

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the finding and discussion of the research. The first is finding, and the next is discussion.

A. Research Finding

In this research finding, the researcher presents the result of the research. It is followed by a discussion. The finding and discussion related to the research question; (1) What are the teachers' beliefs in teaching speaking? (2) How are teachers' beliefs reflected in classroom practice? (3) What factors shape teachers' beliefs in teaching speaking?

1. Teachers' belief in teaching speaking

The data was collected from interviews and document analysis. The research investigates based on four components; (1) teachers' role. (2) Technique in teaching, (3) the role of instructional material, and (4) teaching speaking.

a. Teachers' role

A teacher has their role in teaching speaking. One teacher with the other teachers can have a different role. A teacher may have more than one role.

“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 namanyaa,,, 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)

Based on the interview of teacher N and AB, some teacher can be a motivator and facilitator. They choose their role to make students comprehend English well. The teachers are not only focusing on students' scores but also students speaking ability. To motivate students, sometimes teachers invite a native speaker to join the class. However, teachers facilitate their students with proper and fun material.

The material in speaking class related to students' daily life, for instance, conversation. The topic for conversation is related to their daily life.

The goals of teachers' roles have a similarity.

Tujuan saya dengan memiliki peran tersebut, apa yaaa..? tujuannya adalah pembelajaran saya bisa tersampaikan, dan seperti yang saya bilang tadi, target nya adalah tidak hanya mendapatkan nilai yang baik tapi juga membiasakan diri pada anak-anak untuk bisa berbicara, harapan nya mereka bisa berbicara lebih baik daripada kita, gurunya, seperti itu. (interview teacher N)

Agar anak dapat memahami materi dengan baik dan dapat menerapkannya dalam kehidupannya sehari-hari. Terutama tentang conversation atau daily activities. (interview teacher A)

They have the same goal. Students have to use the language as communication in speaking class, and they can apply it in their daily lives. The teacher can facilitate and motivated their student to achieve the goal. The goal is to score achievement and students' ability to use the language as communication.

However, one of the factors that students can succeed in speaking skills is their teachers' role. Some teachers believe that students' success in speaking can be achieved if the teacher can motivate the students to study hard because students can study hard if they have high motivation. Thus, the teacher should encourage them.

b. Learners role

1) Listener

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

Learners should produce utterances in English actively. Both teachers believe that learners have to be active in speaking class. They must use English as a conversation. Only students in 7th and 8th grade can use English actively. Meanwhile, students in 9th grade are a listener. Students in ninth grade are often doing a written task because they are focus on a 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)

2) Speaker/performer

Students as speakers/performers, they are a lot of talks, students dominate the class activities, teachers just facilitate the activities.

Students in grades 7th and 8th are speakers. They use English for conversation in speaking class. Although, it needs teachers' stimuli to use English. Some of them feel shy to talk in front of the class. At the beginning of the meeting, students listen to their teacher's instructions first.

Meanwhile, students in 9th grade become a listener. They are most listening than speaking. Because they have to face the National Exam, they do a lot of tasks, 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)

c. Technique in Teaching

According to teacher N and AB, the Technique in teaching speaking is crucial. A good and proper technique can make the students enjoying the speaking class. They will love English and have the courage to speak in front of the class. Students can easily understand the material with suitable techniques. Every material has a different technique. Teachers use many techniques based on the material.

Memorizing English vocabulary is essential. If students have a lot of English vocabulary, students can use the language as a conversation fluently. One of the problems of shy students in speaking class is vocabulary amount. The important thing in using the particular technique can gain students' English vocabulary.

teknik yang simple, sederhana namun siswa itu paham. Kalau saya sendiri, saya pribadi lebih cenderung mendongkrak pada kosa kata, utamanya kesitu, karena itu modal utama untuk bisa bicara, tenses nya juga sambil jalan, menyusul,, begitu.(interview teacher N)

Teachers are having goals on every technique. The goals are mostly based on the syllabus. A particular technique can make the material understandable.

Tujuan saya menggunakan teknik tersebut, sesuai dengan KI, KD ya, kompetensi inti dan kompetensi dasar. Salah satunya adalah membuat siswa mampu memahami dan juga mengaplikasikan, mempraktekkan apa yang kita ajarkan, sehingga untuk mencapai target KI dan KD yang ada di dalam RPP saya. (interview teacher N)

Siswa lebih mudah dalam memahami pembelajaran speaking. artinya mereka setelah,, istilah nya cocok dengan teknik itu, mereka mudah memahami dan mudah mengaplikasikannya. (interview teacher A)

Every teacher has their own belief related to the technique in teaching speaking. They have the same belief, basically. A good technique can guide the student to achieve the standard of competence and core of competence, even though it is a simple technique.

d. The Role of Instructional Material

Based on the interview, choosing Instructional material is based on curriculum and syllabus. The material must relate to the curriculum and syllabus. Curriculum and syllabus is the primary reference. However, the teacher can pick the material from the other sources, and it has to relate to the curriculum and syllabus. For instance, the teacher can select the material from the internet and download videos and material. Appropriate material can make the student enjoyable in speaking.

Untuk materi ajar atau bahan ajar itu sudah ditentukan dari silabus, jadi kita tinggal mengikuti saja dan mengajarkan sesuai materi-materi speaking yang ada dalam silabus tersebut. Dan kita bisa mempersiapkan RPP untuk sebagai acuan dalam mengajar di dalam kelas(interview teacher AB)

Nowadays, a teacher prefers using IT as a medium to deliver the material. Speaking material has to be easy to understand by the student.

Moreover, good material can be matched with media. Video from the internet can be watched by the students through LCD. A teacher who has PPT can be present through LCD. Those materials were effective. Students can have visualization from the material.

Saat ini, at the present time, we can't be separated by IT. Kita tidak bisa terpisah dari IT yaa.. salah satu media pembelajaran dikembangkan melalui IT itu sendiri. Maka, guru sendiri harus berusaha dengan keras, misalkan mendownload beberapa materi, mendownload beberapa video dari internet, seperti itu yaa... lalu kita tampilkan sehingga anak itu lebih tertarik dari pada guru sekedar mengajar saja. Maka, peran bahan ajar sangat sangat penting, justru disitulah kenyamanan anak itu ada. Sekarang, dikelas-kelas kami Alhamdulillah tiap kelas sudah ada LCD, we have LCD in every class. Jadi, saya tampilkan video yang baru saja saya download. Tentu saja berkaitan dengan materi tersebut. Buktinya adalah kelas yang saya gunakan media seperti itu dan yang tidak, lebih aktif yang menggunakan media tersebut, media khan beraneka ragam. {interview teacher N}

The objective of using the material is based on the target that is written in the syllabus and curriculum. The teacher must reach the target of the lesson. Thus, appropriate material is needed. Material is beneficial to make students understand the lesson.

The researcher concludes the teachers' belief that instructional material is the primary source of the lesson. They can pick from other sources, but it has to relate to the curriculum and syllabus.

e. Teaching speaking

Based on interview teachers N and AB, Interaction and communication in the community are the real speaking class. When the students are able to respond to someone's utterance in English, they may comprehend what the speaker says. Communication is not only one student with the others, but also between teachers and students. Teachers have to start first in English communication so that students can have a

model in speaking. However, teachers should have a fate for their students. A fate that students can comprehend what the speaker says.

The real speaking class is..... pembelajaran speaking yang sesungguhnya, menurut saya adalah manakala guru berbicara banyak berbahasa inggris siswa juga mampu menanggapi dengan bahasa inggris itu adalah pembelajaran speaking sesungguhnya, dan tentu saja untuk mencapai target itu butuh proses yaa... we need process step by step. Dan pembiasaan diri dari kelas 7 dibiasakan untuk bisa berbicara bahasa inggris, kelas 8, akhirnya sampai kelas 9 anak-anak sudah bisa menguasai.(interview teacher N)

Tentunya sebagai guru harus yakin bahwa, dalam kelas tersebut siswa itu sudah paham dan dapat merespond yang di ajarkan. Artinya mereka harus bisa menuntaskan materi. Kemudian untuk mengajar speaking ini harus tuntas. Kalau tidak tuntas harus remidi.(interview teacher A)

The target in speaking class is not only for the score but also for students' capability in English communication. The essence of speaking is the use of English as communication. Students will apply it in conversation with foreigners or tourists from other countries. If the tourist needs information of the tour information, students can give information accurately.

Karena untuk pelajaran bahasa inggris tentunya kita harus bisa komunikasi, karena untuk kedepannya siswa itu agar dapat berkomunikasi dengan orang asing. Misalnya dia ditanya di jalan tentang alamat atau tentang suatu tempat, kalau mereka sudah mendapatkan pelajaran speaking otomatis mereka akan bisa menjawab. Artinya sangat penting sekali speaking dalam bahasa inggris, karena mereka akan jadi siswa pasif apabila mereka tidak mau berbicara atau bisa berkomunikasi dengan bahasa inggris.(interview teacher A)

The goal of teaching speaking is the students' ability in English conversation. Students have to use English as a conversation because

speaking is dealing with the function of language. However, students must use the language fluently and good pronunciation. Moreover, a good score in the speaking class must be achieved by students. As a teacher, he/she guides students to get a good score. The score should pass over-limit score or KKM. If the students do not acquire a good score over-limit score, the teacher must facilitate the remedial test. A good score in speaking class is also an institutional duty for the teachers and students. They must reach the target score and ability. One day, students' ability in English conversation is used for communication when they meet foreigners and applying for a job in a particular company.

Tujuan saya dalam mengajarkan speaking, dapat bicara bahasa inggris dengan baik dan benar.(interview teacher N)

Tentunya sebagai bekal siswa, disamping memang tuntutan untuk siswa untuk dapat tuntas dalam pengajaran speaking, dan tujuan khususnya adalah agar mereka dapat pengalaman untuk mendapatkan bahasa asing, dan berlatih untuk mengucapkan/bercakap-cakap bahasa asing. Artinya mereka tidak diam saja, artinya mereka aktif, suatu saat nanti mereka harus memperkenalkan diri menggunakan bahasa asing jika bekerja di perusahaan asing(interview teacher A)

Table 1

Table 4.1

Summary of teachers' belief at MTsN Salatiga

No	Aspect of Belief	Teachers' belief	
		Teacher N	Teacher Ab
1	Teachers' role	Motivator	Facilitator
2	Learners' role	Listeners and performers	Listeners and performers
3	Technique in teaching	<ul style="list-style-type: none"> ➤ It is a tool ➤ Using certain media ➤ A technique that can increase English vocabulary. 	<ul style="list-style-type: none"> ➤ It is a tool to learn English easily ➤ There is some technique that was used. They are; Find someone who,

			Direct method, Discussion and Dialog
4	The role of instructional material	➤ The primary sources of lesson	➤ The sources of lesson and material of lesson
5.	Teaching speaking	➤ There is an interaction and communication between teachers and students. ➤ The environment can support students speaking ability.	➤ Students can respond and understand the utterances

2. Teachers' Beliefs Reflected in Classroom Practice

Based on the data was collected from class observation and document analysis. The research was investigated based on four components; (1) teachers' role. (2) Technique in teaching, (3) the role of instructional material, and (4) teaching speaking.

a. Teachers' role

Teacher N belief in his role as a motivator, and teacher AB is a facilitator. Based on the observation, every teacher has more than one role. In their classroom practice, they can be facilitators, controllers, organizers, resources, and performers. However, their primary role is a facilitator

Speaking class is not far from repeating teachers' pronunciations. The teacher says the correct pronunciations, and students repeat the teachers' says. At the beginning of the meeting, teachers always greet their students, for example, "good morning students, how are you today." After greeting, teachers start the lesson. They give examples, and students repeat what teachers said. Sometimes, teachers ask the students to practice first before teachers explain and give examples.

In a particular event, teachers ask the students to make a group. Students discuss a specific topic in a group and prepare to talk in front of the class. They are given 10 minutes until 15 minutes to discuss the case.

While teachers walk around the students' group and make sure they do their job on the right path. When the students have some difficulties, the teacher gives instruction or advice.

Teachers use proper material for the students. The students know the materials so well and give an easy way to understand. The teacher also encourages students to speak in English because some students feel shy.

b. Learners role

Based on the interview, teachers believe that the learners have two roles. There are speaker/performer and listener.

Based on observation, students in grades 7 and 8 are performers, and students in grades 9 are listeners.

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.

Slide selanjutnya, guru mengajak siswa untuk bermain tebak gambar. Guru memberi contoh gambar tokoh dan gambar hewan yang telah ditutup untuk ditebak gambarnya oleh siswa. Guru mendeskripsikan tokoh tersebut dalam bahasa inggris, siswa diminta menebak nama tokohnya.(observation teacher N)

In speaking class, students listen to the teacher's instruction first. Then, they can perform. Students are listeners when they have to listen to instruction and stimulus from the teacher because some material needs instruction, and students need to push their confidence in producing utterances.

c. Technique in Teaching

Based on the interview, the researcher assumes that their beliefs on teaching techniques are a tool, a set of activities, and involving some media.

Based on classroom observation, teachers use communication games and preparing to talk frequently in speaking class. Their beliefs are reflected in the classroom. Those kinds of techniques are the tool. From those techniques, students can do a lot of activities.

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)

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 kolompok yang maju kedepan kelas, “ it is great / good invitation card”(observation teacher AB)

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)

Teachers often use three techniques in speaking class. It is suitable with the material. For instance, describing things or person. Teachers use

communication games technique. Students are asked to describe their friends or picture. The teacher covers an image and describes the hidden image. Students have to guess what picture it is.

Role-play and acting from the script seldom use it. However, sometimes, teachers use those techniques in a particular event, such as narrative text. Teachers choose specific fairy tales, and students have to play the story.

d. The Role of Instructional Material

Based on the interview, the teachers believe that instructional material is the primary source of lessons. They can pick from other sources, but it has to relate to the curriculum and syllabus.

In classroom practices, teachers often use non-printed material. They use their students as an object of description, video, and picture. However, teachers are seldom use printed material, like flashcards. Some materials are pick from the internet, and teachers choose the appropriate material based on curriculum and syllabus.

When the material is a student himself, the student is asked to come in front of the class. The other students describe his physical appearance in English. It is easier to describe because the students look at an authentic physical appearance. If the students find difficulties, the teacher can stimulate his/her students to describe them.

“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)

Teachers prefer to use nonprint material, video, and PPT. The picture is presented in PPT. Thus, it needs an LCD. The school supports the materials that need LCD. LCD has been prepared in every class. When the teacher asks the student to describe someone or something, the teacher does not need a printed picture for each student. The image can be shown in PPT.

LCD mulai dinyalakan dan memberikan penjelasan tentang descriptive text. Dalam menjelaskan materi tersebut, guru terkadang menggunakan bahasa inggris kadang juga menggunakan bahasa Indonesia, selain itu siswa juga diminta menirukan ungkapan bahasa inggris yang sudah diucapkan oleh guru. Kemudian contoh descriptive text ditunjukkan melalui layar LCD. Guru meminta siswa membaca text yang ada di layar LCD.(observation teacher N)

Guru menunjukkan gambar tokoh justin bieber, guru memberi contoh deskripsi tokoh tersebut. Guru mulai mendeskripsikan tokoh tersebut dalam bahasa inggris. Kemudian guru memberi pertanyaan kepada siswa nya tentang tokoh tersebut dengan menggunakan bahasa inggris, salah satu siswa berpartisipasi dengan menjawab pertanyaannya dalam bahasa inggris. Setelah siswa mampu menjawab pertanyaan, guru mengucapkan kembali jawaban siswa nya dan minta siswa yang lain menirukan nya. Slide berikutnya, siswa ditunjukkan beberapa vocabulary yang berkaitan dengan adjective, guru membacakan vocabulary tersebut dan siswa diminta menirukan. (observation teacher N)

e. Teaching speaking

Based on interview teachers N and AB, Interaction and communication in the community are the real speaking class.

In classroom practices, teachers use English occasionally. Teachers A and N always start the lesson with a greeting in the speaking class. In the first meeting, they give a model of English conversation. Students are asked about dates and times in English. If students have mistaken in pronunciation, the teacher responds directly and gives the correct pronunciation.

Guru memulai pelajaran dengan memberi salam serta greeting dalam bahasa inggris, guru menanyakan waktu/hari. Kemudian siswa menjawab "april 2019", siswa diminta untuk mengikuti perkataan guru "april 2019(dalam bahasa inggris)". (observation teacher N)

In every speaking class, teachers give a model of English pronunciation. Students repeat what teachers say in English. They imitate teachers' utterances first. After students have a model, they can modify and improve from their imitation.

If the students do not have a model first, they may have incorrect pronunciations. Then, students can make utterances based on their idea. Sometimes, the teacher has to trigger students' willingness to speak. He/she give some question to the students about a certain topic, and students must answer the question.

Kemudian guru memberi pertanyaan kepada siswa nya tentang tokoh tersebut dengan menggunakan bahasa inggris, salah satu siswa berpartisipasi dengan menjawab pertanyaannya dalam bahasa inggris. Setelah siswa mampu menjawab pertanyaan, guru mengucapkan kembali jawaban siswa nya dan minta siswa yang lain menirukan nya. Slide berikutnya, siswa ditunjukkan beberapa vocabulary yang berkaitan dengan adjective, guru membacakan vocabulary tersebut dan siswa diminta menirukan. (Observation teacher N)

Speaking class is often conversation practice. Even students practice it in their group. The goal of speaking class is students' activeness in English conversation and their ability in English conversation. If students make mistakes in their pronunciation, the teacher may correct the good pronunciation.

siswa diminta untuk mempraktekkan percakapan interpersonal pendek. Sebelum praktek di depan kelas, siswa diminta berkelompok dan mempersiapkan percakapan itu serta mempraktekkan dulu di kelompoknya. Ketika mempraktekkan di kelompoknya, siswa sangat antusias dan aktif. Guru berkeliling ke setiap kelompok untuk mengamati siswa-siswi dalam mempraktekkan percakapannya. Ada beberapa siswa yang keliru pengucapannya, kemudian guru memberi penjelasan kekeliruannya dan memberi contoh pengucapan yang benar.(observation teacher A)

Table 2

Table 4.2

Summary of teachers' belief reflected in classroom at MTsN salatiga

No	Aspect of Belief	Teachers' belief	Teachers' belief reflected in classroom	Congruent	Incongruent
1	Teachers' role	Teacher N Motivator	Teacher N Facilitator, assessor, organizer, controller		✓
		Teacher Ab Facilitator	Teacher Ab Facilitator, assessor, organizer, controller		✓
2	Learners' role	Listeners and performers	Listeners and performers	✓	

2	Technique in teaching	Teacher N <ul style="list-style-type: none"> ➤ It is a tool ➤ Using certain media ➤ A technique that can increase English vocabulary. 	Teacher N <ul style="list-style-type: none"> ➤ It is a tool ➤ Using certain media ➤ A technique that can increase English vocabulary. 	✓	
		Teacher Ab <ul style="list-style-type: none"> ➤ It is a tool to learn English easily ➤ There are some technique that was used. They are; Find someone who, Direct method, Discussion and Dialog 	Teacher Ab <ul style="list-style-type: none"> ➤ It is a tool to learn English easily ➤ There are some technique that was used. They are; Find someone who, Direct method, Discussion and Dialog 	✓	
3	The role of instructional material	Teacher N <ul style="list-style-type: none"> ➤ The main sources of lesson 	Teacher N <ul style="list-style-type: none"> ➤ The main sources of lesson 	✓	
		Teacher Ab <ul style="list-style-type: none"> ➤ The sources of lesson and material of lesson 	Teacher Ab <ul style="list-style-type: none"> ➤ The sources of lesson and material of lesson 	✓	

4.	Teaching speaking	Teacher N ➤ There is an interaction and communication between teacher and students. ➤ The environment can support students speaking ability.	Teacher N ➤ There is an interaction and communication between teacher and students. ➤ The environment can support students speaking ability.	✓	
		Teacher Ab ➤ Students can respond and understand the utterances	Teacher Ab ➤ Students can respond and understand the utterances	✓	

3. Factors that Shape Teachers' Beliefs in Teaching Speaking

a. English as a foreign language in Indonesia.

Our first language or mother tongue is Javanese or local language, and our second language is the national language or Indonesian language. English is a foreign language. Therefore, Indonesian students seldom use English in daily conversation. However, some countries put English as a second language.

“Salah satu sebabnya adalah kita tahu ya bahwasannya Negara-negara lain misalkan india, kemudian brunei. They make English as the second language, jadi bahasa india dan bahasa inggris itu sejajar dinegara nya, dipakai dalam kehidupan sehari-hari. Berbeda dengan bangsa kita, kita lulus sma saja anak-anak belum tentu bisa bicara. Sementara anak-anak diluar negeri di india, kemudian di spanyol, itu when they graduate from high school, they can speak English very well, jadi mereka mudah sekali ketika mereka harus mencari beasiswa keluar negeri.(interview teacher N)”

The teacher also adds that the students seldom use English. They feel strange if their English teacher uses English in speaking class. Even students are shy to use English.

Based on the statement, student's willingness to speak English can be caused by the English position and culture in this country. Students prefer to use their mother tongue and Indonesian language rather than English because English is a foreign language. Foreign language is rarely used. When students are asked to speak in English, they will feel odd or not use English habitually. If their first language is Indonesia, English can be the second language, and students can often use English as a conversation.

b. Teachers' experience

People's beliefs may come from their past—some pieces of their past shape their *beliefs*. Before becoming a teacher, teachers are a student

first. Some of the inspirations in teaching are from teacher experience when they become students. Their past can shape their belief in teaching speaking.

“Pengalaman saya dulu, ketika saya masih sekolah. Guru saya pernah melakukan teknik tersebut, kok saya tertarik sekali, maka saya coba praktekan di kelas saya, ternyata banyak siswa saya yang tertarik juga.(interview teacher N)”

Technique in teaching speaking can come from teachers' experience in the past. Teachers bring their experience to the present; they apply it to the student, and *students* can accept the technique. Based on that statement, teachers' experience in the past can shape their belief in the future.

B. Discussion From the Research Finding

In this discussion, the researcher presents the result of the research. The discussion related to the research question; (1) What are the teachers' beliefs in teaching speaking? (2) How are teachers' beliefs reflected in classroom practice? (3) What factors shape teachers' beliefs in teaching speaking?

1. Teachers' belief in teaching speaking.

The data was collected from interviews and document analysis. The research was investigated based on four components; (1) teachers' role and learners' role. (2) Technique in teaching, (3) the role of instructional material, and (4) teaching speaking.

a. Teachers' role

According to Harmer, the teacher role can be described into ten roles; controller, organizer, assessor, prompter, participant, resource, tutor, observer, performer, and teaching aid. While, according to brown, teachers' roles are controller, director, manager, facilitator, and resources.

Teacher N is a motivator. He said that his job is focusing on students' scores and students' speaking ability. Sometimes, he invites a

native speaker to join the classroom and teach his students. At the same time, teacher A is a facilitator. He facilitates his students with proper and fun material. From the finding, the researcher assumed that both teachers have the same role. However, their primary role is a facilitator.

Their role is consistent with Brown's theory. Brown (2000) state that facilitator has some jobs. The facilitator emphasizes motivating students to learn the lesson. Students are guided to get the easiest way on language learning. Teachers have to make the material understandable for students. Teachers' guidance and stimulus can deliver the students on gaining speaking ability. When students have difficulties in learning, teachers give easy way on language learning.

The researcher concludes that a facilitator has two main jobs. The first job, he/she have to make the students love and enjoy the lesson, if necessary, a native speaker can be attended in class. Second, a facilitator must deliver the lesson understandable for students.

b. Learners role

Both teachers believe that learners have two roles, there are performer/speaker and listener. Learners' roles are based on the regulation and curriculum. Students in grade 9 have to face UN (national exam), and there is no speaking test in UN. So that, teachers focused on the written exam when students were in grade 9.

Meanwhile, students in grades 7 and 8 have speaking classes because they have the speaking test in the semester exam. Speaking course is held based on the curriculum.

Researchers assumed that Students in grades 7 and 8 are performers, although sometimes students have to listen to teachers' instruction, and teachers must motivate students to have confidence in speaking class. Students in grade 9 are a listener.

It is in line with (Richards, 1996) teenagers are unmotivated and unwilling in speaking class. They tend to be passive and listen to the teacher. However, teachers have to push the students to talk.

c. Technique in Teaching

Teachers N and AB believe that technique is a tool to make students comprehend the material. The devices are consisting of activities to gain speaking skills. A good technique is simple and understandable for the students.

The technique was a specific activity manifested in the classroom that was consistent with a method and therefore was in harmony with an approach (Douglas., 2000). Based on interview researcher assume that technique is a tool or a set of activity in speaking class.

They prefer to choose a simple technique. The point is the effectiveness of the technique. A technique to reach the goal of teaching speaking is the main point. They use a lot of techniques, such as; discussion and prepare talks. Their technique is suitable with harmer's theory.

The teacher plans a technique. Teachers are free to choose the best technique for their students. The technique must be proper with the material, and students can enjoy the activities. Teachers ask the student to do some activities. It is based on brown's theory, and technique refers to various activities that either teachers or learners perform in the classroom. Techniques include all tasks and activities. Techniques are the product of choice made by the teacher.

d. The Role of Instructional Material

Both teachers believe that instructional material is the source of the lesson. The curriculum and syllabus are the primary references in choosing material. Instructional material is determined from the curriculum and syllabus. When instructional material was decided, the teacher can use the material in speaking class. Instructional material is the primary source of teaching. Teachers use simple material, which students can understand easily. That is like Richard's theory. Teachers use instructional materials as their primary teaching resources. The materials provide the basis for the lesson's content, the balance of skills

taught, and the kinds of language practice students participate. For learners, material may provide the major sources of contact they have with the language apart from the teacher.

There are three kinds of material. Those are printed material, non-printed material, and materials that comprise both print and nonprint sources. In speaking class, teachers prefer to use non printed material (Richard, 2001)

Materials are divided into two kinds: authentic material and created material. Authentic material refers to the use in the teaching of the text, photographs, video selection, and other teaching resources that were not specially prepared for pedagogical purposes. Created material refers to textbooks and other specially developed instructional resources. Therefore, authentic material is more extensive than created material. Creating material for pedagogical purposes can be taken from authentic material as recourses. Based on the interview, the teacher used created material. The teacher can take other resources or use authentic material, but it must refer to the curriculum and syllabus. (Richard, 2001)

e. Teaching speaking

Based on the interview, interaction and communication in the community are the real speaking class. When the students can respond to someone's utterance in English, they may comprehend what the speaker says. Communication is not only one student with the others, but also between teachers and students. Teachers have to start first in English communication so that students can have a model in speaking. However, teachers should have a fate for their students. A fate that students can comprehend what the speaker says. The indicator of speaking success is the students' ability to use English. When students can use English based on standard competence on the syllabus, they are successful in speaking ability. It is related to Harmer. Speaking is a productive skill. It refers to students' speaking ability, the ability to use as a daily communication (Harmer, 1996)

The researcher assumes that in speaking class, teachers and students have to use English as a conversation. Speaking course is deals with oral communication and oral practice.

The score of English speaking skills must reach above the passing grade. Each school has its passing grade. However, their passing grade is 72. If students get under 72 in speaking, they have to take a remedial test. The important thing is students' ability in speaking. A score is just a number. If students can use English as communication and understand what speakers say, it is the indicator of success in speaking, and students deserve a good score. It is related to Brown. Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test (Brown, 2004)

The researcher assumes that in speaking class, speaking skill is important to master it. The most important in a speaking course is speaking ability, not a good score. The score is representative of students speaking ability.

2. Teachers' Belief Reflected in Classroom Practice.

a. Teachers' role

Both teachers believe that they are facilitators and motivators. There is more than one role in their practices, actually. The teacher can be a facilitator, assessor, controller, organizer in classroom practices.

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

1) Facilitator

Based on observation, the teacher gives a picture and famous artist that known by students. When students are familiar with it, they can describe it easily in English. The teacher also gives quizzes. There

are covered pictures that the students must answer. The teacher gives some clues. If students cannot guess the image, the teacher gives another clue and open the other cover until students can guess the picture. A facilitator is a role that guides and trains the student to comprehend the material. In speaking class, the teacher motivates and gives the best way to make the students fluently in English conversation. The teacher also gives the best way in speaking course; so that students can produce utterance fluently and easily. It is in line with Brown's (2002) theory. The 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. The facilitator has some jobs. He/she emphasize motivating students to learn the lesson. Students are guided to get the easiest way on language learning. Teachers 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.

The teacher also facilitates the students with some strategies to avoid shyness and unwillingness to speak English. It is in line with (Koran, 2015). To make the students active in speaking, the teacher must implement some natural strategies, such as; role-play, workgroup, project, etc.

The researcher assumes that motivating the students to learn English is one of the main jobs of the facilitator. Giving the easy way to learn and helping the students understand the material are part of the facilitator's role. Motivated students will be passionate to learn English, especially speaking class. The problem of speaking class is some students who are unwilling to produce utterances. They need a facilitator. It can make the lesson easier to understand and motivate the students to produce utterances. The teacher can use some

strategies and activities. Facilitating activities for the students can make them easily understand the material.

2) Assessor

English and Indonesian language is the medium language in speaking class. Teachers use both languages. Sometimes they use English. On some occasions, they use the Indonesian language. Teachers give a model of the correct pronunciations when the students have a mistake on pronunciations. Based on that situation, teachers act 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, teachers give a correct model directly. It is relevant to Harmer's theory; the 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; 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.

The researcher assumes that foreign language learners may have mistaken pronunciation. The teacher must be an assessor to correct the mistake. The teacher assesses students' pronunciation directly when the students make a mistake in pronouncing utterances. If the teacher does not correct students' pronunciations mistakes directly, they may bring the mistake to the next level. Based on my finding, teachers assess students only in classroom practices and assess their

pronunciation directly. However, it has differences from Ja Rafael's finding. The teacher assesses students directly and before or after learning progress.

3) Organizer

A teacher is an organizer when he/she organizes students to do various activities such as; ask students to make a group and discuss a particular topic, then one of the group members presents the result of the 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. The organizer is the sub role of manager, actually. This sub role can be seen when the teacher explained or instructed 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' tasks. It is also described through the use of learning media in teaching and learning processes, such as series of pictures, laptops, LCDs, speakers, or other media to support the learning process.

The 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. Teachers use clear instruction so that students can do suitable activities. Teachers must explain what students have to do clearly. If the students understand the instruction, they can do the activities well. This role can increase students' ability to speak. They can be more active.

4) Controller

Teacher as a controller, before teachers enter the classroom, lesson plan must be prepared. Classroom practices are reflected in the lesson plan. Every teaching and learning process is based on

curriculum and syllabus. Teachers have to control the students on the right path. A controller is a person who makes sure the learning process is based on the correct procedure. Teachers prepare the material and the lesson based on the lesson plan and syllabus. It is in line with Brown theory (2000). In transmitting knowledge, the class has to be on the correct procedure. Harmer said that teacher established students' activities, 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 controls students when discussing or doing exercises in the classroom. In playing this role, the teacher sometimes plays the other roles together, such as resources, counselor, participant, counselor, or assessor. It is relevant to (Sikder, 2016) finding. Teachers control students in learning activities. Learners have no autonomy in developing speaking skills. The material was prepared, and students have to follow it.

The researcher assumes that a controller has a responsibility to make the lesson on the right path. Students may have various activities; it has to be based on lesson plan and syllabus.

b. Learners role

Speaking is a 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 the 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 the national exam. There is no speaking test on the national exam.

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

On some occasions, the 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, the teacher gives freedom for students to perform. In fact, only a few students raise their hands and perform it. The teacher has to point out the other students who feel shy and awkward in speaking class. It is related to (David Nunan, 1989) theory. Teachers are more active than the students in producing utterances. It is also in line with (Sikder, 2016) finding since there is no speaking exam, the students and educational system are never emphasize speaking skills.

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

c. Technique in Teaching

Teachers use various techniques in speaking class. He/she often use communication game and prepare talks. In certain events, teachers use simulation and role-play techniques. Those techniques are suitable with harmer's theory.

1) Communication game

(Harmer, 2007b) The objective of communication games is to gain students' speaking skills. Students can talk fluently. The example of the games: describe the picture, solve the puzzle, etc.

Based on observation, the teacher gives a picture on LCD then students are asked to describe the image. At that time, the material is “describing someone/people.” The display pictures were of famous people. Each student has to describe the person in pictures.

2) Prepare talk

(Harmer, 2007b) Students are asked to present some topics based on their own choice. They prepare the topic. Before the presentation, they can draw up what they should say. It is possible if students present with notes.

Students are divided into some groups. The material is “describing someone.” Then, the teacher asks students to describe their friends in a group. They may have a note. After the job is finished, students have to present it in front of the class.

3) Simulation and role play

(Harmer, 2007b) There are a lot of advantages from simulation and role-play for students to gain their speaking ability. They can simulate real life and take a role in a certain character. When students doing simulation and role play, they have to know the situation and character.

Teachers use the technique occasionally. Because it needs more time to prepare before students play it in front of the class, they have to prepare the dialog and know the character they will play. Next, the costume has to be ready. The outfit must similarly close with the real character.

d. The Role of Instructional Material

Richards (2001) cites Cunningsworth (1995, 7). The role of materials (particularly coursebooks) in language teaching as:

- 1) A resource for presentation materials (spoken and written)
- 2) A source of activities for learner practice and communicative interaction

- 3) A reference source for learners on grammar, vocabulary, pronunciation, and so on.
- 4) A source of stimulation and ideas for classroom activities.
- 5) A syllabus (where they reflect learning objectives that have already been determined)
- 6) A support for less experienced teachers who have yet to gain in confidence.

Material is an aid. Teachers have free choice in choosing material. After selecting the material, the teacher can develop it. For instance, that is based on observation; in teaching descriptive text, the teacher may use famous people that students' familiar with him/hers. Then students are easy to describe those people. Based on observation, the researcher assumes that material is a source of activities for learner practice and communicative interaction.

Material is a source of stimulation and ideas for classroom activities. Teachers teach the students based on material that is appropriate to the syllabus. In using the material, the teacher can create various activities. According to Richard (2001) some teachers use instructional materials as their primary teaching resources. The materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in.

According to Tomlinson (2013) Materials for language learning will be taken to be anything that can be used to facilitate the learning of a language, including course books, videos, graded readers, flashcards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials. Materials can be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language), and exploratory (helping the learner to make discoveries about the language). Based on

observation, teachers use the picture to guide the students in speaking class. The teacher put some famous people and students are asked to describe them. The other teacher uses an invitation card. Students are asked to create an invitation. Then, the other students have to give their opinion about the invitation card.

e. Teaching speaking

To trigger students' willingness to speak, teachers must create a good English community. Teachers use English in delivering the lesson, so do students must respond in English. Some students feel odd when their teacher speaks in English. Even a few students laughed when the teacher speaks in English. Because they rarely use English as conversation. After a few weeks, students are getting into the habits in English conversation. They do not laugh anymore. It is in line with the direct method theory from brown (2000). English should learn like the first language. Teachers and students should use English in speaking class. There must be a lot of oral interaction and spontaneous. There are eight principles of the direct method that Richard and Rodgers summarized;

- 1) Classroom instruction was conducted exclusively in the target language
- 2) Only vocabulary and sentences were taught.
- 3) Oral communication skills were built up in a carefully traded progression organized around question and answer exchanges between teachers and students in small, intensive classes.
- 4) Grammar was taught inductively
- 5) New teaching points were taught through modeling and practice.
- 6) Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
- 7) Both speech and listening comprehension were taught.
- 8) Correct pronunciation and grammar were emphasized.

The researcher assumes that in a certain class, only students have an obligation to use English. The teacher uses the first language or mother tongue in speaking class. Students use English to gain speaking skills when they have a task. They are asked to come forward to practice English speaking skills, while the teacher asked them to use the first language. However, teachers and students should use English in speaking classes. In the first meeting, students may feel odd with the English teacher. At the next meeting, they will get used to and have motivation and courage to speak in English.

On some occasions, the teacher asks the students to repeat their speech. It is in line with brown (2004) theory, the basic type of speaking. It is Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

The researcher assumes that; the teacher needs to ask students to imitate his speech because some students may have wrong pronunciations and stimulate students to speak in English actively.

3. Factors that Shape Teachers' Beliefs in Teaching Speaking

a. Students' willingness in using english.

Both English teachers said that speaking class must be enjoyable. Students should not be afraid or shy to use English in conversation. They will succeed in speaking class if they speak English actively in the classroom. Wrong pronunciation is not a big deal. The teacher will correct students' mistakes in pronunciation. Students have to dare practice English in front of the class. Students must feel fun and enjoy in speaking class.

The position of English in Indonesia influences students in speaking class. Students feel odd in using English because they seldom

use it, and English is a foreign language in Indonesia. Only a few people use English.

Those are related to Marcellino's work. The research reveals that students' willingness in speaking class close relation with the culture and the position of English in a particular country. The success of English teaching in Indonesia cannot be freed from the students' cultural backgrounds, values, customs, and beliefs, as well as the political view of the government regarding English as a foreign language.

Students' willingness in English speaking class is very low. Only a few students have good willingness in speaking class. Students' anxiety influences their willingness on spoken English. They assume that they need good speaking skill to get a job, but the other does not need speaking skill to get a job. The other reason, they lacked practice and vocabulary. (Muamaroh; Prihartanti, 2013)

The researcher assumes that a foreign language is rarely used, so students feel odd when the others use English as a conversation. Students will be free to speak in English if English becomes a second language. Students can speak English fluently if they get used to the language.

b. Teachers' experience

A teacher must be having a model that influences their way of teaching English. The model in teaching speaking may come from their past when they were students. The model in the past may have had a strong influence in teaching speaking. Teachers' past can shape their way of teaching, their technique, and their belief in teaching speaking. The teachers' past is their experience. Then, they bring it to their classroom.

It is in line with belief about learning from Jack C Richard, and Lockhart cited from Brindley (1996). Teachers' beliefs about learning may be based on their training, teaching experience or may go back to their own experiences as language learners.

The researcher assumes that when the teachers become language learners in the past, they will record their English teacher way in teaching

English in their subconscious memory. After the learner grows up and becomes a teacher, their belief in teaching speaking will shape based on their experience in the past.