

THE TEACHING AND LEARNING ON SPEAKING SKILL: A CASE STUDY AT SEVENTH GRADE VII F STUDENTS OF SMPN 1 KEBONAGUNG PACITAN

¹Samsul Hadi

¹Lecturer of STKIP PGRI Pacitan
Jln. Cut Nya' Dien No. 4A Ploso Pacitan
Email: samsulhadi_67@yahoo.com

Abstract:

This qualitative research was carried out in the classroom VII F of SMPN 1 Kebonagung Pacitan, on JLS Street Kebonagung Pacitan. The research was carried out at the first semester of the academic year of 2012/2013. Further, the techniques used to collect the data were: (1) observation; (2) in-dept interview; (3) recording documents; (4) and then the data were documented. The data analysis was through seven steps those were: (1) observation; (2) textualisation; (3) multicolumn text; (4) segmentization; (5) thematization; (6) propositionalization; (7) and reduction. The units of main data were analyzed by researcher through five steps which consisted of: being analyzed, being interpreted, being summarized, being concluded, and being recommended. Based on the result on the observation in the activity of the teaching and learning speaking skill, it was obtained 112 statements of data identities. In relation with the topic, some of the statements of data identities were relevant but some others were not, the irrelevant data were not discussed in this chapter (they were reduced), while the relevant data became units of main data analyzed based on the underlying theories and the result of interviews, as well as the related documents. The results and discussions include: (1) aspects of learning done by the teachers including: methods were more attractive teacher-centered and students-centered, teaching and giving instruction, teachers stood in front, the material presented was appropriate to the topic; (2) aspect of the students, among others were enthusiastic but tended to be crowded.

Key words : *Teaching and Learning, Speaking Skill*

Abstrak:

Penelitian kualitatif ini dilaksanakan di ruang VII F SMPN 1 Kebonagung Pacitan, yang berada di jalan JLS Kebonagung Pacitan, Penelitian dilaksanakan pada semester ganjil tahun 2012/2013. Teknik pengumpulan data dalam penelitian ini dengan melakukan observasi, wawancara mendalam, mencatat dokumen, dan kemudian data didokumentasikan. Analisis data melalui tujuh langkah penyediaan data utama, yaitu; observasi, tekstualisasi, multikolom, segmentasi, tematiasi, proposionalisasi, dan reduksi. Berdasarkan penelitian ini dapat disimpulkan bahwa : (1) Dalam pelaksanaan pengajaran dan pembelajaran pada ketrampilan berbicara pada kelas VII F SMPN 1 Kebonagung Pacitan tahun pelajaran 2012/2013: (a) guru secara umum berperan memberikan pembelajaran dengan baik, (b) beberapa siswa kurang berperan pada penguasaan berbicara dalam pembelajaran dan kurang memahami instruksi yang diberikan oleh guru, (c) sebagian siswa yang

berada dibelakang berbicara sendiri kurang mendengarkan penjelasan guru, (d) guru menerapkan small group game, (e) guru tidak melakukan apersepsi atau menyampaikan tujuan pembelajaran. (2) alasan mengapa pembelajaran yang diamati terjadi seperti pada waktu pengamatan : (a) guru berperan sebagai pengontrol, pengantar, pendorong, tutor, asesor, dan pengamatan yang baik, (b) beberapa siswa memiliki speaking yang rendah, walaupun guru sudah memberikan perhatian khusus terhadap permainan mereka, (c) guru berpendapat bahwa small group game sangat tepat, (d) kondisi siswa antusias dalam mengikuti pembelajaran di kelas dengan metode yang digunakan guru, tetapi belum dapat menciptakan suasana kelas yang kondusif seperti yang diharapkan dalam tujuan pembelajaran.

Kata kunci : *Pengajaran dan pembelajaran, dan ketrampilan berbicara*

English is one of the languages which is used for communication in the world. It is even the most important language today, since English as the language which is used in most parts in the world. The Indonesia government has established English as the foreign language in Indonesia. There are four skills in teaching and learning English such as reading, speaking, listening and writing. Reading and speaking are productive skills. Listening and writing are receptive skills.

The role of English is so important. All schools of Junior High Schools and Senior High School learn English as a compulsory subject. English serves many people as the bridge to the world of higher education, science, competence in English subject is communication orally and in written form fluently and accurately by the social context.

The Purpose of teaching English is that the students can use English communicatively. In most classes of English, especially for the beginners, most teachers still focus on teaching grammar and the classes seem to be the teacher centered method. The teacher is very active in the class, and the students are passive. This condition is caused by the teacher's assumption that it is quite impossible to teach language skills to the beginners who have not had knowledge about English. The teaching of English in SMP consists of four skills namely; reading, speaking, listening and writing but the major factor is reading (KTSP SLTP 2006).

According to the researcher observed at the Teaching and Learning English of Speaking Skill in some of Junior High Schools in Pacitan regency still used teacher learning centered, the students still focused in reading and writing process also learning grammar not in speaking

term. The teaching and learning process still looked more pay attention to the examples from the teacher, the students still made any noise, not focused on the teacher explanation, many students just spoke with their friends in the teaching and learning English process in the class.

Speaking is the productive skill in the oral mode. It like the other skills, it more complicated than it seems at first and involves more than just pronouncing words. There were three kinds of speaking situations in which find ourselves, interactive, partially interactive, and non interactive. Interactive speaking situations include face-to face conversations and telephone calls, in which alternately listening and speaking, and in which have a chance to ask for clarification, repetition, or slower speech from the conversation partner. Some speaking situations was partially interactive, such as when giving speech to a live audience, where the convention was that audience did not interrupt the speech.

METHODOLOGY

This research was conducted in SMPN1 Kebonagung Pacitan at seventh grade students class VII F. The research was conducted during learning process of speaking especially on the teaching and learning on speaking skill at the seventh grade students VII F SMPN1 Kebonagung Pacitan, by direct observation in that classroom. The observation was conducted on 28th of December 2011 until the 3rd January 2012.

The strategy in this research is case study. The researcher choses a case study since this strategy is the most suitable strategy to solve the problem proposed in this research. This selection

was done by some consideration which was based on some reasons: (1) The problems were revealed by focusing on question “how” the teaching and learning on speaking skill is; (2) The problems studied was only a part of the teaching and learning on speaking skill process, especially speaking skill; (3) Object of the research was only a part of school system on the seventh grade in class VII F of SMPN1 Kebonagung Pacitan; (4) Setting of the research was only one class. Object of the research was English teacher’s activities in the Teaching and learning on Speaking skill at the seventh grade students in class VII F of SMPN1 Kebonagung Pacitan.

Proofs or data for case study can come from six sources, they are: documents, archives recording, interview, direct observation, participant observation, and physical wares. The data obtained from activities, informants, and documents were considered as data sources. The data then were analyzed. The technique used by researcher to analyze data was the five steps of analyzing main data based on Sudaryanto (2012). The five steps of analyzing data are: (1) to be analyzed; (2) to be interpreted; (3) to be summarized; (4) to be concluded and to be implied; (5) to be recommended and to be predicted (Sudaryanto, 2012).

RESEARCH FINDINGS AND DISCUSSION

RESEARCH FINDINGS

Language is a complex and specialized skill which develops in the child spontaneously without conscious effort or formal instruction is deployed without awareness of its underlying logic. It is qualitatively the same in every individual and is distinct from more general abilities to process information or behave intelligently (Brown, 2000: 5).

The Teaching of English at Junior High School

The term of teaching is derived from the word “teach” which means giving instruction to somebody in order to know or be able to do something. The word “teach” has wide use in formal and informal situation, and at all label of education. It relates to an academic subject or practical skill (Hornby, 2010: 29). Based on the definition above, it can be stated that teaching is the process of transferring of knowledge from

the teacher to the students or from someone to another whether in formal or informal situation.

The Definition of Speaking

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages (Bygate, 1997: 11). From the definition above, speaking can be defined as a system of signs that can be heard and seen involving several physical powers to gain the combination of wishes and goal.

The Principles of Speaking

According to Brooks in his book “Language and Language Learning” Which is translated by Tarigan (1990: 23), he states 8 principles of speaking. They are as follows ; a) Involving at least two peoples; b) Using linguistics symbols that can be understood by the speakers and the listeners; c) Accepting and acknowledging the general reference; d) As the function of exchange media among the participants; e) Relating every single speaker with the surrounding; f) Relating to the recent case; g) Involving many instruments, means, and equipments which have relation with the linguistics sound, and the listeners; h) Having the native speaker who is acceptable to the listener. Analyzing the principles above, one will try to have a communicative speaking.

DISCUSSION

In order to get clear understanding and explaining about what happened during Teaching and learning process of Speaking skill in Games at SMPN1 Kebonagung Pacitan in the seventh grader VII F in academic year 2012/ 2013, then the data were discussed. In discussing the data, researcher paid attention carefully on underlying theories and interview. The data discussion was as follows:

First, MD 1. The teacher came into the classroom and sitting in his seat, he prepared his media like book, worksheet, spedol, eraser, and then looked up his book for making explanation to the students in front of the class. The teacher giving the greeting to the students, all students answered the greeting from the teacher D1.

Teacher is some one who teaches the knowledge to the students. “Dalam benak guru hanya ada satu kiat bagaimana mendidik anak didik menjadi manusia dewasa yang cakap dan berguna bagi agama, nusa, dan bangsa

dimasa yang akan datang (Jamarah, 2000: 43). This statement means that the teacher trains to educate the students to be skillful and useful for the religion and country. Further, in teaching the students, all of the teacher are not always successful in conducting the teaching and learning process. According to Edge (2001:11), "Teacher, success can be measured most obviously by how many their students learn." It means that students' Understanding on learning the material gives the description of the teachers' success on the teaching and learning process. A teacher must be ready to help and guide her students warmly and friendly.

Patiently, he gave guidance and explanation about the materials that would be learnt that day. Teacher also stimulated interaction in the classroom always by using repeating the conversation game in loud voice to all students in the class to make clear explanation. Meanwhile, teacher's act was also in line with the first model of teaching in group investigation called syntax (Joyce, Weil, Calhoun, 2000: 50). In this phase, teacher confronted students by showing tools and materials, that were benches of the students, chairs of the students, desks of the students, tables of the teacher, the cupboards in the class, behind the doors, and many others, to draw students' attention. Then students paid attention what the teacher explanation in the classroom and the players played with the conversation as good as possible in their group.

Second, MD 2. Still sitting in their seat with opening the book in many times, the teacher asked about fasting with using English and Bahasa Indonesia and answered by all the students together. DI 3. As it was stated in syntax, one of the model of teaching in group investigation model by Joyce, Weil and Calhoun (2000), students made reaction after teacher drawn their attention. In the data, students reacted toward their teacher by explanation of the Present Progressive Form and always repeating the Conversation of the games with loud speak in the classroom. But it seemed not very effective because all students in the classroom paid attention to the teacher while others were just talking each other at behind the class. Students have high motivation to learn on that day.

It was in line with Brown (2006) that language learning is not a set of easy steps that

can be programmed in a quick do-it-yourself kit. So much is at stake that learning in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of a second language. The teenagers often less motivation and indicipline while learning. They tended to be destructive.

Third, MD 3. While taking the absent book of the students and asked about the students who were absent, some students answered what the teacher said to them, they daid that there were two students absent. DI 4. Teacher brought and showed the materials to students, that were: The materials, hide and seek book games, doors as a base keeper, benches, chairs, tables, cupboards as a place for the hider. According to Lardizabal et.al (3rd edition), those materials included in media game aids of teaching and learning process. They could be categorized as object, where students could see, feel, and investigate. It was very useful to get clear description. Those materials and utensils could helped teacher clarified the concept.

Fourth. MD 4. When moved his body and saw the absent board after he putted the eraser on the teacher table, asked the condition of the students who didn't come, some students answered the question of the teacher. DI 5. A teacher must be ready to help and guide her students warmly and friendly. Patiently, he gave guidance and explanation about the materials that would be learnt that day. Teacher also stimulated interaction in the classroom by using plain media to make clear explanation. Meanwhile, teacher's act was also in line with the first model of teaching in group investigation called syntax (Joyce, Weil, Calhoun, 2000: 50). In this phase, teacher confronted students by saying the numbers of the game and simple conversation game, that were benches of the students, chairs of the students, desks of the students, tables of the teacher, the cupboards in the classroom, behind the doors, and many others, to draw students' attention. Then students reacted by mentioning the numbers of the conversation game and saying the simple conversation in their game.

Fifth. MD 5. With looking to all students who giving the answered of the question, said that the students who were absent that day were sick and some students from behind in their seat answered the question of the teacher. DI

6. As it was stated in syntax, one of the model of teaching in group investigation model by Joyce, Weil and Calhoun (2000), students made reaction after teacher drawn their attention. In the data, students reacted toward their teacher by explanation and mentioning the numbers of the conversation game and speaking their simple conversation game. But it seemed not effective because only some students paid attention to the teacher while others were just talking each other. Students did not have high motivation to learn on that day. It was in line with Brown (2006) that language learning is not a set of easy steps that can be programmed in a quick do-it-self kit. So much is at stake that learning in foreign languages are boften inadequate training grounds, in and of themselves, for the successful learning of a second language. The teenagers often less motivation and indicipline while learning. They tended to be destructive.

Sixth. MD 6. By looking with all students in the class room, continued his talking, then taking book and spedol talked that the students who were absent and sick, we pray in order the God will give healthy and recovered from their illness soon, some students answered from their seat. DI 7. A teacher must be ready to help and guide her students warmly and friendly. Patiently, he gave guidance and explanation about the materials that would be learnt that day. Teacher also stimulated interaction in the classroom by using game media to make clear explanation. Meanwhile, teacher's act was also in line with the first model of teaching in group investigation called syntax (Joyce, Weil, Calhoun, 2000: 50). In this phase, teacher confronted students by showing tools and materials, that were benches of the students, chairs of the students, desks of the students, tables of the teacher, the cupboards in the class, behind the doors, and many others, to draw students' attention. Then students reacted by mentioning the numbers of the conversation game and giving applouse together in the classroom.

As it was stated in syntax, one of the model of teaching in group investigation model by Joyce, Weil and Calhoun (2000), students made reaction after teacher drawn their attention. In the data, students reacted toward their teacher by explanation and mentioning the numbers of game and conversation of Hide and Seek Game. But it seemed not effective because only some students

paid attention to the teacher while others were just talking each other. Students did not have high motivation to learn on that day. It was in line with Brown (2006) that language learning is not a set of easy steps that can be programmed in a quick do-it-self kit. So much is at stake that learning in foreign languages are boften inadequate training grounds, in and of themselves, for the successful learning of a second language. The teenagers often less motivation and indicipline while learning. They tended to be destructive.

Teacher brought and showed the materials to students, that were: The paper, hide and seek or *petak umpet*, doors as a base of the keeper, benches, chairs, tables, cupboards as a place for the hider. According to Lardizabal et.al (3rd edition), those materials included in media game aids of teaching. They could be categorized as object, where students could see, feel, and investigate. It was very useful to get clear description. Those materials and conversation game could helped teacher clarified the concept.

Seventh. MD 7 :Without apperception the teacher told the students before playing Hide and Seek Game, He would like to explain about the materi of Present Continous Tense, and the materi about the Hide and Seek Game. They all students were agreeing what the teacher said to them and all were giving the statement with paying attention to the explanation of the teacher from behind their seat in the classroom DI 8. In this way, teacher drawn another problem for them by asking them to make the speaking better. This was the next phase on syntax in group investigation model (Joyce, Weil, Calhoun, 2000: 50). Then, Spratt et al (2005) and Harmer in Cahyono (2010) preferred to say that teacher in learning language is as a planner where he prepares a lesson including the materials to be presented in the teaching and learning process. The activities to be conducted, the media to be used, and the exercises to be done. All of those are prepared in varieties in order to accomodate the divergent characteristics of the learners. He helped students to work creatively. It was shown by the teacher who encouraged her students to make different speaking.

Eighth, MD 8. He tried to stand up from his seat in his sitting, brought the spedol and eraser than has been putted again on the table, after that he wrote the Present Continous Tense

on the white board, Students paid attention and followed what the explanation of the teacher then with answering of the writing of the teacher on the white board DI 9. After students reacted toward their teacher, they acted according to their teacher's direction by speaking the game in the class room with their group. According to Joyce, Weil, and Calhoun (2000), it was the next step of students' activities that based on syntax in group investigation model.

Ninth, MD 9. Then, the teacher had been watching and asked to all students clearly with facing them in front of the class, handed the *spedol*, then he said what are you doing then if you are reading a book, he would like to answer his question, followed the answer by some students with paid attention of the teacher's explanation, all students are putted their hand on the bench DI 10. Media used by teacher was showing the speaking using games on his book and materials to students showed that he wanted to give real example to her students in order to make them understand. It was in line with Lardizabal, et.al (3rd edition: 220) who said that teaching aids could help clarify the important concept.

Tenth, MD 10. The teacher still standing in front of the class, continued the explanation about Present Continuous Tense, how to explain about we are doing this time while some students talked with their friend from behind the class with gave the responding for the teacher. DI 11. It was in line with the first model of teaching in group investigation called syntax (Joyce, Weil, Calhoun, 2000: 50). After students' reacted toward structuring problem then teacher asked them to play the kind of the Hide and Seek Games Using Present Continuous Tense with presentation in front of the class. Meanwhile, Brown in fourth edition (2006) said that teacher has stimulated interaction, cooperation, and teamwork in the classroom. It can be seen from calling the group one by one then offered them to present in front of the classroom.

Eleventh, MD 11 : Still standing in front of the students, the teacher lifted his hand higher and mentioned the word about continue on the board by giving the question of it, all students stated what the teacher explanation (DI 12). That was students' reaction toward teacher's order to do presentation. It was the support system of group investigation model. Joyce, Weil, and

Calhoun (2000) said that the support system in group investigation model should be extensive and responsive to the needs of the students.

To support the presentation and to make it run well, every group has prepared with the good pronunciation in speaking skill their game all students were hiding behind the benches, chairs, tables, desks, and cupboards so that it can be used by the group which presented in the classroom. Moreover, that was also students' reaction after teacher's direction to do presentation game in front of the class. As it was mentioned by Joyce, Weil, and Calhoun (2000) that as students become interested in their differences in reaction, the teacher draws them toward formulating and structuring the problems for themselves. Next, students analyze the required roles, organized themselves, act, and report their result.

Twelfth, MD 12 : Asking and giving the right pronunciation for group one to stand up from their seat practicing the hide and seek game in front of the class, mention the numbers and the role of the conversation game, when students took a part in their game with giving applause together in the class. Students in group one made a circle with saying "home pimpah, olla alle gambreng three times for choosing the keeper in the classroom (DI 36).

In this part, teacher acted as a manager as it was said by Spratt et al (2005) and Harmer (2001 in Cahyono). He manages the teaching and learning activities so that these activities run smoothly and students are able to perform them properly. While the learners are performing the activities individually, in pairs, or in small groups, the teacher should also monitor them to see if they can do the tasks properly, or whether they have difficulties, thus giving them some help, in the classroom to achieve students' successfulness in teaching and learning process of speaking in games. He did that to monitor or control students in order not to make the class noisy while presentation. He controlled what students must do. He wanted the children pay attention. It was stated in (Intw/T7). Mr.Rino said, "....*Ini saya lakukan untuk mengendalikan anak-anak dan mengendalikan kelas supaya tidak gaduh....*"

That group began to play the game with speak the rule of the conversation in the classroom. (Joyce, Weil, and Calhoun, 2000). Unfortunately, although it was speaking, the keeper began to

speak loud their conversation role in the base keeper. It was in line with students' statement while interview that they got difficulties in speaking because of the lack of vocabulary and speaking practices (Intw/S1. 4,5,6,7,8,9).

Thirteenth, MD 13 : He walked to closed group one and giving corrected in their pronunciation, support and also giving the right instruction concerning with their game by mention the role of the conversation, the keeper said the number one until number fifty by closing his eyes and handed the door with his hand, the students in their seat gave applouse together in the class (DI 37). Teacher acted can also perform as a role as an involver by which he/ she has an obligation to make all students in the classroom actived in the activities conducted. If one of the learners seems to be reluctant to participate actively in the lesson and tent to be quiet, passive, and taciturn, the teacher is obliged to involve them either by changing the atrategy, for example giving pair-work or asking them questions as it was stated by Spratt el al (2005 and Harmer (2001 in Cahyono, 2010), where he involved in the process of teaching and learning, giving instruction, and making feedback toward students' activities actively.

It was also in line with stated by Subhan (2004) which was said that a good teacher will support the students to study well. The teacher factor is become the most important in teacher competent of english language, in what to teach, how to teach, and the motivation of the teacher is needed (h. Environment no. 1). That group began to play the game in the classroom by using the guide of the conversation in the present progressive tense form (Joyce, Weil, and Calhoun, 2000). Unfortunately, although it was speaking, the girl began to speak the role of the game. It was in line with students' statement while interview that they got difficulties in speaking because of the lack of vocabulary and speaking practices (Intw/St 4, 5, 6, 7, 8, 9).

Media used by the group were material of the roles' games, the tables, chairs, cupboards, doors, classroom and boardmarker. Arsyad (2002) stated that teaching media are the media that convey the information or message for the teaching and learning purpose. Further, Seels and Glasgow (in Arsyad, 2002) devide the kinds of media into two parts, tradisional media and

technological media. Teaching media are devices which help the teaching and learning process of speaking in game to make the students able to know and understand the lesson (Thoifuri, 2007). Media can make the students more interested to the lesson in the teaching and learning process. Fourteenth, MD 14 : The teacher always giving the role of the right and good pronunciation of the conversation, all students giving support and applouse while the teacher still sitting on the chair watching group one that had been making presentation in their game in the classroom. The keeper looked arround behind the classroom with saying the role of the conversation (DI 8).

Teacher acted as a Diagnostician. Like a physician, the teacher diagnoses problems or difficulties the learners are facing. Hence, he/ she is able to help them with appropriate solutions (Spratt et al (2005) and Harmer (2001) in Cahyono, 2010). He directed his students do to their tasks well and responsible for it. He also helped them to do activities. He always giving the role of the conversation to the students in their game in the classroom in order to set his role. It was in line with Mr. Rino's statement during interview that by giving the role of the conversation and always made suggestion not to make any noise to all students behind the classroom, that was carried out to control students and situation (Intw/T.6).

It was the phase where students reported the result of their group study as in group investigation model of teaching, syntax. In syntax, Joyce, Weil, and Calhoun (2000) said that students analyze the required roles, organized themselves, act, and report their result. The group still played the role as presenter by keeping explaining.

Fifteenth, MD 15 : With giving the right and good pronunciation of the role of the conversation to the group one with smiled and loughed. It was special for the keeper and also the hider in the class, foollowed by the keeper and the hider and all students, meanwhile the teacher always watching and paying attention in their game, the keeper walked and looked arround behind the classroom with saying the role of the conversation. (DI 40). According to Spratt et al (2005) and Harmer (2001) in Cahyono, 2010), as a resource, the teacher can become a referent for the learners to consult when they need some materials, information, or knowledge.

As an informer, furthermore, the teacher can also provide the learners with some useful, relevant information in order to improve and up-date their knowledge. Where he directed and helped the students to work creatively. It also he meant that teacher acted as a tutor because he helped and guided students warmly and friendly. It was also in line with principles of reaction from Joyce, Weil, and Calhoun (2000). They said that the teacher's role in group investigation is one of counselor, consultant, and friendly critic. He or she must guide and reflect the group experience over three levels.

It was the effective group process where all members involved in group activity (Joyce, Weil, and Calhoun, 2000). But some audiences did not pay attention to the group which meant that those audiences did not respect the group. This condition was not in line with Joyce, Weil, and Calhoun (2000) which was said that it also appears likely to nurture interpersonal warmth, and trust, respect for negotiated roles and policies, independence in learning, and respect for the dignity of others.

The students who were sleepy showed that they did not respect the presenter and did not have motivation. Meanwhile, the explanation in English and *bahasa Indonesia* showed that the students did not understand with the explanation in English. It was in line with students' statements in interview that most of them did not understand the explanation in English (Intw/S1.4,5,6).

Sixteenth, MD 16 : The teacher stood up from his seat and walked forward closed the students in group one, sometime lought what the students did in their game, after that giving the role of the conversation for the keeper after he caught Fatah as the hider in behind the class, the keeper watched and looked around the class, knew Fatah, directly running to get the base as fast as possible with tapping the door (DI 10). Sometime, the teacher may perform a role as a parent or friend with whom learners can share feelings and consult to get good advice to solve personal problems Spratt et al (2005 and Harmer (2001 in Cahyono, 2010). He shared and organized his students to do many kinds of the activities. The teacher should create a condition in which students can perform these various roles (Spratt et al, 2005) and Harmer (2001 in Cahyono, 2010).

Joyce, Weil, and Calhoun (2000) in their book 'Models of Teaching' said that it also appears likely to nurture interpersonal warmth and trust, respect for negotiated roles and policies, independence in learning, and respect for the dignity of others. Data above showed that the students respected the dignity of others, whether they were as a presenter or as audiences by greeting each other.

The seventeenth, MD 17 : He watched and looked to the students by giving support who become the hider in order running as fast as possible, when Siti as hider would like getting the Base but her doing was failed because the keeper could caught the hider by running to the base as fast as possible, She did as good as possible with tapping the door, the students who were sitting in their seat lought and gave applouse for supporting group one (DI 11).

Teacher acted as controller and an organizer (Brown in fourth edition, 2006). As a controller, teacher control the time allotment for each group. He decided ten minutes for each group to control their presentation in every game. He also organized the group to do many kinds of activities.

It was the beginning of reporting the result of group work as it was mentioned by Joyce, Weil, and Calhoun (2000). They said that in the part of syntax, students analyze the required roles, organize themselves, act, and report their result. The data showed that group two began to report the result of group work. Meanwhile, to respect the audiences, the group greeted them. It showed that they respected the dignity of others as it was mentioned by Joyce, Weil, and Calhoun (2000).

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the summary of analysis, the problems that were faced can be solved. The problems that had been solved can be concluded as follows. The speaking learning process of the Teaching and Learning on Speaking skill on Hide and Seek Game or "Petak Umpet Game" at the SMPN1 Kebonagung Pacitan in the seventh grade Students of VII F in academic year 2012/2013 as a whole was good because:

The teacher had played his role well as a controller, organizer, prompter, tutor, assessor,

and observer during learning process. The teacher chose suitable media to help clarify the concept and matched it to the learning material of the day. Moreover, students did similar during their presentations. During the presentations, students played their own roles as independent learners. Students did presentations in groups independently with a minimal amount of external structures provided by the teacher. The assessment was carried out by the teacher's observations during students' presentation which was matched with the lesson plan.

However, there were three things of concern about teacher's performance that needs further attention, they are: The speaking learning process of the Teaching and Learning on Speaking Skill at Hide and Seek Games (Petak Umpet Game) at the seventh grade students VII F of SMPN1 Kebonagung Pacitan was interesting. The observation class took place at the end of the day which affected students' attention and their speaking practice. This decreased students' attention to prepare the speaking activities. The teacher forgot to log his students' assessed scores into the grade book. So there were no scores showing percent of students achieved the learning objectives. Students experienced difficulties speaking about the Teaching and Learning on Speaking Skill in Hide and Seek Games or "Petak Umpet Game" because most of the students did not understand English well. This was proven by repeating the words of the hide and seek games or "Petak Umpet Game" in "*Bahasa Indonesia*".

SUGGESTION

Based on the result of the research the researcher gives us suggestions to: 1) the other Researcher; a) practically, the result can be utilized by English to broaden the knowledge to improve the quality of the process the result of the English teaching and learning especially on speaking skill; b) Implicity, the result of the study can be used as inspiration for English teachers to develop their teaching strategy by identifying the problems faced by students and effort to solve the problems; c) this study has been expected to give useful contribution in teaching and learning process on speaking skill at the seventh grade VII F students to SMP Negeri 1 Kebonagung Pacitan students in general; c) the result of the study is

hoped to be able to give another ways for the teacher to develop the students speaking skills;

2) for the students; a) practically, this study is directed for giving the most interesting and communicative technique for the students; b) it is hoped that it would be able to create more enjoyable and meaningful by the teaching and learning process of speaking skill for the students; c) by using good speaking skill the students can communicate in using English well; 3) for the Institution/ School, a) practically, the institution can use the result of the study as the input of the basic information of factual condition in the teaching and learning process on speaking skill at the seventh grade VII F students of SMP Negeri 1 Kebonagung Pacitan; b) this is hoped to be additional data for the school and enable it to develop any application which is not properly done.

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