

**LEARNING MODELS IN SPEAKING AT THE
NINTH GRADE OF MTs. MUHAMMADIYAH 22
PADANGSIDIMPUAN**



Thesis

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the graduate Degree of Education (S.Pd.) in English*

Written By:

MAHMUL ANSHARY NABASA SIREGAR

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

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PADANGSIDIMPUAN**

2024

LETTER OF AGREEMENT

Term : Thesis
a.n. Mahmud Anshary Nabasa Siregar
Padangsidempuan, January 2024
To: Dean of Tarbiyah and Teacher
Training Faculty
In-
Padangsidempuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Mahmul Anshary Nabasa Siregar**, entitled "*Learning Models In Speaking At The Ninth Grade Of MTs. Muhammadiyah 22 Padangsidempuan*", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

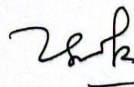
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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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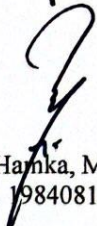

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ABSTRACT

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Many students were still not confident to speak up. They still lacked of vocabulary, afraid of making mistake, lacked of practice, and they could not speak well before doing preparation. From those reasons, the teacher should have a creativity like appropriate strategy to teach and make the students interested in speaking skill. The aims of this research is to find out and to determine the teacher ways to implement the learning models that used by the teacher in teaching and learning process of speaking in Mts. Muhammadiyah 22 Padangsidempuan. This study is descriptive qualitative research. The subjects of this research was an English teacher in MTs Muhammadiyah 22 Padangsidempuan. The data were collected through observation and interview. This research found that English teacher in Mts Muhammadiyah 22 Padangsidempuan implemented three learning models in teaching speaking. It were dialogue, monologue, and role play. In implementing dialogue, the teacher gave the topic to the students and then the students would have ask and answer with their partners which is the question is related to the topic given by the teacher. In implementing monologue, the teacher gave the topic related to the lesson, then the teacher gave some times to the students to prepared their description about the topic that they chose, after that the students told their topic to the others students, then the other students would ask some question related to the topic. In implementing role play, the teacher gave a topic to the students where the students will act out the characters in the topic in front of the class, then the students gave respond to the other students' performance.

Keywords: Learning Model, Speaking

ABSTRAK

Nama : Mahmud Anshary Nabasa Siregar
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Judul : Model-Model Pembelajaran Berbicara Pada Kelas Sembilan MTs. Muhammadiyah 22 Padangsidempuan

Banyak siswa yang masih belum percaya diri untuk berbicara. Mereka masih kekurangan perbendaharaan kata, takut melakukan kesalahan, kurang latihan, dan belum bisa berbicara dengan baik sebelum melakukan persiapan. Oleh karena itu, guru harus memiliki kreativitas seperti strategi mengajar yang tepat dan membuat siswa tertarik pada keterampilan berbicara. Tujuan dari penelitian ini adalah untuk mengetahui dan menentukan cara guru mengimplementasikan model pembelajaran yang digunakan guru dalam proses belajar mengajar berbicara di Mts. Muhammadiyah 22 Padangsidempuan. Penelitian ini merupakan penelitian deskriptif kualitatif. Subyek penelitian ini adalah seorang guru bahasa Inggris di MTs Muhammadiyah 22 Padangsidempuan. Pengumpulan data dilakukan melalui observasi dan wawancara. Penelitian ini menemukan bahwa guru bahasa Inggris di Mts Muhammadiyah 22 Padangsidempuan menerapkan tiga model pembelajaran dalam pengajaran berbicara. Itu adalah dialog, monolog, dan permainan peran. Dalam melaksanakan dialog, guru memberikan topik kepada siswa kemudian siswa bertanya jawab dengan pasangannya yaitu pertanyaan yang berkaitan dengan topik yang diberikan guru. Dalam pelaksanaan monolog, guru memberikan topik yang berhubungan dengan pelajaran, kemudian guru memberikan waktu beberapa saat kepada siswa untuk mempersiapkan uraiannya tentang topik yang mereka pilih, setelah itu siswa menceritakan topiknya kepada siswa yang lain, kemudian siswa yang lain akan mengajukan beberapa pertanyaan terkait topik tersebut. Dalam pelaksanaan role play, guru memberikan suatu topik kepada siswa dimana siswa akan memerankan tokoh-tokoh dalam topik tersebut di depan kelas, kemudian siswa memberikan tanggapan terhadap penampilan siswa yang lain.

Kata kunci: Model Pembelajaran, Berbicara

خلاصة

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العنوان : نماذج التعلم في التحدث للصف التاسع بالمدرسة المتوسطة المحمدية ٢٢
بادانجسيديمبوان

كان العديد من الطلاب لا يزالون غير واثقين من التحدث. ما زالوا يفتقرون إلى المفردات، وكانوا خائفين من ارتكاب الأخطاء، ويفتقرون إلى الممارسة، ولم يتمكنوا من التحدث جيدًا قبل الإعداد. ومن هذه الأسباب يجب أن يكون لدى المعلم استراتيجية إبداعية مناسبة للتدريس وجعل الطلاب مهتمين بمهارات التحدث. أهداف هذا البحث هي معرفة وتحديد طرق المعلم لتنفيذ نماذج التعلم التي يستخدمها المعلم في عملية تعليم وتعلم التحدث في النظام التجاري المتعدد الأطراف. المحمدية ٢٢ بادانجسيديمبوان. هذه الدراسة هي بحث نوعي وصفي. موضوع هذا البحث هو مدرس اللغة الإنجليزية بالمدرسة المتوسطة المحمدية ٢٢ بادانجسيديمبوان. وتم جمع البيانات من خلال الملاحظة والمقابلات. وجد هذا البحث أن معلمي اللغة الإنجليزية في المدرسة المحمدية ٢٢ بادانجسيديمبوان قاموا بتنفيذ ثلاثة نماذج تعليمية في تدريس التحدث. لقد كان الحوار والمونولوج ولعب الأدوار. في تنفيذ الحوار، أعطى المعلم الموضوع للطلاب ومن ثم يقوم الطلاب بالسؤال والإجابة مع شركائهم وهو السؤال المتعلق بالموضوع الذي قدمه المعلم. في تنفيذ المونولوج أعطى المعلم الموضوع المتعلق بالدرس، ثم أعطى المعلم بعض الأوقات للطلاب لإعداد وصفهم حول الموضوع الذي اختاروه، بعد ذلك أخبر الطلاب موضوعهم للطلاب الآخرين، ثم الطلاب الآخرين سيطرح بعض الأسئلة المتعلقة بالموضوع. في تنفيذ لعب الأدوار، أعطى المعلم موضوعًا للطلاب حيث سيقوم الطلاب بتمثيل الشخصيات في الموضوع أمام الفصل، ثم أعطى الطلاب استجابة لأداء الطلاب الآخرين.

الكلمات المفتاحية : نموذج التعلم، التحدث

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I realized this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, January 2024
Researcher

MAHMUL ANSHARY NABASA SIREGAR
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Teaching English is becoming more popular with ELTs, it's a fact. A great deal of research and development on this subject is progressing rapidly. Learners need the ability to build, maintain, negotiate and influence people. Speaking is the skill that learners are judged on when making a first impression. This phenomenon has made Teaching English Speaking an interesting debate among scholars.

Speaking is one of the important skills in expressing ideas, opinions, or feelings to others. Speaking is also very important in life because all the activities we do use communication. With communication, people can create a relationship, inform, share, and find information. Therefore, people can do whatever they need through communication. In this case, speaking is a skill needed by students to convey their ideas, ideas, and opinions to communicate easily¹. On the other words, teacher needs to create such as an interesting strategy in teaching this skill. If all students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, students can get tremendous satisfaction from it.

Teaching speaking is the process of guiding and facilitating students in learning to communicate. Hughes described that there were some aspects

¹ S Syamsia and S F Udin, "A Study of the Implementation of the Discovery Learning Model on the Speaking Skills of Class VIII Students at Madrasah Tsanawiyah Darul Ulum Sasa Ternate City," *Journal of Linguistics, Literature* 5, no. 2 (2022): 93–105.

concerning with speaking ability include fluency, accuracy, pronunciation, grammar, vocabulary, and content. The students should have many vocabularies and they should master enough it to express their ideas. The students were also expected to perform understandable utterance with good pronunciation in order to make the listener understand. Besides, fluency in language was developed through communication with complete understanding of meaningful words. The students' poor grammar also might influence the effectiveness of speaking. Therefore, it was important for teacher to give a lot of practice to the students. So, those activities were useful to develop students' speaking ability. Many students had difficulties in speaking because they did not practice it frequently. Sometimes, a teacher only gave dialogues to be read by students, without realizing that the habit would make students weak in speaking, because they always depended on the text. They did not have enough opportunity to practice their speaking well. The less proportion of learning speaking made students considered speaking as the most difficult and challenging skill to learn.

The reasons might be simple, learners need the skill to establish and maintain relationships, to negotiate, or to influence people. Thus, Speaking is the skill by which learners are assessed when the first impression is formed. This phenomenon has resulted Teaching English Speaking is interested to discuss among scholars. Good teaching speaking must be high to motivate, the classroom atmosphere should be friendly and encourage all learners to speak up at every opportunity. To further increase students' interest in

learning, at the end of the semester teachers can involve learners in a competition of the activities they have learned.² In other words, teachers should come up with interesting strategies to teach this skill.

Referring to those statements, it can be argued that teaching speaking has been the most prominent skill of ELT which needs to be taken into account. It is obviously essential to develop the way of teaching this skill in order to achieve the goal of ELT worldwide. In Indonesia for instance, to 2013 curriculum, the goal of English instruction is to develop students' ability in communicating by English either spoken or written. As the result, both productive skills, speaking and writing must be the main goal of learning. In other words, it is also implied that teaching speaking in this point has taken its own paramount position in ELT in Indonesia. Teaching English in school is to develop the potential of learners to have communicative competence in interpersonal, transactional, and functional discourse, using various spoken and written English text coherently and cohesively by using accurate and acceptable language elements, factual and procedural knowledge, and instill the noble values of the nation's character, in the context of life in the home, school, and community. Government in this case only provides guidance in the implementation of generally learning teaching process. As the result, it is expected that the materials development and strategies done by teacher can contribute much more benefits to student improvement in learning English.³

² Nidya Chandra Mudi Utami S.Pd Msi Dr Herlina M.Pd, *Teaching English To Students Of Elementary School*, ed. Retno Ayu Kusumaningtyas (Jakarta: Bumi Aksara, 2019).

³ Aip Syapul Uyun, "Teaching English Speaking at Senior High School Tunas Unggul," no. 2115014000023 (2018), <https://ejournal.unma.ac.id/index.php/jell/article/view/2475>.

In other words, government provides considerable flexibility for all teachers, in developing English curriculum, in accordance to suit the context of their respective environments.

Learning model is a plan or a pattern that is used as a guide in planning classroom learning. The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and class management⁴. The researcher had an observation to MTs Muhammadiyah 22 Padangsidempuan before doing this research and make an interview with the teacher about problems in learning speaking. The teacher says⁵ problems in teaching speaking that she faced at MTs Muhammadiyah 22 Padangsidempuan are diversity of English language skill of students, each student has a different level of English language ability, such as vocabulary and pronunciation, second, resource constraints MTs Muhammadiyah 22 Padangsidempuan not has enough resources to support effective speaking teaching such as technology or adequate books and third time constraints, teacher are often faced with time constraints when teaching speaking in class, so the teacher must ensure that each students has a chance to speak within a limited time. Among the intrinsic factors that they have, the students' language learning strategies are regarded as importantly needed by the foreign language learners to maximize the effectiveness of the education at this level. From the problems above, the

⁴ Ira Irviana, "Understanding the Learning Models Design for Indonesian Teacher," *International Journal of Asian Education* 1, no. 2 (2020): 95–106, <https://ijae.journal-asia.education/index.php/data/article/view/40>.

⁵ Interview by the Reseacher, "Saulina Hasibuan, S.Pd." (03 Februari 2023, n.d.).

researcher is interested in conducting the research entitled “Learning Model in Speaking at The Ninth Grade Students MTs Muhammadiyah 22 Padangsidempuan.

B. The Focus of The Problem

The researcher focuses to explore the learning model in teaching speaking which is applied by the teacher at the second grade of MTs Muhammadiyah 22 Padangsidempuan. Researchers also want to know how the implementation of learning model in teaching speaking at MTs Muhammadiyah 22 is Padangsidempuan.

C. The Definitions of Key Terms

1. Learning

Learning is the process by which human beings acquire a vast variety of competencies, skills, and attitudes. Learning begins in infancy with the baby’s acquisition of a few simple skills to adulthood, which individual is expected to have mastered specific job tasks and other functional skills. The competencies of human acquired in a very wide range of settings, both formal and informal, ranging from the relative confines of a school classroom to the wide-open spaces of the countryside or a quiet corner where a chance conversation led to deeper understanding of some topic or another.

2. Model

The term model is used to mean a teaching episode done by an experienced teacher in which a highly focused teaching behavior is

demonstrated, in it an individual demonstrating particular patterns which the trainee learns through imitation. It is a way to talk and think about instruction in which certain facts may be organized, classified, and interpreted. The term model can be used for imitation, description, explanation, prediction, or persuasion.

3. Learning Model

A learning model is a description of the mental and physical mechanisms that are involved in the acquisition of new skills and knowledge and how to engage those those mechanisms to encourage and facilitate learning. The learning model focuses on identifying learning conditions as a basis or foothold in developing learning methods.⁶ The learning model aims to integrate learning conditions with the right methods to achieve better learning outcomes.

D. The Formulations of the Problem

This research is about how the students learning model in speaking at the ninth-grade students of MTs Muhammadiyah 22 Padangsidempuan. This research can be formulated as follows:

1. What are the learning models used in speaking at the ninth grade of MTs Muhammadiyah 22 Padangsidempuan?
2. How is the learning model implemented in speaking at MTs Muhammadiyah 22 Padangsidempuan?

⁶ Hamka, "Model Pembelajaran English Phonology Dalam Program Studi Pendidikan Bahasa Inggris (Studi Multisitus Pada Universitas)," 2018, 4-7, <https://repository.um.ac.id/271814/>.

E. The Objectives of the Research

This research is to know about what learning models in speaking that are used at ninth grade students of MTs Muhammadiyah 22 Padangsidempuan. The objective of this research is as follows:

1. To know the learning models in speaking that used at MTs Muhammadiyah 22 Padangsidempuan.
2. To describe the implementation of learning models in speaking.

F. Significances of the Research

This research will give some benefit for some teachers, students, and other researcher that could improve this research:

1. Teachers who read this research will get what learning models that we can use it in speaking. And how effective this learning model to helping students to understand the materials that are giving by the teacher.
2. Students would understand about the way how to follow the speaking class based on learning models they used.
3. Other researchers that read this research may improve or using this research as references to solve the other problems of their research.

G. The Outline of the Research

This thesis or this research contains in five stages or chapters as follow: Chapter one discusses of introduction: consist of back background of the problem, focus of the problem, definition of terminologies, formulation of the problem, objectives of the research, and significances of Study.

Chapter two consists about theoretical description. This chapter contains the theories that the researcher uses to construct the understanding about the topic discussed in this study. This chapter also contains the review of related findings from other studies.

Chapter three is about methodology of the research that consist of place and time of the research, method of research, research informan, instrument of the research, technique of data collecting, data analysis, and technique of checking data trusworthiness.

Chapter four is general description and the result of the research talking about the analysis of the data. Chapter five gives conclusion about the result of the research, suggestion and implication which is given to students and the teacher by researcher.

CHAPTER II

LITERATURE REVIEW

A. Learning Models in Speaking

1. Concept Of Learning Model

a. Definitions Of Learning

Learning is the process by which human beings acquire a vast variety of competencies skills, and attitudes. Learning begins in infancy with the baby's acquisition of a few simple skills to adulthood, which individual is expected to have mastered specific job tasks and other functional skills. The competencies of human acquired in a very wide range of settings, both formal and informal, ranging from the relative confines of a school classroom, to the wide open spaces of the countryside or a quiet corner where a chance conversation led to deeper understanding of some topic or another.

Learning begins a very long time before school, continues for even longer after school; and happens rapidly, and in parallel with school, in a great number of different ways and settings. Learning proceeds in a number of different ways, and has been described and explained by many different interested researchers and opinion-makers over many years. Most teachers and pupils would recognize the importance of the social and emotional elements of learning, in addition to cognitive aspects of learning, thinking and problem

solving learning as a way of breaking education's space-time barriers.

By definition, learn has a sense of acquiring knowledge or have acquired knowledge through experience, recall, mastering the experience, and get information or find. Etymologically learn have a basic meaning is the activity or activities, and mastery of something. Another definition of learning proposed by Cornelissen which states that learning is a change in behavior that is relatively fixed and occur as a result of training or experience.¹ What was put forward by Cornelissen and his colleagues are similar to the statement put forward by other experts who claim that learning as a process that can lead to behavioral changes because of reaction to a particular situation or because of the occurrence of an internal process within oneself. These changes did not occur because of genetic heritage, or natural response, maturity, or a temporary state of organisms, such as fatigue, the influence of drugs, fear, and so forth. And can constitute a change in understanding, behavior, perception, motivation, or a combination of all of them. Woolfolk states that "learning occurs when experience causes a relatively permanent change in an individual's knowledge or behavior."² Changes that occur through the learning process may be intentional or may not, into a better

¹ Joep Cornelissen, "Morgan's Legacy in Theorizing and Understanding Organizations," *Exploring Morgan's Metaphors: Theory, Research, and Practice in Organizational Studies*, 2017, 38–52, <https://doi.org/10.4135/9781506318752.n3>.

² Anita Woolfolk, "Educational Psychology Fourteenth Edition, Global Edition," *Pearson Education*, 2019, 1–29,

direction or wrong direction. The quality of one's learning is determined by the experiences gained when he interacts with the surrounding environment. Sometimes learning is to produce a simple change, but also sometimes result in changes in the complex.

Without looking for too long, and without developing too deeply into learnt sources, it is possible to find a range of definitions of the process of learning. In everyday terms, it is supposed that learning is the process of gaining more knowledge, or of learning how to do something-ride a bike, for example. As we will see, learning is viewed differently by those who have spent time investigating and experimenting in the field, according to the context of their work and other factors exerting influence at the time. We will look at the work of both behaviorists and cognitive psychologists and consider the very different approaches that each takes and the very different definitions that each might offer of a process which, for most of us, comes very naturally. A basic understanding of processes of learning is essential for those who intend to develop activities that will have the potential to lead to effective learning taking place in classrooms that is teachers.

2. Characteristic of Learning

Based on to some definitions of learning put forward by experts It is important to that learning characteristics are not fixed and can develop over time. Individuals can improve their learning abilities through proper

effort and practice. In addition, understanding a person's learning characteristics can help in designing learning strategies that are more effective and appropriate to that individual's needs. There are some characteristics of learning.

In general, the characteristics of students that need attention in learning planning include.

- 1) Initial abilities such as intellectual abilities, thinking skills and movement status.
- 2) Sociocultural background and status.
- 3) Characteristics related to personality differences, such as traits, attitudes, feelings, interests, and talents³.

3. Principles of Learning

There are five that teacher must understand the principles of learning as follows.

- 1) No matter what students learned, they must experience it for themselves.
- 2) Students learn according to their ability level.
- 3) Students must master one stage before proceeding to a higher stage.⁴
- 4) Students will increase their motivation to learn if they are given the responsibility and the full confidence of their learning.

³ Pinton Setya Mustafa, "Characteristics of Learners and Their Implications in Learning," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 4 (2022): 7043–56, <https://doi.org/10.35445/alishlah.v14i4.2751>.

⁴ R. Mark Kelley et al., "Timeless Principles for Effective Teaching and Learning: A Modern Application of Historical Principles and Guidelines," *World Journal of Education* 11, no. 3 (2021): 1, <https://doi.org/10.5430/wje.v11n3p1>.

4. Learning Process

The learning process is a series of activities that occur in individual in the central nervous while he learns. Learning occurs in the abstract because mentally and not be observed. Therefore, the learning process can only be observed if there is a change in attitude from individual which different from the previous behavior. Changes in behavior can be in terms of knowledge, affective, and, psychomotor.

5. Definition of Model

Model is the design that picture the process and environment situation creation which makes student interact each other in order to make change or development in students (related with planning strategy⁵). The characteristics of good model are have scientific procedure, have specific learning outcomes, environment of learning is clear, criteria of learning outcome is clear and process of instruction is clear. The types of teaching model are problem solving, learning Cycle, Inductive Model, Inquiry Model, and STS (Science Environment Technology Society) model.

6. Definition of Learning Model

A learning model is a description of the mental and physical mechanisms that are involved in the acquisition of new skills and knowledge and how to engage those mechanisms to encourage and

⁵ Diana Rochintaniawati, "Model, Approach and Method Of Teaching," 2011.

facilitate learning. According to Haerullah, learning model basically is a form of learning that is reflected from the start until the end which is presented typically by the teacher.⁶ On the other hand, the learning model is a wrapper or frame of application of a learning approach, method and technique. Human beings have many different learning styles and most people can shift their styles in relation to the subject being studied but most also have a preferred style that works best in conjunction with their own talents, aptitudes and "mental wiring." The primary learning styles that exist are visual, auditory and kinesthetic (physical) learning. In recent decades many theories have been put forth due to the multiple methods available and the multiple learning styles that humans possess. This plethora of methods is subdivided into categories; behaviorism, cognitivism constructivism, design-based, humanism and 21st century skills. Under each of these categories are numerous sub-categories to suit virtually any learning style. Joyce gives three meanings of learning models:

- a) Learning models are just instructional designs. They describe the process of specifying and producing particular environmental situations which cause the student to interact in such a way that specific change occurs in his behavior.
- b) Learning models is a "pattern or plan, which can be used to shape a curriculum or course, to select instructional materials and to

⁶ Haerullah Ade, *Model & Pendekatan Pembelajaran Inovatif (Teori Dan Aplikasi)*, Ed. Taufik Abdullah, *Lintas Nalar*, 1st Ed. (Yogyakarta: Lintas Nalar, 2017), [Http://Repository.Unkhair.Ac.Id/99/1/Buku Model %26 Pendekatan Pembelajaran Inovatif.Pdf](http://Repository.Unkhair.Ac.Id/99/1/Buku%20Model%26%20Pendekatan%20Pembelajaran%20Inovatif.Pdf).

guide a teacher's actions". Models are designed to attain specific goals; we can say that he is using a model approach.

- c) Learning models consists of guidelines for designing educational activities and environments.⁷ It specifies ways of teaching and learning that are intended to attain certain kinds of goals.

7. Concept of Speaking

a. Definition of Speaking

In this modern days, the whole world has become a global village and people communicate with each other in a common language, ex was english. The english language is spoken all over the world and it has attained the status of the global language.

English is the language widely used in the field of scientific research, education, business, the internet, travel, media, and newspaper. English serves the purpose of international communication, most of the foreign language learners try to learn it. In the process, they have to acquire all the four basic skills of the language, listening, speaking, reading, and writing. Listening and reading skills are prespective skill that user require the ability to accept spoken or written language, while speaking and writing skill are productive skill that users need the ability to produce both written and oral language. In this research, the researcher focus on speaking beacuse teaching speaking helped students to be able to

⁷ Marsha Weil Bruce Joyce, *Model of Teaching Fifth Edition*, 5th ed. (USA: Prentice-Hall Inc, n.d.).

express ideas. Speaking becomes very important to learn because the ability to speak was one of the key in communication and the way to communicate with other people.

Speaking is a main tool of communication to others. Many people are difficult to speak English. It is caused by some factors such as need of information, less frequent of practice, low self-confidence, and so on.⁸ Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

b. Teaching Speaking

The goal of teaching speaking should improve students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Students are expected to be able to produce the language they learn. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. Brown explained that "the ability of speaking

⁸ Waode Hamsia, "Developing Students' Speaking Ability Through Story Completion," *Journal of English Language Teaching* 5, no. 1 (2018): 64, <https://www.neliti.com/id/publications/273879/developing-students-speaking-ability-through-story-completion>.

fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in". In nature teaching speaking there is contributions of grammar, vocabulary and pronunciation.

Teaching speaking is one of process in improving speaking skill. Improving speaking skill can be started by teaching them how to pronounce the language. Then ask them to practice it to others English learner without afraid of mistakes. The teacher should be able to encourage students for speaking some sounds until they are required to use and do oral language.

c. Components of Speaking

According Harmer, there are five components of speaking which are generally recognized in analyses of the speech process:

1) Content

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate.

2) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. From statement above, the researcher conclude that pronunciation plays a vital role in

order to make the process of communication easy to understand.

3) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested, that students ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form

4) Vocabulary.

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language.

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher conclude that without mastering vocabulary sufficiently English learners will not be able to speak English or write English properly.

5) Fluency

Fluency is the ability to read, speak or write easily,

smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency in speaking is the aim of many language learners.

From the explanation above, the researcher conclude that another important component in fluency. Fluency means the capability of someone speaks fluently and accurately. In this study, the researcher only used four aspects to assess students' speaking achievement those were: Content, vocabulary, pronunciation, and fluency. The researcher only used the four aspects above because the researcher thought that grammar rarely teach for class IX by the teacher.

6) Comprehension.

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

The following skills underlying the components:

- 1) Using grammar structure accurately
- 2) Assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives.⁹
- 3) Selecting vocabulary that is understandable and

⁹ Jeremy Harmer, *Learning the Language of Practice, Curriculum Inquiry*, Fourth Edit, vol. 17 (Pearson Longman, 2007), <https://doi.org/10.1080/03626784.1987.11075294>.

appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs.

- 4) Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing or checking for listener's comprehension.
- 5) Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement.

d. Function of Speaking

There are three functions of speaking, and they talk as interaction, talk as transaction, and talk as performance.¹⁰

1) Talk as interaction

This refers to what we normally mean by conversation and describes interaction which serves a primarily social function. For example, when people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

¹⁰ Hamsia, "Developing Students' Speaking Ability Through Story Completion."

2) Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

3) Talk as performance

This refers to public talk which transmits information before an audience such as morning talks, public announcements, and speeches. It is an activity engaged in for amusement.

Based on the explanation above, it can be stated that there are three functions of speaking; as interaction to serve a primarily social function, as transaction to make one self-understood clearly and accurately, and as performance to transmit information before an audience for public talk.

e. Difficulties of Speaking

Brown has stated some difficulties of speaking

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer

through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduce form

Contraction, elisions, reduced vowels, etc. all form special problems in teaching spoken English (see the section below on teaching pronunciation). Students who don't learn colloquial contraction can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize.

4) Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like, etc.* one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners

achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocution-would rob speaking skill of its richest component: the creativity of conversational negotiation. In this study, the researcher faced some difficulties in students' speaking such as stress, rhythm, and intonation. Most of students in class IX still had unclear intonation

8. Types of learning model in speaking

a. Monologue

Brown classifies the type of speaking into two parts, monologue and dialogue. Monologue is divided in two parts: planned and unplanned. Monologues means that when one speaker uses spoken language, as in speeches, lectures' readings, news broadcast, and the like, the hearer must process long stretches of speech without interrupting the stream of speech will go on

whether or not the hearer comprehends.¹¹ Here is an example of monologue.

“My name is Mahmud. I’d like to tell you about my friend. His name is Royhan. He is one of smart student in my campus. That is why I make a friend with him.”

b. Dialogue

Dialogue is divided in two parts: interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.¹² Here is an example of dialogue.

A: Do you have a pen?

B: Yes of course

A: May I borrow it?

B: Sure, here you are

B: Thanks

¹¹ H.Douglas Brown, “Teaching by Principles An Interactive Approach to Language Pedagogy,” 2000, <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>.

¹² H.Douglas Brown.

From the explanation above, the researcher comes to the consideration that dialogue is one of the types of speaking that can be analyzed in this research. The students can communicate in front of the class with her/his partner and it can build up students' confidence in speaking especially in front of many people.

c. Role Play

Role play is a way of role play that is emphasized on each individual with various figures of passion and feelings. The role playing method is emphasized to each individual student in acting out a character in the drama concerned or a conversation. Sugihartono says.¹³ Role playing method is a learning method through the development of students' imagination and appreciation by the way students act out a character, both living and dead figures, so that students practice for passion and are skilled in using the material learned.

d. Discussion

The discussion method in speaking is a teaching approach used to develop speaking skills in a language, especially in learning a second language or a foreign language. In this method, students are encouraged to actively participate in conversations

¹³ Yuliasari Harahap, "Pelaksanaan Role – Playing Dalam Upaya Meningkatkan Kemampuan Speaking Untuk Mahasiswa FKIP Bahasa Inggris Dalam Pembelajaran English Proficiency Di Universitas Muslim Nusantara Al-Washliyah Medan," 2019, 10–11, <https://e-prosiding.um naw.ac.id/index.php/penelitian/article/view/408>.

and discuss with classmates or teachers. The main goal is to help students acquire more fluent, confident and effective speaking skills. Wilen in Mutabiah et.al say¹⁴ states that small group discussion is a technique that divides large classes into small groups of students to achieve specific goals, allows students to take more responsibility for their own learning, develop social and leadership skills and become involved in alternative instructional approaches.

e. Presentation

Presentation is the process of conveying certain information, ideas, or material to the audience by speaking in public. Typically, presentations are conducted in an academic, professional, or public context, and can involve speaking in front of a class, work meeting, seminar, conference, or other public event. The goal of a presentation is to convey a message clearly, effectively and persuasively to the audience. Abidin¹⁵ says, presentation is a means of communication in conveying messages by explaining or describing a material systematically with the aim that communication will be effective for both the presenter and the *recipient (audience)*. So, the purpose of using presentation

¹⁴ Mutabiah, Dini Fitriani, and Sari Astuti, “Meningkatkan Keterampilan Berbicara Siswa Melalui Teknik Diskusi Kelompok Kecil,” *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*, 2019, 1–8, <https://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/view/1208>.

¹⁵ Dadan Suryana and Nurhayani Nurhayani, “Efektivitas Teknik Presentasi Dalam Meningkatkan Kemampuan Berbicara Anak Usia Dini,” *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 3 (2021): 1393–1407, <https://doi.org/10.31004/obsesi.v6i3.1761>.

techniques is so that students as *presenters* are able to convey their ideas and ideas through speaking directly in front of their friends and teachers.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

Learning model in speaking has been classified. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers. Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships).

9. Problems in Learning Speaking

As for problems faced by learners, psychological, social and linguistic obstacles can be scrutinized. these are as follows:

- a. The conflict between fluency and accuracy: Though a student may gain confidence in using the new language by being let uncorrected, his language will continue to be inaccurate/ incorrect.

- b. Lack of confidence: Apparently, some students feel uncomfortable in their first hesitant attempts at speech in the second language.
- c. Pronunciation: The most prominent problems are: phonetic confusion, interference from the written form, interference from the mother language and failure to use the weak forms.

Thus, in the light of the previous constraints speaking is always scarified.¹⁶ Yet, helping learners develop their oral communication skills is important and, even with large classes or difficult teaching situations; it is not something that can be ignored just because it is difficult.

B. Review of Related Research

There are some researches that support this research. The first related research is by Pratama and Awaliyah, that has purpose to know what are teacher's strategies in teaching speaking to young learners.¹⁷ The data said that the teachers used role play, repetition, watching videos, games, jazz chant, and cartoon story maker as the learning models in teaching speaking for young learners. The researcher found that using some various of learning models in teaching speaking can increase their speaking skill.

The second related research is by Wulandari, that has purpose to know how is the strategies in teaching speaking used by the teacher of young, junior

¹⁶ Netty Huzniati Andas, "Students' Speaking Problem at the Fourth Semester of English Study Program in Sembilanbelas November Kolaka," *ELT Worldwide: Journal of English Language Teaching* 7, no. 1 (2020): 1, <https://doi.org/10.26858/eltww.v7i1.12359>.

¹⁷ Erik Yuda Pratama and Yani Awaliyah, "Teacher's Strategies in Teaching Speaking to Young Learners," *Electronic Journals of UIKA Bogor*, 2016, 19–31, <https://core.ac.uk/download/pdf/230810965.pdf>.

high school, senior high school, and university students.¹⁸ From the findings of this research, researcher conclude that the strategies chosen by the teachers are similar among the levels. It means that discussion, role play, storytelling, problem solving, speech, simulation, guessing game, and information gaps are used by teachers in teaching speaking to any level of students. The focus of teaching speaking also covers pronunciation, grammatical accuracy, intonation, fluency, and vocabulary. However it can be seen in the table that teachers also do needs analysis with various ways which then determine how the strategies will be applied according to the students' level. The additional strategies and media that are suggested by teachers also show how rich the teachers are in facilitating their classes for the students' speaking skill improvement.

The third related finding is done by Mapossa that has purpose to know how significant dialogue models to improve the students' speaking ability.¹⁹ The findings of this research is the application of dialogue is could improving the students speaking ability at the tenth of SMKT Somba Opu Sungguminasa in terms of speaking fluency, because the application of used dialogue can help students to generate their idea and also improve their pauses.

¹⁸ Heidy Wulandari, "Strategies in Teaching Speaking Used by Teachers of Young , Junior High School , Senior High School , and University Students" 3, no. 2 (2020): 115–30, <https://publikasi.dinus.ac.id/index.php/estructural/article/view/4225/2143>.

¹⁹ Jacob Benjamim Mapossa, "Improving the Student's Speaking Ability Through Dialogue," *New England Journal of Medicine* 372, no. 2 (2018): 2499–2508, <http://www.ncbi.nlm.nih.gov/pubmed/7556065><http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=PMC394507><http://dx.doi.org/10.1016/j.humphath.2017.05.005><https://doi.org/10.1007/s00401-018-1825-z><http://www.ncbi.nlm.nih.gov/pubmed/27157931>.

The fourth related research is done by Kraemer that has research purpose to know how is the implementation of role play as the learning model in teaching speaking.²⁰ The findings of this research is the Implementation of role play approach improves not only the students' ability in speaking but also the level of active students' participation in the process of teaching and learning. The interaction between teacher and students and the students among the students become so alive because there are sharing and discussing more often. The implementation of role play approach indicates that this method is effective in increasing students's speaking skills. This is based on what they achieved at their vocal performance which successfully reached the criteria of success and minimum score, besides that, the students' active involvement has also entered the minimum standard.

From the previous findings, this research will have the similarity that is focused on explore what are the types of learning models in teaching speaking and how is the implementation of learning models in speaking on students.

²⁰ Raodhatul Jannah, Kisman Salija, and Muhammad Basri, "The Implementation of Role Play Approach in Teaching Speaking," no. 2004 (2010), <http://eprints.unm.ac.id/18338/>.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Location of The Research

This research was conducted on October 2023 until finished. The location of the research is at Madrasah Tsanawiyah Muhammadiyah 22 Padangsidempuan, and this school located in Marancar Village Jl. Arif Rahman Hakim No.3, Padangsidempuan, North Sumatra.

B. Method of the Research

This research is qualitative research. Gay et al says “Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest”.¹ It means Qualitative research involves the studies use the collection of variety empirical material, personal experience, life story, historical and visual that describes routine and problematic moments and meaning individuals’ life.

This research used descriptive method. Descriptive method is a method which describes the status of people, an object, a set of conditions, a system of thought or class events in the present time naturally. Borg and Gall say, “The goal of descriptive research is to describe a phenomenon and its

¹ L. R. Gay, Geoffrey E Mills, and Peter W Airasian, *Educational Research Competencies for Analysis and Applications*, Tenth Edit (USA: Pearson Education, 2012), https://yuli-elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E Book Educational Research-2012.pdf.

characteristics”.² In this research, the method was used to describe the use of teaching technology in teaching listening.

C. Research Informant

Research informant in this research was an English teacher at the grade IX MTs Muhammadiyah 22 Padangsidempuan. The English teacher of ninth grade of Mts. Muhammadiyah was chosen because many varieties of learning models in speaking is used at the ninth grade of Mts. Muhammadiyah.

D. Instrument of the Research

Instrument is the important thing in research and as a tool to help the researcher in collecting the data easier and systematically. Marshall and Rossman in Sugiyono said “The fundamental methods relied on by qualitative researchers for gathering information are participation in the setting, direct observation, in-depth interviewing, document review”³. To get the data in this research, the researcher used observation and interview as the instruments of collecting data in this research.

1. Observation

In qualitative research, collecting the data mostly is done in participant observation. Observation is a basic method for obtaining data in qualitative research. Observation method is described as a method to observe and describe the behavior of a subject and it involves the basic

²Borg, W. R and Gall, M.D, *Educational Research*, (New York : Longman, 1989),78.

³ Sugiyono, “Metode Penelitian Kuantitatif Kualitatif Dan R&d,” *Bandung Alf* (Bandung: Alfabeta, 2013), <https://pdfroom.com/books/prof-dr-sugiyono-metode-penelitian-kuantitatif-kualitatif-dan-rd-intro/EBgjeaMkdoN/download>.

technique of simply watching the phenomena until some hunch or insight is gained. Observation used in quantitative research. Furthermore, observation in qualitative research is the conscious noticing and detailed examination of participant behavior in a naturalistic setting.⁴ It means that, observation is the observe of the participant's behavior or daily life of the participant in doing some things. There are several reasons why the observation is used as a collection tool, such as based on direct observation, viewing and observing itself and then record the behavior and events as it happens, can avoid bias and mistakes because less, enable researchers to understand difficult situation.⁵ Based on the explanation above, the researcher would like to do the observation in order to get the data from the participant. The research indicator table can be seen below about learning model in speaking.

Researcher did the interview with the English teacher three times. It was on September,9th 2023, September,16th, and on September,23rd 2023. Researcher took notes of the observation from the English teacher of the ninth grade that include kinds of teaching technology used by the teacher in teaching speaking. Then, researcher took pictures as evident, recorded all of teacher's activity or events in the class and observed classes where teacher taught. Researcher took 5 indicators for observation by Brown. To make it clear, the researcher made it into the table below :

⁴ A and Robert Juanita, *Qualitative Research in Applied Linguistics a Pratical Introduction*, ed. Juanita and Robert A (US: Palgrave Macmillan, 2009).

⁵ Tohirin, *Metode Penelitian Kualitatif Dalam Pendidikan dan Bimbingan Konseling*, ed. Tohirin (Jakarta: Grafindo, PT Raja, 2013).

Table III.1 Indicator of observation in learning model of speaking

No	Learning Model In Speaking
1	Students learn to speak using dialogue
2	Students learn to speak using monologue
3	Students learn to speak using roleplay
4	Students learn to speak using discussion
5	Students learn to speak using presentation ⁶

2. Interview

The next point in collecting the data is interview. Interviews are conversations with a specific purpose. Interview is data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measure in the form of verbal respondents. The researcher uses semi structure interview and use retrospective interview technique. Semi structured is interviews that use protocol interview to help guide the researcher through the interview process but also allow the researcher the flexibility to persuade an idea in a response in more detail. In interview section, the researcher will be gives some questions related to the topic of the research to the participant with the goal to get the clear information about the research.

Gorden in Sidiq and Choiri say “Interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose”.⁷ It means interview is

⁶ H.Douglas Brown, “Teaching by Principles An Interactive Approach to Language Pedagogy.”

⁷Umar Sidiq and Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan* (Ponorogo: Nata Karya, 2019).

data collection techniques aims to make a deepening of the problem you want thoroughly studied.

Interview was used to collect data or information about kinds of learning models of speaking and how the learning models of speaking are used by the teacher in teaching speaking. In this research, interview was conducted with the teacher and was conducted face to face interview with informant and record the entire interview session with voice recorder.

In this research, the researcher as a interviewer gave some questions to the English teacher as a interviewee in order to get some information related to kinds of learning model used by the teacher in teaching speaking. The question of interview is adopted from the indicators by Brwon, and the researcher made it into the table below :

Table III.2 Indicator of interview in learning model in speaking

No	Indicator of interview in learning model in speaking
1	Do students learn to speak using Dialogue?
2	Do students learn to speak using Monologue?
3	Do students learn to speak using Roleplay?
4	Do students learn to speak using Discussion?
5	Do students learn to speak using Presentation?

E. The Technique of Data Collection

Data collection is the result of the research that get from informants.

In this step, the researcher have used two instruments to collect the data. It were observation and interview.

a. Observation

In this step, researcher made some list of observation that the indicators adopted from the indicators of teaching speaking by Brown. Obsevation is

contained of 5 indicators. The researcher have carried out these steps for collecting data, the steps are mentioned below :

1. The researcher design the list of observation based on the indicators by Brown.
2. Researcher asking permission from the teacher to do the observation
3. Observing the learning model in teaching speaking that used by the teacher in the class .
4. Checking the list of observation
5. Took the documentation of observation
6. Finally the researcher collected the data of observation

b. Interview

1. The researcher design the list of intevieiw based on the indicators by Brown.
2. Researcher asking permission from the teacher to do the interview
3. Researcher does the interview with the English teacher.
4. Researcher recorded the answers that gave by the teacher
5. Took notes the answer of the teacher
6. Researcher made the transcript of the voice record.
7. Finding out kinds of learning model used by the teacher in teaching speaking and how the teacher uses the learning model in teaching speaking at MTs Muhammadiyah 22 Padangsidimpuan.

The data in this research will be analyzed by using descriptive. To know the learning model that they used in speaking class the researcher do the interview, observation and documentation.

F. The Technique of Data Analysis

Miles and Huberman argued that activity in qualitative data analysis is done interactively and lasts continuously until complete.⁸ Activities in analyzing the data in qualitative research, there are three steps to be passed that is data condensation, data display, and conclusions drawing or verification.

1. Data Reduction

The number of data obtained from the field is quite large, for that it needs to be recorded carefully and in detail. As has been stated, the longer the researcher is in the field, the more the amount of data will be complex and complicated. For this reason, it is necessary to immediately conduct data analysis through data reduction.

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for the themes and patterns, and discarding unnecessary ones.⁹ Thus, the reduce data were provided a clearer description and make it easier to conduct further data collection.

⁸ Johny Saldana Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis : A Methods Sourcebook*, ed. A. Michael Huberman, 3rd ed. (united States Amarica: SAGE Publications, 2014).

⁹Sugiyono, "Metode Penelitian Kuantitatif Kualitatif Dan R&d."

2. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action.¹⁰ It helps researcher to understand what is happening, and to do something either analyze further or take action based on that understanding. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories and others. Through the presentation of the data, the data will organize, arranged in a relationship pattern, so that it will be easier to understand.

3. Conclusion

The last step in qualitative data analysis is drawing conclusion and verification.¹¹ From the data collection, the researcher drew conclusion from the data that obtained. So that the data can be used for answering the formulation of the problem above.

After collecting the data, the data were analyzed by the procedure as follow:

1. Reducing data or choosing to focus on simplification of data that has been collected both from interview and observation.
2. Displaying data or determining the type and form of data that has been reduced.
3. Draw conclusions or take important information in research.

¹⁰Sugiyono.

¹¹Sidiq and Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan*.

H. Trustworthiness of the Data

In the study, each case must be checked for credibility findings, the research results can be accounted for truth and can be authenticated. Trustworthiness of qualitative research is very important because checking to the trustworthiness of data is used to contradict the assumption of qualitative research is not scientific. As with the effort of checking the credibility of the data from this study.

1. Triangulation

Triangulation in this credibility test is defined as checking data from various sources in various ways and at various times with the following explanation:

a. Triangulation source

Triangulation source to test the credibility of the data is done by checking the data that has been obtained through various sources.¹² Such as the official documents from administration of MTs Muhammadiyah 22 Padangsidempuan like the history of the school, vision, mission, goal, geographical location, organization structure, conditions of teachers, and condition of staffs and students.

b. Triangulation techniques

Triangulation techniques to test the credibility of the data are done by checking the data to the same source with different

¹²Sidiq and Choiri.

techniques.¹³ For example, data obtained by interview, then checked by observation or documentation.

c. Triangulation time

Time also often affects the credibility of the data. Data collected by interviewing techniques in the morning when the informants are still fresh, there are not many problems, will provide more valid data so that more credible. For this reason, in the context of testing the credibility of the data, it can be done by checking interviews, observations or other techniques in different times or situations.

2. Member check

Member check is the process of checking the data obtained by the researcher to the data provider.¹⁴ The purpose of member check is to find out how far the data obtained is in accordance with what is provided by the data provider. The data found is agreed upon by the data providers, it means the data is valid so that is more credible or trusted.

Based on the explanation above, there are two techniques of checking data trustworthiness that can be used in qualitative research. They are triangulation and member check. The researcher used triangulation technique to check data trustworthiness in this research.

¹³Sidiq and Choiri.

¹⁴Sidiq and Choiri.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results after finding the data. This chapter was divided into two, findings, and discussion. The data are going to appear in this chapter as clearly as possible, including information of MTs Muhammadiyah 22 Padangsidempuan, description of research findings followed by kinds of learning model used in teaching speaking and how the teacher used the teaching learning model in speaking based on the observation and interview.

A. Findings

This research had two findings based on the formulation about learning model in speaking at the ninth grade students of Mts Muhammadiyah 22 Padangsidempuan.

1. Kinds of Learning Models in Speaking that used at the Ninth Grade of Mts. Muhammadiyah 22 Padangsidempuan

Researcher made observations and interview related to the learning model in speaking carried out by the teacher with the students in the class. Researcher took six indicators of observation to know the types learning model in speaking used at Mts. Muhammadiyah 22 Padangsidempuan. The results of interview and observation done by the researcher is the teacher used three types of learning models in speaking, they are dialogue, monologue, and role play. To make it clear, researcher made it into the table below :

Table IV.1 Kinds of Learning Models

NO	Indicator	Use or not
1	Dialogue	✓
2	Monologue	✓
3	Roleplay	✓
4	Discussion	X
5	Presentation	X

2. The Implementation of Learning Models that Teacher used at the Ninth Grade of Mts. Muhammadiyah 22 Padangsidimpuan.

a. Result from the Interview

1. Teacher used learning models in delivering material in teaching speaking.

From the observation done by the reseacher, the teacher applied some learning models in speaking. They are dialogue, monolog, and role play. The teacher applied a speaking learning model based on the learning model she used, starting from opening to closing the learning class.

2. Teacher used dialogue models in teaching speaking.

From the observation done by the researcher, researcher found that one of the learning models that teacher used is dialogue. Researcher observed that the teacher opened the class by greeting the student and took the absent firstly. After that the teacher explained what would be done during the speaking lesson such as topic of the lesson, purpose of the lesson, and goals of the lesson. After that the teacher gave the explanation about what would be learning, the

teacher asked the students whether they understand about it. After that, the teacher divided the students into some pairs then teacher gave them a topic that they would be discussed with their respective partners. The teacher gave them topic about hobbies. After dividing the groups, the teacher explained the steps of learning speaking by using dialogue. The student A explained or asked questions to student B regarding the topic about their hobbies such as favourite hobbies. The teacher said that they also have to record whatever information they got from the other student they talked to.

3. Teacher used monologue models in teaching speaking

The teacher also used monologue as the learning model of speaking in her class. Teacher used monologue in her class based on the steps of monologue. First the teacher opened the class by praying together. After that the teacher explained what would be learned today. Then the teacher gave the example how to do monologue. After that the teacher gave them a topic about four of Khulafaurasyidin, After that, each students chose one of Khulafaurasyidin as their topic. Then the teacher gave them about 20 minutes to prepare a description of their topic that they chose which would then be shared with their friends. After everyone has finished preparing, the teacher told them to take their serial numbers at random so that no one knows who would go first. After they told about their Khulafaurasyidin description that they chose before,

other students would ask questions about it so there is a question and answer speaking process occurs between students.

4. Teacher used roleplay models in teaching speaking

The teacher also used roleplay as the learning model of speaking in her class. As usual, the teacher opened the class by praying together. After that, the teacher explained the goals of learning for today. The teacher explained about role play to the students and checked their understanding about it. The step of roleplay that teacher used is first the teacher divided the students into some groups and then gave a topic grocery shopping to the students and the students acted out the characters in that topic, for example acted as cashiers, waiters, visitors, and so on in front of the class. After the role play is over, the teacher gave the critic and feedback of each performance. The teacher said, by using role play the students had a good confidence because role play is one of the funniest learning model.

5. Teacher used discussion models in teaching speaking

Researcher found that the teacher did not use discussion as the learning model of speaking in her class. The teacher said discussion method is unequal participation, it means if we used discussion as a learning model of speaking, some students may dominate the discussion, while others may not feel comfortable participating. This can lead to an unequal distribution of ideas and perspective.

6. Teacher used presentation models in teaching speaking

From the observation done by the researcher, researcher found that the teacher did not use presentation as the learning model of speaking in her class. If the teacher use this method there would be many limitations for students who are still at the junior high school level, such as their effectiveness on the ability of the speaker to delivered the message of their presentation. The speaker also may not be able to set a pace appropriate to the audience's level of understanding.

b. The Result from Interview of this Research

Based on the result of interview done between the researcher and the English teacher of ninth grade Mts. Muhammadiyah 22 Padangsidempuan, the researcher found that the English teacher used three learning models in teaching speaking. They are dialogue, monologue, and role play. The teacher stated :

“ I used three of learning models in speaking, they are dialogue, monologue, and role play ”

Dialogue, monologue, and role play are learning models of speaking which is included in the indicators of learning models studied by researchers.

1. Dialogue

On this indicator, the researcher did the interview with the English teacher to know and to find out whether the teacher uses

dialogue as a model for learning in speaking in that class. The result of this interview is the teacher made dialogue one of the learning models of speaking in the class. The researchers also interviewed teachers about how to use dialogue as a model of learning speaking in the class and what obstacles they encountered when using this learning model. After conducting the interview via voice recorder, the researcher then transcribed the audio to make it easier to analyze the data. The following is the steps of using dialogue as the learning models of speaking. Teacher stated :

“First of all, I will open the class and then explain what will be done during the speaking lesson. I will divide the students into pairs then I will give them a topic that they will discuss with their respective partners. Then person A will explain or ask questions with person B regarding the topic. They have to record whatever information they get from the person they are talking to. For example, I give a topic hobbies and this topic would be discussed with their respective partners, so each pair will talk about their choice topic ”

Based on the teacher, all of the students is willing to activate for dialogue model of learning while speaking class.

Teacher stated :

“This method is very effective because students are free to express themselves through speaking without having to be supervised by the teacher”

English teacher said that she is very satisfying with this model learning of speaking. But there is also the difficulties while using this learning model of speaking. Teacher stated :

“The students are still weak in mastering vocabulary and word pronunciation which is not good and needs to be improved again”

From the interview above, the researcher conclude that the teacher using dialogue as one of model learning speaking in her class. Researcher also found the difficulties of teacher while using dialogue as one of their learning model of speaking such as lack of vocabulary and still need to improve.

2. Monologue

On this indicator, the researcher did the interview with the English teacher to know and to find out whether the teacher uses monologue or not as a model for learning in speaking in that class. The result of this interview is the teacher made monologue one of the learning models of speaking in the class. The researchers also interviewed teachers about how to use monologue as a model of learning speaking in the class and what obstacles they encountered when using this learning model. After conducting the interview via voice recorder, the researcher then transcribed the audio to make it easier to analyze the data. The following is a transcript of the interview: Monologue is one of learning model of speaking that teacher used in her class. Teacher stated :

“Monologue also is one of the learning models that I use in teaching speaking to my students”

The teacher taught monologue as the following steps. Teacher stated:

“Because monologue is an oral communication which is conveyed by one person or it can be said as on side conversation. So I will take the students to computer library and told them about the companions of the Prophet as we know as Khulafaur Rasyidin , after that the students will choose one of khulafaurasyidin as their topic then I will give them about 20 minutes to prepare a description of their respective khulafaurasyidin which will then be shared with their friends. After everyone has finished preparing, I will tell them to take their serial numbers at random so that no one knows who will go first. After they tell about their choice topic, other students will ask questions about it so that a question and answer speaking process occurs between students”

Based on the interview with the English teacher, some students are not willing activate in monologue session. Teacher stated :

“ There are still some students who are afraid to speak in front of the class ”

Because still many students that not participate in this class, the teacher anticipated by took a random number of students performance.

“ I usually anticipate the activeless the students by randomizing the numbers so that there is no reason for each student not to participate in displaying the results in front of the class. In other words, all students must be ready to come forward when their number is called ”

The teacher also said there is also the difficulties of using monologue as the learning model of speaking. Teacher stated :

“The students are still weak in mastering vocabulary and word pronunciation which is not good and needs to be improved again so as to increase the students' confidence in speaking in front of the class ”

From the interview above, the researcher conclude that the teacher using dialogue as one of model learning in speaking in her

class. Researcher also found the difficulties of teacher while using dialogue as one of their learning model of speaking such as lack of vocabulary and less of confidence of the students to speak in front of the class.

3. Roleplay

On this indicator, the researcher did the interview with the english teacher to know and to find out whether the teacher uses roleplay or not as a model for learning in speaking in that class. The result of this interview is the teacher also made roleplay as one of the learning models of speaking in the class. The researchers also interviewed teachers about how to use roleplay as a model of learning speaking in the class and what obstacles they encountered when using this learning model. After conducting the interview via voice recorder, the researcher then transcribed the audio to make it easier to analyze the data.

Based on the interview done by the researcher with the English teacher, the English teacher also like to used role play as the learning model of speaking. Teacher stated :

“I like to teaching speaking by using role play, because by using role play, the students can imagine and acting as a character in the learning topic”

Teacher also said that by using role play as the learning model of speaking, the students are very happy because role play is one of

learning model that fun and creative. The steps of using role play as the learning model of speaking is stated by teacher below :

“I will usually give a topic such as grocery shopping which I will then divide the students into several groups and they will act out the characters in that topic, for example acting as cashiers, waiters, visitors, and so on”

After explained about the steps of using role play as the learning model of speaking, teacher also said that there is no difficulties while teaching speaking by using role play as the learning model.

From the interview above, the researcher conclude that role play is one of learning model in speaking that used by the teacher at this school. The teacher said that role play is very fun learning model because by using role play, the students can acting like an actor on their topic of lesson.

4. Discussion

On this indicator, the researcher did the interview with the english teacher to know and to find out whether the teacher uses discussion or not as a model for learning in speaking in that class. The result of this interview is the teacher does not use the discussion method in class. After conducting the interview via voice recorder, the researcher then transcribed the audio to make it easier to analyze the data. The result of this interview is the teacher did not use discussion as the learning model of speaking because speaking is the method that unequal participation method. Teacher stated :

“I think discussion method is unequal participation, it means if we used discussion as a learning model of speaking, some students may dominate the discussion, while others may not feel comfortable participating. This can lead to an unequal distribution of ideas and perspective.”

From the interview above, the researcher conclude that the teacher using does not use discussion as one of model learning in speaking in her class. The teacher said, discussion method can make some students feel not comfortable while speaking class and will hinder the process of conveying ideas.

5. Presentation

On this indicator, the researcher did the interview with the english teacher to know and to find out whether the teacher uses presentation or not as a model for learning in speaking in that class. The result of this interview is the teacher does not use the presentation method in class. After conducting the interview via voice recorder, the researcher then transcribed the audio to make it easier to analyze the data. The following is a transcript of the interview:

The researcher found that the teacher did not use presentation as the learning model of speaking. The teacher stated :

“If you used this method (presentation) as the learning model, there will be many limitations for students who are still at the junior high school level, such as their effectiveness on the ability of the speaker to deliver the message of their presentation. The speaker also may not be able to set a pace appropriate to the audience’s level of understanding. So, I did not use presentation as one of my learning models of speaking in my class”

Researcher also found that the teacher often used role play as the learning model of speaking in her class. Teacher stated :

“I prefer to use dialogue and role play which in my opinion are more effective for junior high school students who must be taught using interesting and fun methods”

From the interview on those five indicators about learning model in speaking at ninth grade of Mts. Muhammadiyah 22 Padangsidempuan, the researcher took the conclusion that the teacher using dialogue, monologue and roleplay as their learning model of speaking class. The students prefer to use role play as a learning model in learning speaking, because role play is a fun learning model.

To make it easier to analyze the indicators from the interview above, the researcher made them into the table below:

NO	Indicator	Use or not
1	Dialogue	✓
2	Monologue	✓
3	Roleplay	✓
4	Discussion	X
5	Presentation	X

From the observation and interview done by the researcher, researcher concluded that the teachers used dialogue, monologue, and roleplay as the learning models of speaking. The teachers used the steps based on the rules of learning models of speaking.

B. Discussion

Based on the research findings about learning model in speaking at ninth grade of Mts. Muhammadiyah 22 Padangsidempuan, the researcher conclude that learning model of speaking that used by the teacher are dialogue, monologue, and roleplay. The researcher also found several conveniences and difficulties in applying each learning model. The benefits that obtained from each learning model including the students feel enthusiastic about learning because they use fun learning models such as roles that require students to act like actors. Apart from the benefits obtained, there are also difficulties experienced by the teacher such as there are still students who are reluctant to participate and the students' vocabulary knowledge is weak.

From the interview, researcher found that teacher used three learning model, they are dialogue, monologue, and roleplay. Roleplay is the type of learning model that is most liked by students. From the observation that has done by the researcher, researcher also conclude that the teacher teached learning models in speaking is in a good and correct way, so that it can makes easier for students to receive lessons and increase students' level of self-confidence.

In this study, there are also similiraties research with the research done by Pratama and Awaliyah that has purpose to know what are teacher's

strategies in teaching speaking to young learners.¹ The conclusions of this this research is the teacher used some strategies to teaching speaking such as role play, watching videos, jazz chant, and digital story telling. Related to the findings of this research, the similarity with this research is that both use role play as a teaching strategy in speaking, and the difference is that the research conducted by Awaliyah used more varied teaching strategies.

The next similar research to this study is done by Mapossa that has research to know how significant dialogue strategy to improve students speaking ability.² The conclusion of this research is The application of dialogue is could improving the students speaking ability at the tenth of SMKT Somba Opu Sungguminasa in terms of speaking fluency, because the application of used dialogue can help students to generate their idea and also improve their pauses. The similarities between this research is bot of them are used dialogue as one of learning models in teaching speaking. The teacher also said that used dialogue as the learning models of speaking can improve students speaking skill.

The third similar research is done by Budyanto and Haryanto that has purpose to prove that presentation is the best model for teaching speaking for adults students.³ Budyanto and Haryanto said presentation model is appropriate and suitable for adult students and it has much strength for

¹ Yuda Pratama and Awaliyah, "Teacher's Strategies in Teaching Speaking to Young Learners."

² Mapossa, "Improving the Student's Speaking Ability Through Dialogue."

³ S M. Budyanto and Sigit Haryanto, "Presentation, The Best Model for Teaching Speaking for Adults Students," *Jurnal VARIDIKA* 31, no. 1 (2019): 17–28, <https://doi.org/10.23917/varidika.v1i1.8900>.

improving the students speaking ability. Presentation model helps students to practice a lot in their speaking. These model gives a lot of oppurtunity for students to explore and express their ability in speaking, It also gives them special freedom to express their minds, desires, feelings and ideas through speaking. The similarities between both of them is the researcher also made presentation as one of indicators of learning models in this research but the differences between them is on the research done by the researcher, researcher fonud that the teacher did not use presentation as one of the learning models in teaching speaking.

The fourth similar research is done by Jannah, Salija, and Basri that has purpose to know how is the implementation of role play approach in teaching speaking.⁴ The conclusion of this research is the Implementation of role play approach improves not only the students' ability in speaking but also the level of active students' participation in the process of teaching and learning. The interaction between teacher and students and the students among the students become so alive because there are sharing and discussing more often. Related to the findings of the research, there is a similarity between both of the research, it is both of them used role play as the learning models of teaching speaking. The differences between them is the research done by Jannah just used role play as the learning models, but the findings of the researcher is the teacher used dialogue, monolog, and role play as the learning models of teaching speaking.

⁴ Raodhatul Jannah, Kisman Salija, and Muhammad Basri, "The Implementation of Role Play Approach in Teaching Speaking," no. 2004 (2010), <http://eprints.unm.ac.id/18338/>.

From the related research above, this research had the similarity from the previous research to know what kinds of learning models that used in the class and how is the implementation of the learning models in speaking that used in the class.

C. Trustworthiness the Data

Based on data trustworthiness by using triangulation technique, the researcher used the triangulation technique to compare the data from interview and observations. It was seen that the data from interview and observations were same. The data include of the kinds of learning models in speaking that used by the teacher and how is the implementation of learning models that used in teaching speaking. So, based on that result, the data of this research were accurate and credible.

D. Treats of the Research

Treats of this research was The scheduled time for observation and interview with the teacher did not match because the teacher had an emergency that could not be left behind so the observation and interview process was delayed. Then some students were less cooperative when observing because they were embarrassed to be monitored while carrying out several learning models in speaking

CHAPTER V

CLOSING

A. Conclusion

After conducted the research and did the observation and interview with the English teacher of the ninth grade of Mts. Muhammadiyah 22 Padangsidempuan, researcher took the conclusion above :

1. The English teacher of the ninth Grade of Mts. Muhammadiyah 22 Padangsidempuan used three types of learning models in teaching speaking. They are dialogue, monologue, and role play.
2. The English teacher of Mts. Muhammadiyah 22 Padangsidempuan teached that three of learning models in right way. From the observation done by the researcher, the teacher gave the topic of the lesson and explained how is dialogue, monologue, and roleplay in speaking, and then the teacher gave feedback to students. Based on the findings of this research, The use of dialogue as a learning model in speaking is good and can be followed by students, then the use of monologue and role play is also good as a learning model in speaking because it is able to make students more active and participate in speaking activities. of the three learning models in speaking, students tend to like role play more because in role play students are given the freedom to express words or utterances in interaction activities in role play, besides that role play is also a fun learning strategy so that it can increase the confidence level of students in speaking.

Learning models in speaking also enable students to speak and expressed their ideas and their feelings.

B. Implication

Implication is a consequence or direct result of findings a scientific study. The result of this thesis is about learning model in speaking that used in ninth grade of Mts. Muhammadiyah 22 Padangsidempuan. Based on the result of this study, the teacher used three learning model of speaking, they are dialogue, monologue, and roleplay.

The result of this study are expected to has benefit for teacher and for the reader. This research is provide to teachers to see the learning model in speaking that suitable and appropriate ti enhance their speaking skill. The teachers can use this study as the references for learning model in speaking class. This research also will be usefull for the reader or other researcher as a reference to find out the learning model in speaking that suitable for the students.

C. Suggestion

Based on the conclusion above, the researcher recommended some suggestion for the teacher. Teachers are suggested to use the various of teaching learning models because they can help the teachers to display material, the use of teaching learning model making teaching more exciting and may give more attention for selecting and preparing the tools that will be shown or given in the classroom, such as choosing good model speaking as teaching material, also make a second planning to face the problem which

may be found, and it has purpose to make sure that the learning activity will be finished well without any trouble.

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APPENDIX I

(Observation Checklist)

Observation for the teacher instructional Implementation learning model
in teaching speaking.

Teacher's Name : Saulina Hasibuan, S.Pd

Class : IX

No.	Pernyataan	Ya	Tidak	Bagaimana Penerapannya
1.	Guru menggunakan learning model dalam menyampaikan materi dalam mengajar speaking?			
2.	Guru menggunakan model roleplay dalam mengajar speaking			
3.	Guru menggunakan model dialogue dalam mengajar speaking			
4.	Guru menggunakan model monologue dalam mengajar speaking			
5.	Guru menggunakan model diskusi dalam mengajar speaking			
6.	Guru menggunakan model presentasi dalam mengajar speaking			

APPENDIX II

(Result of Observation)

Results of observation for the teacher instructional implementation of learning model in Teaching Speaking

Nama guru : Saulina Hasibuan, S.Pd

Hari dan Tanggal : 09 September - 23 September 2023

No.	Pernyataan	Ya	Tidak
1.	Guru menggunakan learning model dalam menyampaikan materi dalam mengajar speaking.	✓	
2.	Guru menggunakan model dialogue dalam mengajar speaking	✓	
3.	Guru menggunakan model monologue dalam mengajar speaking	✓	
4.	Guru menggunakan model roleplay dalam mengajar speaking	✓	
5.	Guru menggunakan model discussion dalam mengajar speaking		✓
6.	Guru menggunakan model presentation dalam mengajar speaking		✓

APPENDIX III

(Observation Notes)

NO	Date and Time	Learning Model	Application on Class
1	Saturday, 09 September 2023	Dialogue	<p>Pre Teaching :</p> <p>a. The teacher opens the class by greeting the students and praying together - The teacher explains the lesson that will be studied today</p> <p>While Teaching:</p> <p>a. Teacher gave topic about hobbies b. Students tell and share their hobbies to their partners</p> <p>Post Teaching :</p> <p>a. Teacher gave the explanataion and feedback about the lesson</p>
2	Saturday, 16 September 2023	Monologue	<p>Pre Teaching :</p> <p>a. The teacher opens the class by greeting the students and praying together b. The teacher explains the lesson that would be studied today</p> <p>While Teaching :</p> <p>a. The teacher tooks the students to the computer laboratory b. The teacher shows the Khulafaurasyidin video c. The teacher asks students to choose a topic from the 4 khulafaurasyidin d. The teacher gave time to prepare for 20 minutes e. Once ready, students told about the topic they chose to other friends in front of the class and then other students will provide responses.</p>

			<p>Post Teaching :</p> <p>a. Teacher gave the explanataion and feedback about the lesson</p>
3	Saturday, 23 September 2023	Roleplay	<p>Pre Teaching :</p> <p>a. The teacher opened the class by greeting the students and praying together</p> <p>b. The teacher explained the lesson that would be studied today</p> <p>While Teaching :</p> <p>a. Teacher explained the lesson about transactional text with the topic grocery shop</p> <p>b. Teacher devided the students into some team</p> <p>c. Students made their transcript and devided their team to some actor</p> <p>d. Students presented their drama in front of class</p> <p>Post Teaching :</p> <p>a. Teacher gave the explanataion and feedback about the lesseon</p>

APPENDIX IV

(Transcript Of Interview)

- MA : Assalamu'alaikum Ma'am
- SH : Wa'alaikumsalam Wr.Wb
- MA : My name is Mahmul Anshary Nabasa Siregar from State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan Ma'am
- SH : Okey, is there something that I can help you ?
- MA : I intend to conduct an interview with Ma'am as the English teacher for class IX which aims to complete my thesis entitled about learning models of speaking in ninth grade of Mts. Muhammadiyah 22 Padangsidempuan. Would you like to be a source for my data?
- SH : Of course, let me help you
- MA : Do you use dialogue as a learning model in the speaking class that you teach ma'am ?
- SH : Yes, dialogue is one of the learning models that I use in teaching speaking to my students.
- MA : So how do you teach speaking using the dialogue model to your students ma'am ?
- SH : First of all, I will open the class and then explain what will be done during the speaking lesson. I will divide the students into pairs then I will give them a topic that they will discuss with their respective partners. Then person A will explain or ask questions with person B regarding the topic. And they have to record whatever information they get from the person they are talking to. For example, I give a topic hobbies and this topic would be discussed with their respective partners, so each pair will talk about their choice topic.
- MA : When carrying out this lesson, will all students be willing and willing to participate, ma'am?
- SH : I don't think so, because this method is very effective because students are free to express themselves through speaking without having to be supervised by the teacher.

MA : Does that mean you are very satisfied with this learning model, ma'am?

SH : Yes, of course.

MA : Are there any other difficulties that you feel when using dialogue as a learning model in learning speaking in class?

SH : The students are still weak in mastering vocabulary and word pronunciation which is not good and needs to be improved again.

MA : How about monologue, do you use monologue as a learning model in the speaking class that you teach ma'am ?

SH : Yes, monologue also is one of the learning models that I use in teaching speaking to my students.

MA : So how do you teach speaking using the monologue model to your students mam ?

SH : Because monologue is an oral communication which is conveyed by one person or it can be said as on side conversation. So I will took the students to computers library and and told them about the companions of the Prophet as we know as Khulafaur Rasyidin , after that the students will choose one of khulafauryidin as their topic then I will give them about 20 minutes to prepare a description of their respective khulafauryidin which will then be shared with their friends. After everyone has finished preparing, I will tell them to take their serial numbers at random so that no one knows who will go first. After they tell about their choice topic, other students will ask questions about it so that a question and answer speaking process occurs between students.

MA : When carrying out this lesson, will all students be willing and willing to participate, ma'am?

SH : Not all, there are still some students who are afraid to speak in front of the class.

MA : How do you anticipate this ma'am ?

SH : I usually anticipate this by randomizing the numbers so that there is no reason for each student not to participate in displaying the results in front of the class. In other words, all students must be ready to come forward when their number is called.

MA : Are there any other difficulties that you feel when using dialogue as a learning model in learning speaking in class?

SH : The students are still weak in mastering vocabulary and word pronunciation which is not good and needs to be improved again so as to increase the students' confidence in speaking in front of the class.

MA : And then how about roleplay, do you use roleplay as a learning model in the speaking class that you teach ma'am ?

SH : Of course, I like to teaching speaking by using role play, because by using role play, the students can imagine and acting as a character in the learning topic.

MA : Are the students very happy with this role play learning model ma'am ?

SH : You could say that, because today's students prefer learning that uses creative and fun methods.

MA : So how do you teach speaking using the roleplay model to your students mam ?

SH : I will usually give a topic such as grocery shopping which I will then divide the students into several groups and they will act out the characters in that topic, for example acting as cashiers, waiters, visitors, and so on.

MA : Are there any obstacles you face when using roles as a model for learning speaking during the learning process?

SH : I think no

MA : Do you use discussion as a learning model in the speaking class that you teach ma'am ?

SH : No, I did not use it

MA : What is your reason ma'am ?

SH : Because I think discussion method is unequal participation, it means if we used discussion as a learning model of speaking, some students may dominate the duscussion, while others may not feel comfortable participating. This can lead to an unequal distribution of ideas and perspective.

MA: Do you use presentation as a learning model in the speaking class that you teach ma'am ?

SH : It seems like I rarely use it, more like I don't use it.

MA : What is your reason to not use presentation as your learning model of speaking in your class ma'am ?

SH : Because in my opinion, if you use this method there will be many limitations for students who are still at the junior high school level, such as their effectiveness on the ability of the speaker to deliver the message of their presentation. The speaker also may not be able to set a pace appropriate to the audience's level of understanding.

MA :Of the five learning models of speaking that I asked Ma'am, which one do you like more and often use in class?

SH : I prefer to use dialogue and role play which in my opinion are more effective for junior high school students who must be taught using interesting and fun methods.

MA : I see, thank you so much for the answer from ma'am regarding the interview I conducted regarding the teaching model of speaking in this ninth grade school. May you always be blessed with health and blessings.

SH : Your wellcome, Aamiin Allahumma Aamiin. May Allah bless us.

APPENDIX V

(Documentation)

1. Researcher did the observation



2. Researcher did interview with the English teacher



3. Students applied dialogue as the learning model of speaking



4. Students applied monologue as the learning model of speaking



5. Students applied role play as the learning model of speaking



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Yth:

1. Dr. Hamka, M.Hum. (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

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Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui

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Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Learning Model In Speaking At The Ninth Grade MTs Muhammadiyah 22 Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

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Adalah benar telah melaksanakan Penelitian di MTs. Muhammadiyah 22 Padangsidempuan dimulai Tanggal 09 September s/d 21 Oktober 2023 dengan Judul :

“ LEARNIG MODEL IN SPEAKING AT THE NINTH GRADE MTs. MUHAMMADIYAH 22 PADANGSIDEMPUAN.”

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Padangsidempuan, 21 Oktober 2023
Kepala Madrasah

AFIFUL HAKIM SIREGAR, S.Pd