mistake in pronouncing words, an assessor must give the correct pronunciation. When the students make some mistakes in pronunciation, teacher gives a correct model directly. In speaking class is not far from repeating teachers' pronunciations. Teacher says the correct pronunciations, and students repeat the teachers' says. In some occasion, students make some mistake in pronunciation, teacher gives the correct pronunciation, and students repeat the correct pronunciation. The next session, students are asked to practice in front of class. When the student makes some mistakes in pronunciation, teachers give the model of pronunciation directly.

guru memberi contoh terlebih dulu tentang physical appearance dari siswa yang maju ke depan kelas. Karena siswa masih agak malu, guru memicu siswa nya untuk bicara dengan memberikan beberapa petunjuk, guru mengatakan “can you tell me the physical appearance of your friend? ,, what about his nose?,,, what about his skin?,,, what about his eyes?,,, Guru menunjuk salah satu siswa untuk mendeskripsikan dzaki, siswa menjawab “ he has tall body”, Guru mengulangi ungkapan siswa nya dan siswa yang lain diminta untuk

menirukan yang diucapkan guru. Guru menstimulus lagi dengan pertanyaan “what about his skin?” salah satu siswa menjawab “ he has brown skin”, guru mengulangi ungkapan itu dan meminta siswa yang lain menirukan lagi. Guru memberi apresiasi kepada siswa yang telah berani maju ke depan kelas sebagai sample untuk di deskripsikan dengan meminta siswa lain bertepuk tangan. (observation teacher N)

English and Indonesian language is the medium language in speaking class, teacher use both language, sometimes they use English, in some occasion they use Indonesian language. Teacher gives a model of the right pronunciations, when the students have a mistake on pronunciations. Based on that situation, teacher acts as an assessor. An assessor is a person who assesses students' pronunciation directly if the students make a mistake in pronouncing words, an assessor must give the correct pronunciation. When the students make some mistakes in pronunciation, teacher gives a correct model directly. It is relevant with Harmer's theory; teacher gives feedback, correction, and grading students in various ways. It is also in line with (Ja, 2017) finding, the role as assessor covers only two kinds of learning activities during the class namely; first, the teacher corrected the students' mistakes in pronouncing words or, in ungrammatical sentences and misspelling, gave feedback to students after doing something and second, evaluated orally or written to know how far the students' learning progress after learning a topic. Assessing the students before or after the learning process would give information to the teacher to know how far does the students' learning progress or the mastery level and enabled to decide whether the students may continue to the next topic or not.

Researcher assumes that foreign language learner may have mistake on pronunciation. Teacher must be an assessor to correct the mistake. Teacher assesses students' pronunciation directly when the students make a mistake in pronouncing utterance. If the teacher do not correct students' pronunciations mistakes directly, they may bring the mistake in the next

level. Based on my finding, teacher assess students only in classroom practices and directly assess their pronunciation. However it has differences with Ja rafael's finding. The teacher assess students directly and before or after learning progress.

3.1.3 Organizer

An organizer is a person who organizes the classroom in some activities. Teacher can be organizer when he/she organizing students to do various activities such as; ask students to make a group and discuss certain topic, then one of the members of group presents the result of discussion. Teachers ask the students to describe his/her friends in a group. Next, students are asked to come forward, describe his/her friends in front of class.

guru meminta siswa duduk berkelompok, siswa diminta mendeskripsikan teman didekatnya. Sebelum siswa diminta melaksanakan tugasnya, guru memberikan icebreaking supaya siswa kembali focus dan semangat. Siswa diminta mempersiapkan diri untuk maju kedepan kelas mendeskripsikan teman didekatnya, siswa juga boleh menuliskan dulu deskripsi temannya yang akan di jelaskan di depan kelas. Guru berkeliling dan memantau siswa nya yang sedang mempersiapkan diri untuk maju kedepan kelas. Beberapa menit kemudian guru meminta siswa nya untuk maju kedepan kelas dan mempraktekkan mendeskripsikan temannya. (observation teacher N)

Sesi berikutnya, siswa masih diminta untuk tetap duduk sesuai kelompoknya. Guru menyediakan beberapa kartu dan memberikan kepada siswa, kemudian siswa diminta membuat "invitation card" . setelah selesai membuat "invitation card" salah satu kelompok diminta maju kedepan untuk dengan membawa "invitation card" yang telah mereka buat dan menanyakan pendapat teman mereka, "what do you think of my invitation card?". Kemudian, kelompok lain memberikan pendapat hasil kinerja kelompok yang maju kedepan kelas, " it is great / good invitation card"(observation teacher AB)

Teacher as an organizer when he/she organizing students to do various activities such as; ask students to make a group and discuss certain topic then one of the members of group presents the result of discussion. An organizer is a person who organizes the classroom in some activities. It is in line with harmer's theory. An organizer often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop. It is in line with (Ja, 2017) finding, organizer is the sub role of manager actually. This sub role can be seen, when the teacher gave explanation or instruction to students to do something such as; read a text, observe a series of pictures, discuss a topic or do an exercise, and correct the students' task. It is also described through the using of learning media in teaching and learning process such as series of pictures, laptop, LCD and speaker or other media to support the learning process.

Researcher assumes that a teacher as an organizer has to ask the students to do certain activities. He/she ask students to do the task in a group. Organizing students to do various activities need clear instruction, teacher use clear instruction so that students can do the suitable activities. Teacher must explain clearly what students have to do. If the students understand the instruction, they can do the activities well. This role can increase students' ability in speaking. They can be more active.

3.1.4 Controller

The fourth role is controller. A controller is a person who makes sure the learning process is based on the right procedure. Teachers prepare the material and the lesson based on lesson plan and syllabus. When the students do some activity, it must under control on their teacher. Teacher directs the student activity in order the activities are based on lesson plan and syllabus. For instance, the lesson is about describing someone or something. Teacher asks the student to make a group. They must describe their friend in a group, teacher walk around the group and ensure the

activity is on the right path. The lesson plan and syllabus is reflected in teaching learning process.

Teacher as a controller, before teachers enter the classroom, lesson plan must be prepared. Classroom practices are reflected from lesson plan. Every teaching and learning process is based on curriculum and syllabus. Teachers have to control the students in the right path. A controller is a person who makes sure the learning process is based on the right procedure. Teachers prepare the material and the lesson based on lesson plan and syllabus. It is in line with Brown theory (2000). In transmitting knowledge, the class has to be on the right procedure. Harmer said that, teacher established students' activity, for instance: language form and speaking time. Students' responses can be predicted in their activity, because everything is mapped out ahead of time, with no leeway for divergent paths. It is also in line with (Ja, 2017) finding, when the teacher control students when they were discussing or doing exercise in the classroom. In playing this role, the teacher sometime plays also the other roles along together such as resources, counselor, participant, counselor or assessor. It is relevant with (Sikder, 2016) finding, teacher control students in learning activities. Learners has no autonomy in developing speaking skill. The material was prepared and students have to follow it.

Researcher assumes that a controller has responsible to make the lesson on the right path. Students may have various activities; it has to base on lesson plan and syllabus.

3.2 Learners role

Students as a listener, they are less talk and the teacher dominates the class activities. Students do some written task.

Learners should produce utterance in English actively. Both teachers belief that learners have to active in speaking class. using English as conversation. Only students on 7th and 8th grade can use English actively. Meanwhile, students 9th grade are listener. Students in ninth grade are often

doing written task, because students ninth grade are focus on national exam. They are trained to pass the exam.

Peran siswa, oke. Disini ada tiga kelas ya, there are three grade, grade one, grade two and grade three. Kelas 7, 8 dan 9. Peran mereka beda-beda. Kalau menurut saya sendiri, di mts ini, justru anak-anak kelas 9 itu malah sedikit pasif dibanding dengan anak-anak kelas 7 atau 8. Mungkin mereka focus nya ke UN, jadi ingin mengerjakan soal saja. Jadi perannya masih kurang untuk kelas 9. Sementara kelas 7 atau 8 mereka memiliki peran yang lebih baik, seperti itu. Namun, bukan berarti cukup bagi kita untuk menerima itu, tidak. Kita harus terus drill dan juga perbaiki, tentu saja dengan berbagai macam metode. Salah satu nya adalah di mts ini ada sebuah kegiatan bernama English extracurricular activity, saya mendatangkan beberapa native speaker, some of the American, some of them Australian. (interview teacher N)

Students as speaker/performer, they are a lot of talk, students dominate the class activities, teachers are just facilitate the activities.

Students in grade 7th and 8th are speaker. They use English for conversation in speaking class. Although, it needs teachers' stimuli to use English. Some of them feel shy to speak in front of class. In the beginning of meeting, students listen their teacher instruction first. Meanwhile, students 9th grade are become listener. They are most listening than speaking. It because, they have to face National Exam, they do a lot of task and there is no speaking test in UN.

Sejauh ini dalam pelajaran speaking, siswa bisa aktif. Karena kita menggunakan metode berdialog, kadang metode langsung mereka bicara tentang diri mereka sendiri, misalnya introduction. Jadi kita mengharapkan agar siswa tersebut dapat berperan aktif dalam pelajaran speaking artinya mereka berani berbicara, sejauh ini berhasil mereka berani bicara. Paling nggak, bisa merespon apa yang temannya Tanya dan bisa menjawab. (interview teacher AB)

Speaking is productive skill, (Harmer, 1996). The other expert states that Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test, (Brown, 2004)

Both teachers believe that their students use English actively in speaking class. Nevertheless, only grade 7 and 8 students are active, grade 9 students focus on national exam. There is no speaking test on national exam.

Based on observation, students have willingness to speak when there is stimulus from the teacher. They are still feeling shy and awkward in speaking session. Only few students do not need stimulus from teacher. Teacher talks a lot than the students.

In some occasion, teacher has to give some model, and then students can follow the model. It needs quite effort to make the students active. When students are asked to describe famous people in English, teacher gives freedom for students to perform. In fact, only few students raise their hand and perform it, teacher has to point out the other students who feel shy and awkward in speaking class. it is related with (David Nunan, 1989) theory. Teachers are more active than the students in producing utterance. It is also in line with (Sikder, 2016) finding, since there is no speaking exam, the students and educational system are never emphasize speaking skill.

Researcher assumes that the students has role as listener and Speaker/performers actually, However, students need some model from their teacher. After students have model, they can perform in front of class. Students in 7 and 8 grade are actively produce utterance. Despite, some students must be stimulated by the teacher. However, students in grade 9 are more passive. They are focused on doing task. Because they have to face national exam, and there is no speaking test in national exam.

4. CONCLUSION

Both teachers' belief are the same actually. Their belief are facilitator. Nevertheless, in classroom practice, teachers are have more than one role. they can be facilitator, assessor, organizer, and controller. The real speaking class is an interaction between students and teachers, they use English as a conversation. However, only seventh and eighth grade active in speaking, because they do not focus on national exam. Meanwhile, ninth grade are more passive, because they are focus on national exam. Students are listener and performers. Teacher talks a lot in speaking class and students need stimulus to speak English.

The implication of this research, it will give an evaluation of teaching learning process for English teachers especially in speaking class. They can get a picture of what they belief in speaking class from this research.

The researcher gives a suggestion for the other researcher who will do the research related teaching speaking. Other researcher can conduct a research from the students' point of view. The students' belief or students' perception on teaching speaking or speaking class.

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