

ARTICLE

**ANALYSIS ON THE TEACHER'S ROLES TO TEACH SPEAKING TO
THE 1ST GRADE STUDENTS AT SMAN 1 PAPAR**



Oleh:

ARDIANTA SATYA NUGRAHA

14.1.01.08.0118

Dibimbing oleh :

1. Dr. DIANI NURHAJATI, M.Pd

2. LINA MARIANA, S.S., M.Pd

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2017/2018



**SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2018**



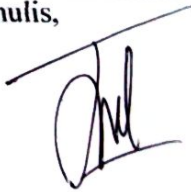
Yang bertanda tangan di bawah ini:

Nama Lengkap : Ardianta Satya Nugraha
NPM : 14.1.01.08.0118
Telepon/HP : 08977411005
Alamat Surel (Email) : coroco99@gmail.com
Judul Artikel : Analysis on the Teacher's Roles to Teach Speaking to the
Ist Grade Students at Sman I Papar
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : UNIVERSITAS NUSANTARA PGRI KEDIRI
Alamat Perguruan Tinggi : JL. K.H. Achmad Dahlan No. 76 Kediri

Dengan ini menyatakan bahwa :

- artikel yang saya tulis merupakan karya saya pribadi dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 2018
Pembimbing I  Dr. Diani Nurhajati, M.Pd NIDN. 0711126302	Pembimbing II  Lina Marjana, S.S., M.Pd NIDN. 0710097401	Penulis,  Ardianta Satya Nugraha 14.1.01.08.0118

ANALYSIS ON THE TEACHER'S ROLES TO TEACH SPEAKING TO THE 1ST GRADE STUDENTS AT SMAN 1 PAPAR

Ardianta Satya Nugraha

14.1.01.08.0118

FKIP – Pendidikan Bahasa Inggris

coroco99@gmail.com

Dr. Diani Nurhajati, M.Pd¹ & Lina Mariana, S.S., M.Pd²

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Speaking is a basic skill that should be owned by the students because this skill is important for daily interaction. The students' ability of speaking depends very much on the teacher in the classroom. Therefore, the roles of the teacher are very important. In the end, the result of the students is good. There are several problems in this research. (1) What are roles of the English teacher to teach speaking in tenth grade of Senior High School 1 Papar (2) How does the teacher apply the roles in teaching speaking the tenth grade in Senior High School 1 Papar. The research design is qualitative research in which the researcher is the key instrument. It describes the teacher's roles to teach speaking to the 1st grade students at SMAN 1 Papar Kediri in the academic year 2017/ 2018. The subject of this research is one of the English teachers at 1st grade. The techniques of collecting data in this research were observation, observation checklist, field note, interview, and documentation. The result of this research shows that the roles applied by the teacher in teaching speaking were controller included giving direction and rule about the material. As organizer, the teacher makes teaching learning process runs smoothly. As tutor, the teacher gives explanation and correction which in personal and classical. As prompter, the teacher takes a note about the point that should be correction. In feedback provider, the teacher, gives correct explanation and motivation to the students. From the result, the researcher concluded that the roles of the teacher are effective to improve students speaking ability. The teacher should apply the roles based on students need.

Keywords: speaking, teacher's roles.

I. BACKGROUND

Teacher is a person who gives the students' knowledge, and he has many roles inside and outside the class. This idea is supported by Mulyasa (2005: 35) who stated: "Teacher is a person who does not only talk to their students and if their students understand, they are not only giving the lesson about the subject, but also may be giving the best language lesson".

From the statement it can be said that teacher gives and delivers knowledge to the students then train them to understand material.

English has 4 skills that teacher can give to students they are: listening, speaking, reading and writing. These 4 skills cannot be separated. If the students want to be a good English speaker, they should be good at speaking.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns & Joyce, 1997: 115). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

One of the requirements to be a good speaker is fluency. This statement is supported by Nunan (2003: 52), who says "Use the language quickly and confidently with few unnatural pauses, which is called as fluency". From that statement fluency the key to make speaker called good speaker, even speaker has many variations in vocab but in oral the speaker uses long pause it's not a good speaker.

While, in speaking there are four aspects that teacher can notice those are fluency, grammar, vocabulary, and pronunciation. Nunan (2003: 54) states, "To master the speaking skill students must be able to understand the grammar, pronunciation, vocabulary and fluency". Those aspects should be mastered by students in order to make a good speaking.

In teaching speaking, teacher's role is very important. In speaking class the aspects that students perform are intonation, fluency, pronunciation, choose a good

vocab etc. Basic difficulties in speaking class is spelling and sound the words. Here the teacher becomes a model that can give examples that make students understand. From giving a good pronunciation model students can make assume that their teacher is support them to improve their speaking.

Beside teacher's roles, classroom management is another thing that should teacher notice. If students' behavior is out of control, learning is a challenge. Harmer (1998: 114), "Classroom management is one of teacher skill that control and make the class effectiveness". Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

Beside on the description above, this research will attempt to answer the following questions:

1. What are roles of the English teacher to teach speaking in the tenth grade of Senior High School 1 Pajar ?
2. How does the teacher apply the roles in teaching speaking the tenth grade in Senior High School 1 Pajar ?

II. METHOD

In this research, the writer used qualitative study. Method used in this research was generated into qualitative and specified into content analysis. The

qualitative method was used because the data analyzed were categorized into qualitative data. This research was conducted at SMAN 1 Papar Kediri, which located in Jl. Raya No. 382, Desa Janti, Papar, Kabupaten Kediri, Jawa Timur. There are four teachers in this school. The researcher especially chose one of the teachers who teaches tenth grade.

The subject of the research the English teacher of speaking. In collecting the data, the researcher used observation, interview, and documentation. He conducted 3 times observation to gather information about what roles are applying in speaking activity. In interview, he made sure that the teacher did the roles. While in documentation, the researcher collected all written and non-written such as observation checklist notes for interview with the teacher, and photographs that relevant with the teacher's roles.

After analyzing the data the researcher checks the validation of the data using triangulation data. According to Ary et al. (2010:499) "In data triangulation, the researcher investigates whether the data collected with one procedure or instrument confirm data collected using a different procedure or instrument". The researcher chooses data triangulation because in similar, in checking the validity the writer used differences and various instrument or

data collection such as observation, interview, and documents to compare whether any similar information from the data source to prove that the data is indeed accurate and valid.

III. RESULT AND DISCUSSION

A. The Roles of the Teacher

There are six roles that the teacher can apply in teaching learning process there are: controller, organizer, tutor, participant, prompter, feedback provider. By applying the right roles the teacher can get the best result in teaching students. She can apply the role based on students' need.

a. Controller

This role by the teacher when she gave a command or direction to the students in teaching and learning process included speaking. The teacher was the control center in teaching process but it did not mean that she gave the command without emphasize students' need. She should be fair to give any command and direction. In this case she gave direction without making the students feel unhappy. Giving the direction in the pre activity was important. The teacher should give the direction as clear enough to avoid miss understanding. Controlling classroom did not mean to be a dictator in classroom but make the students follow the rule.

a. Organizer

In organizing students the teacher makes the schedule that should be done today in order. In controller the teacher told the students what they are going to do in learning activity that day but in organizing, she should make the students follow the activity with discipline and make classroom more regular.

b. Tutor

The teacher as a tutor does not only explain the material but also give a good example according to context. In teaching narrative text, the teacher explained many things. They are definition, social function, language features, generic structure etc. But in this time the teacher wanted to teach speaking using narrative text as role play. Thus, she only explained language features, pronunciation, intonation, gesture, facial expression.

c. Prompter

As a prompter, the teacher let them to think critically when the performance the role play and let the students to perform as the script and story. She did not help or blame any mistake that students did in performance. The researcher found that sometimes she gave them a simple sigh to make them fluent in performing the character. When students forgot the text and they did not know what they should say was rolling her hands. The sign was a code to performer to say what they though as long

as based on the story. Sometimes she give a small code like palming hand. It means that the character should be angry and used angry expression. She checked and wrote down the mistake and score in a paper.

d. Feedback provider

Giving feedback made students improve in learning English. In speaking it helped students to know the mistake. When the students knew the mistakes they can correct the mistake and never repeat. The teacher gave feedback in the end of every performance, so the students who had perform and would perform did not do the same.

B. Discussion

Based on the result about what roles are applying by the teacher and how the teacher applies the roles, there are 5 roles that can be found. This findings of the research support the previous study done by Rindu and Ariyanti's (2017) who mentioned that the roles were controller, organizer, prompter, participant, resource/ tutor, demonstrator/ feedback provider. The teacher could apply the role based on the students' need. They also found that teacher can apply role but those are roles which are preeminent which mostly applied by the teacher. Those preeminent roles are mostly found in the time when the teacher does teaching.

Besides, the findings of the research are in line with the theory of teacher's roles proposed by Harmer (2007: 347-348). He said, there are 5 roles that teacher can use in teaching learning process.

Further, the teacher did not have any difficulty in applying the roles in teaching speaking. But, it better if the teacher applying all the roles according to Harmer's theory.

IV. CONCLUSION

There are 6 roles that the researcher found in this research. Based on the result of this research in previously chapter, the researcher concludes that the teacher's role in speaking class to the 1st grade students, are as follows: controller, organizer, tutor, prompter and feedback provider in teaching a short drama. In the pre teaching, the teacher used controller and organizer. In controller, she gave the students rules before entering the material, then she told them what they do along teaching learning process. While in organizer she made the students follow the rules and organize the classroom well-ordered. In whilst teaching, she used tutor and prompter. She gave explanation and good example to the students. As prompter, she observed the students and took a note, then she explain the point in the end of material. In post teaching, the teacher gave motivation to the students, it made them motivated in learning

speaking. The teacher did not applied all the roles because the material did not allow her to apply the role.

V. BIBLIOGRAPHY

- Ary, D., Jacobs, L. C., Sorensen, C., and Razavieh, A. 2010. *Introduction in Research in education*. Canada: Nelson Education Ltd.
- Broughton, G. 2003. *Teaching English as a Foreign Language*. USA and Canada: Routledge.
- Brown, H. D. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*. San Francisco: Longman
- Brown, H. D. 2004. *Language Assessment Principles and Classroom Practices*. California: Longman University Press.
- Brown, H. D. 2007. *Principles of Language Learning and Teaching 5th Edition*. New York: Pearson Education.
- Burns, A. & Joyce, H. (1997). *Focus on Speaking*. Sydney: Macquire University. Press. Chaney, A. L. 1998. *Teaching Oral Communication*.
- Creswell, J. W. 2007. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches Second Edition*. California: Sage Publications. Inc.
- Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. Harlow: Longman.
- Harmer, J. (2007). *The Practice of English Language Teaching*. 4th ed. Essex: Pearson Education Limited 2007.



- Mulyasa. 2010. *Menjadi Guru Profesional*. Bandung. PT. Remaja Kosdakarya.
- Nunan, D. 1991. *Language Teaching Methodology*. Prentice Hall.
- Nunan, D. 2003. *Practical English Language Teaching*. New York: McGraw-Hill companies.
- Nunan, D., Linse, C. T. 2005. *Practical English Language Teaching*. New York: McGraw Hill.
- Rindu, I. and Ariyanti. 2017. *Teacher's Role in Managing the Class during Teaching and Learning Process*. Journal of Linguistic and English Teaching. Vol. 2 No. 1, April 2017.
- Thornburry, S. 2005. *How to teach speaking*. Harlow, United Kingdom: Pearson Education Limited.