TEACHERS' PROBLEMS IN TEACHING SPEAKING AT GRADE VIII IN MTsN SIALAGUNDI KECAMATAN SIPIROK

A THESIS

Submitted to the English Education Study Program of State College for Islamic Studies Padangsidimpuan in Partial Fulfillment of Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program

BY:

LAILA SARI MATONDANG
Reg. No: 07 340 0092

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PADANGSIDIMPUAN
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2012

DECLATARION LETTER OF WRITING OWN THESIS

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Title of Thesis : **Teachers' Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisor team and without doing plagiarism along with the students' ethnic code in article 14 subsections 2.

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Padangsidimpuan, 16 May 2012
Declaration Maker,

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		Di-
		Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Setelah membaca, meneliti dan memberikan saran- saran untuk perbaikan seperlunya terhadap skripsi **a.n. Laila Sari Matondang,** yang berjudul: **"Teachers' Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok",** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas- tugas dan memenuhi syarat- syarat untuk mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah Program Study Tadris Bahasa Inggris Padangsidimpuan.

Untuk itu dalam waktu yang tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam Sidang Munaqasyah.

Demikian kami sampaikan atas perhatian dan kerja sama dari Bapak, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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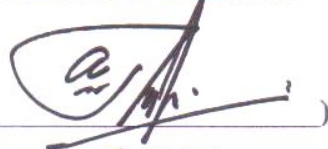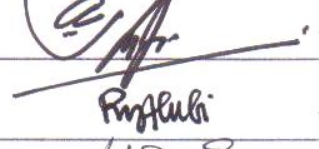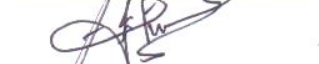NIP. 19570719 199303 1 001   NIP. 19760610 200801 1 016

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GRADE VIII IN MTsN SIALAGUNDI KECAMATAN SIPIROK

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                                KECAMATAN SIPIROK

Ditulis oleh   **: LAILA SARI MATONDANG**
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Telah dapat diterima sebagai salah satu syarat memperoleh
gelar Sarjana Pendidikan Islam.

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ACKNOWLEDGEMENT

This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidimpuan, 16 May 2012

LAILA SARI MATONDANG
NIM: 07 340 0092

ABSTRACT

Name : **Laila Sari Matondang**
Reg. No : 07 340 0092
Title : Teachers' Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok

   This research is taken based on fact of teachers' problems in teaching speaking. The researcher found many problems such as lack of using English when speak in public speaking activity and communicating in classroom. The aims of this research were to know the teachers' activities in teaching speaking, to know the teachers' problems in teaching speaking, to know the solve for teachers' problems in teaching speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok.

   This research used qualitative approach. The instrument of data collecting that used in this research were observation, interview. Then the data analyzed by using logical descriptive.

   After getting the result of the research, it can be concluded that Teachers' Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok. The researcher found that there were some teachers' problems in teaching speaking at grade VIII in MTsN Sialagundi Kecamatan Sipirok, they are: Provide subject matter and media study, defining learning objectives, lack of student discipline, use three languages in teaching, lack of student interest in learning speaking, low traffic speaking students. To solve the Teachers' Problems in Provide subject matter and media study, defining learning objectives, lack of students' discipline, use three languages in teaching, lack of students' interest in learning speaking, low traffic speaking students.

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Assalamu 'Alaikum Wr. Wb

Dengan hormat, disampaikan kapada Bapak/ Ibu bahwa berdasarkan hasil Tim pengkajian Kelayakan Judul Skripsi, telah di tetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut :

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Judul skripsi   : **TEACHERS' PROBLEMS IN TEACHING SPEAKING AT**

GRADE VIII IN MTSN SIALAGUNDI KECAMATAN SIPIROK

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan pembimbing II penilitian penulisan Skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerja sama yang baik dari bapak/Ibu, kami ucapkan terima kasih.

Wassalamu 'alaikum Wr.Wb.

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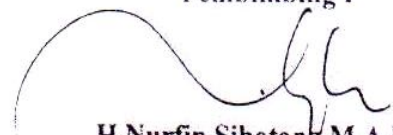
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Kepada Yth,
Kepala MTsN Sialagundi
Kecamatan Sipirok
di-
       Tempat.

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

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Nomor induk mahasiswa   : 07. 340 0092
Jurusan/prog.Studi   : Tarbiyah/TBI
Alamat   : Jl. S.M Raja No 178 Padangsidimpuan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **" Teachers' Problem In Teaching Speaking At Grade VIII In MtsN Sialagundi Kecamatan Sipirok".**

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

Pembantu Ketua I

an Saleh Dalimunthe.MA
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Sti.14/B.2/PP.00.9/104/2012,tanggal 18 Januari 2012 perihal Mohon Bantuan Informasi Penyelesaian

Skripsi,Kepala MTsN Sipirok Kabupaten Tapanuli Selatan,Provinsi Sumatera utara dengan ini menerangkan

bahwa ;

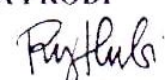|	
Nama	: LAILA SARI MATONDANG
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JURUSAN/Prog.Study	: Tarbiyah/TBI
Alamat	: Jl.S.M Raja No 178 Padangsidimpuan
Judul Skripsi	: *" TEACHERS'PROBLEM IN TEACHING SPEAKING AT GRADE VIII IN MTsN SIALAGUNDI KECAMATAN SIPIROK"*

Telah melaksanakan penelitian di Madrasah Tsanawiyah Negeri Sipirok pada bulan Januari 2012.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Sipirok, 1 Maret 2012
K E P A L A

SABBAN SIREGAR,S.Pd
NIP. 196910121999031006

APPENDIX I

A. Interview with Principal of MTsN Sialagundi Kecamatan Sipirok

1. Apakah yang melatar belakangi berdirinya MTsN Sialagundi Kecamatan Sipirok?

   What does the background for the establishment of MTsN Sialagundi Sipirok?

2. Bagaimana letak geografis MTsN Sialagundi Kecamatan Sipirok?

3. How does geographical location of MTsN Sialagundi Kecamatan Sipirok?

4. Bagaimana kondisi Infrastuktur MTsN Sialagundi Kecamatan Sipirok?

   How does condition of Infrastructure MTsN Sialagundi Kecamatan Sipirok?

5. Bagaimana kondisi guru dan murid MTsN Sialagundi Kecamatan Sipirok?

   How Conditions of Teachers and Students MTsN Sialagundi Sipirok?

6. Bagaimana menurut Bapak kemampuan speaking siswa kelas VIII MTsN Sialagundi?

   How do you thing about students' speaking ability in MTsN Sialagundi Sipirok?

7. Bagaimana menurut Bapak permasalahan guru dalam mengajar speaking di Kelas VIII MTsN Sialagundi Kecamatan Sipirok?

   How do you thing about teachers' problems in teaching speaking in teaching MTsN Sialagundi Sipirok speaking?

8. Apakah yang Bapak lakukan untuk mengatasi masalah guru dalam mengajarkan speaking siswa kelas VIII MTsN Sialagundi Kecamatan Sipirok?

How you solve teachers' problems in teaching speaking at Grade VIII in MTsN Sialagundi Sipirok?

B. Interview with English Teacher

1. How do you think about students' speaking ability at grade VIII in MTsN Sialagundi Kecamatan Sipirok?

2. How do you think about your ability in teaching speaking at grade VIII in MTsN Sialagundi Kecamatan Sipirok?

3. What are your activities in teaching speaking at grade VIII in MTsN Sialagundi Kecamatan Sipirok?

4. What are your problems in teaching speaking at grade VIII in MTsN Sialagundi Kecamatan Sipirok?

5. What the solution to solve the problems in teaching speaking at grade VIII in MTsN Sialagundi Kecamatan Sipirok?

6. Do you feel your problems in teaching speaking have affected to students speaking ability at grade VIII in MTsN Sialagundi Kecamatan Sipirok?

C. Interview with Students

1. Bagaimana menurut anda kemampuan speaking anda?

   How do you think about your speaking ability?

2. Bagaimana menurut anda aktifitas belajar mengajar speaking di kelas?

   How do you think about the activities of teaching and learning speaking in your class?

3. Kenapa kemampuan speaking anda rendah?

   Why your speaking ability was low?

4. Apakah anda selalu belajar keras untuk belajar speaking?

   Do you always study hard to learn speaking lesson?

5. Bagaimana pendapat anda menganai kemampuan guru bahasa Inggris dalam mengajarkan speaking?

   How do you think about the English teachers' ability in teaching speaking?

6. Apakah anda merasa kemampuan guru dalam mengajar berpengaruh pada kemampuan speaking anda?

   Do you feel teacher' problems in teaching speaking affected to your speaking ability?

A. Guidance of Observation

1. Location of MTsN Sialagundi Sipirok.

2. Teachers' activities in teaching speaking.

3. Teachers' problems in teaching speaking at grade VIII in MTsN Sialagundi Kecamatan Sipirok.

4. Solutions for teachers' problems in teaching speaking at Grade VIII MTsN Sialagundi Kecamatan Sipirok.

5. The effects of teachers' problems in teaching speaking to students' speaking ability at Grade VIII MTSN Sialagundi Kecamatan Sipirok.

DOCUMENTATION OF OBSERVATION

Picture 1: The Road to MTSN Sialagundi Kecamatan Sipirok

Picture 2: The Gate of MTSN Sialagundi Kecamatan Sipirok

Picture 3: Information Centre of MTSN Sialagundi Kecamatan Sipirok
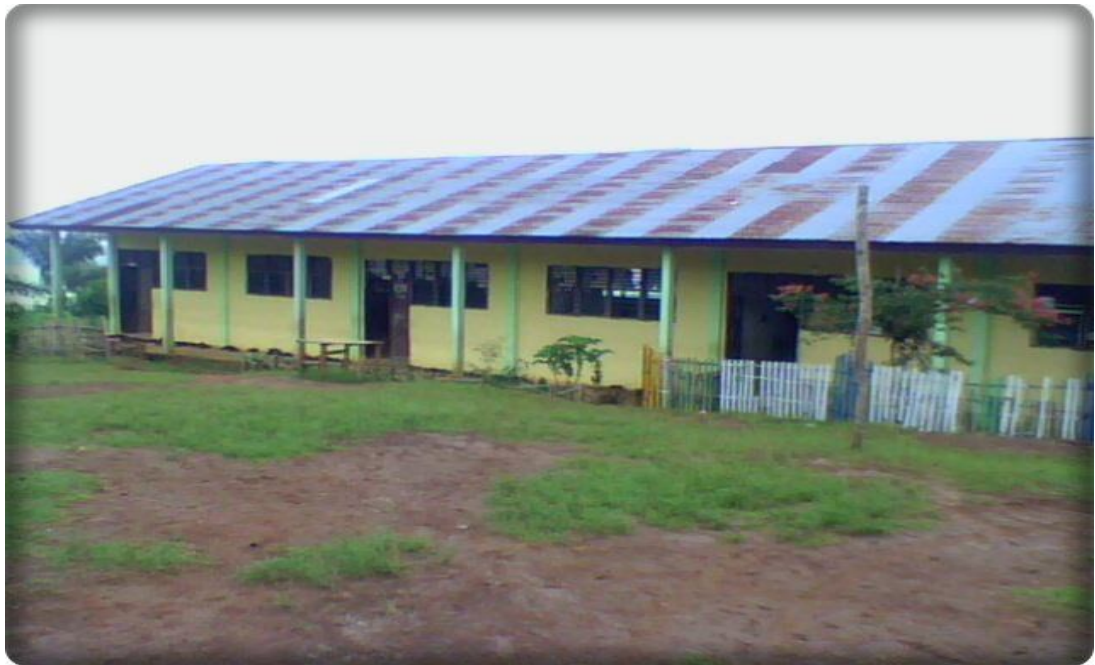
Picture 4: Classroom of MTSN Sialagundi Kecamatan Sipirok

Picture 5: The Teacher explain activities in teaching speaking

Picture 6: The students are studying

Picture 7: The students kidding in learning activities

Picture 8: The students are discuss about top issue

Picture 9: The student are speaking in front of class

Picture 10: The student are explain about their discussion

Picture 11: The students are doing a conversation

Picture 12: Researcher is interviewing the students

CURRICULUM VITAE

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Sex   : Female

Address   : Jl. SM. Raja, No. 178 Padangsidimpuan

Parents Name

    1. Father Name   : (The Late) Agus Salim Matondang

    2. Mother Name   : (The Late) Nurmayani Siregar

Education Background

    1. Primary School   : SD Negeri 116242 Aeklatong, year finish 2000

    2. Junior High School   : SMP Negeri 1 Sipirok, year finish 2003

    3. Senior High School   : SMK Negeri 1 Sipirok, year finish 2006

    4. Institute   : Entered State Collage for Islamic Studies (STAIN)

          Padangsidimpuan, year 2007.

CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is a tool to shape our thoughts, feelings, desires and deeds as well as tools to influence the form of symbols generated by the human sensory organs with a compact system in the brain. Language helps us to fulfill our potential, to share our inner selves with others, or to act the world powerfully.[1]

English should be studied because of the extent of use as the language of international communication. To be able to communicate with people of different cultural backgrounds and nationalities, English is the main option that is often used in communication.

Unfortunately, not all students succeed in learning English. Most students say that English is difficult, it can be seen from their daily lives, where they never speak English, even when they have the subject of English, and they are lazy to practice English. They still use their own language, and the other students think that English only as a foreign language. So, they think English is not important for them to learn, especially speaking.

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[1]Lynne T. Diaz-Rico. *Strategies for Teaching English Learners, Second Edition* (USA: Person Education, Inc, 2008), p. 1.

Teaching and learning activities in class are not just a mere knowledge transfer activities, but even further in terms of preparation and formation of a more competent generation in areas. Teaching and learning activities that are carried out in class are not as easy like in the soap opera that is "suddenly" become smart without maximum effort from teachers, students, schools and other aspects that affect the education itself.

Taking part in the lecture field practice activities (PPL) in MTsN Sialagundi Kecamatan Sipirok, researcher found the problem in learning English process. Some students are reluctant even lazy to learn English, awkwardness, and all of them are evident when researcher asked them to speak their experience for holiday. Most of students could not do it well in English.[2]

The most obvious problem come from routine every morning in MTsN Sialagundi Kecamatan Sipirok, it morning assembly. Each student in MTsN will turn to speak at the field students make speech in 3 languages, were Indonesian, Arabic and English.[3]

During researcher PPL in MTsN Sialagundi Kecamatan Sipirok, many students who had appeared to make a speech, would keep it just only a few can make a speech, especially in English. Whereas the speech was to be prepared

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[2]Learning Activity. *Pre Observation*, at Grade VIII in MTsN Sialagundi Kecamatan Sipirok, at 14th February 2011.

[3]Activity of Morning Assembling. *Pre Observation,* at MTsN Sialagundi Kecamatan Sipirok, at 2nd February 2011.

from two weeks before the student gets a turn to move ahead. This is the opposite of reality couple that is expected, in view of the clock to learn English there four hours provided by the school they should already be able to at least say a few words in English correctly. From this fact the researcher tried to find out and ask the English teacher of MTsN Sialagundi Kecamatan Sipirok, what are teachers' problems in teaching speaking.

Therefore, here the researcher states her mind on discussing the research about, **Teachers' Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok.**

B. Identification of the Problems

Based on pre observation, there were many problems may occurred among teaching speaking activities. Speaking has been difficult lesson for students in MTsN Sialagundi Kecamatan Sipirok. They have not speak English when they have Speaking subject and when they public speaking in yard of school.

In area school they were lazy to practice English. They used to use their own language in communication. These facts made teachers difficult to give lessons well. The students habitual have made them not grow in speaking ability.

C. Focus of the Research

The researcher focuses her discussion on "**Teachers' Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok".**

D. Formulation of the Problems

In conducting the research, the researcher describes the formulation of the problem, as follows:

1. What are teachers' activities in teaching speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok?

2. What are teachers' problems in teaching speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok?

3. What are solutions for problems towards teaching and learning speaking process at Grade VIII in MTsN Sialagundi Kecamatan Sipirok?

E. Aims of the Research

Based on above formulation of the problem, the researcher determines the aims of the research, as follows:

1. To know the teachers' activities in teaching speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok.

2. To know the teachers' problems in teaching speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok.

3. To know the solutions for problems towards speaking teaching-learning process at Grade VIII in MTsN Sialagundi Kecamatan Sipirok.

F. Significances of the Research

The result of the Research is expected to be useful for:

1. Principle, to give suggestion to English teachers at MTsN Sialagundi Kecamatan Sipirok to improve learners' ability in English especially speaking.

2. Teachers, to compare and to improve their knowledge especially problem solving about teaching speaking problems.

3. Readers and students, to enrich the scientific writing in speech especially in speaking ability.

4. Researchers, as references for next researchers in the same problem and for the other writers in conducting further research in the same topic.

G. Definition of Operational Variables

To avoid ambiguity in this research, researcher made definition of operational variables, as follows:

1. Teacher

Teacher is a job or a profession who has had special skills.[4] Teacher is a major holder in teaching and learning process.[5]Teacher is who controlled students, feel time is being wasted.[6]

From the definition above researchers conclude that the teacher is a person who provides education for students. In this research, researcher will research English teacher of Grade VIII at MTsN Sialagundi Kecamatan Sipirok.

2. Problems

Problem is a thing that is difficult to deal with or understand.[7] Problem is an obstacle which makes it difficult to achieve a desired goal, objective or purpose if reveres to a situation, condition or issue that is yet unresolved. In a broad sense, a problem exists when an individual became aware of a significant difference between what actually is and what desires are.[8]

According to researcher problem is word used to describe a condition that comes from the relationship between two or more factors that result in a confusing situation or something that is inconsistent with the truth.

---

[4] Moh. Uzer Usman. *Menjadi Guru Profesional (*Bandung: Rosdakarya, 2006), p. 5.
[5]Ahmad Sabri. *Strategi Belajar Mengajar Micro Teaching* (Jakarta: Quantum Teaching, 2005), p. 68.
[6] Jeremy Harmer. How to Teach English Language Teaching (England: Longman, 1998), p. 1-2.
[7]A S Hornby. *Oxford Advanced Learner's Dictionary of Current English sixth Edition* (New York: Oxford University Press, 2000), p.1049.
[8] http://en.wikipedia.org/wiki/problem.

The problem will be research in this research is teachers' problems in teaching speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok.

3. Teaching

Teaching is the guidance of learning activities.[9] Teaching is a process give helping or support for students in teaching and learning activity.[10]

According to researcher teaching is a process of science delivery. In this research, researcher will research teaching process at Grade VIII in MTsN Sialagundi Kecamatan Sipirok.

4. Speaking

Speaking is the action of conveying information or express one's thoughts and feelings in spoken language.[11] Speaking is fundamentally an instrument act.[12]

Further, speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.[13]

According to researcher speaking is a tool of communication, gives information, knowledge, feeling, idea, opinion and experience, process of

---

[9] Ahmad Sabri. *Op. Cit*, p. 6.
[10] Syaiful Bahri Djamarah. *Guru dan Anak Didik Dalam Interaksi Edukatif Suatu Pendekatan Teoritis Psikologis* (Jakarta: Rineka Cipta, 2006), p. 39.
[11] A S Hornby. *Op. Cit*, p. 1289.
[12] Clack and Clark. *Psychology and Language* (New York: Hardcourt Brace Javanovian Inc, 1977), p. 233.
[13] Jeremy Harmer. *The Practice of English Language Teaching* (London: Longman, 2001), p. 269.

building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Teachers' Problems in Teaching Speaking is the problem faced by teachers in teaching speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok.

H. Outline of the Thesis

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follows:

In the chapter one, it consisted of the background of the problem was researcher found students' ability in speaking was low. It can be known from the skill of students. Formulation the problems consist of to know the teachers' activities in teaching speaking, teachers' problems in teaching speaking, problem solving for teachers' problems in teaching speaking. The aims of the research were what the teachers' activities, problems, problem solving. The significances research useful for principle, teachers, readers, students, and researchers.

In the chapter two, it consists of the theoretical description was aspect of teaching speaking and teacher problems in teaching speaking, review of related findings was Sokhipa Siregar and Shaulia Febrioldini Elwan, and the conceptual framework.

In the chapter three, it consists of research methodology was method of research qualitative research, the schedule of research was January up to February 2012, the location of research was MTsN Sialagundi Kecamatan Sipirok, the source of research consist of primary data and secondary data, the technique of data collection and interview was observation, and the technique of data trustworthiness was triangulation, the technique of data analysis was logical description.

In the chapter four, it consist of the result of the research consisted of general findings was the short story of MTsN Sialagundi Kecamatan Sipirok, the geographical, teachers and students condition and specific findings was description of teachers' activities in teaching speaking, teachers' problems in teaching speaking, problems solving for teachers' problems in teaching speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok.

In chapter five, it consists of conclusion and suggestion from teachers' activities in teaching speaking, teachers' problems in teaching speaking, problems solving for teachers' problems in teaching at Grade VIII in MTsN Sialagundi Kecamatan Sipirok. Suggestions give for principle, teachers, students, and other researcher.

CHAPTER II
THE THEORETICAL DESCRIPTION

A. Theoretical Description

1. Definition of Teachers' Problems

Teacher is a person whose job is teaching, especially in a school. [1] In process of learning the teacher is the one who gives lessons is a person who provides education for pupils (children) and students (adults).[2]

Teacher is a person to know or be able to do something or give a person knowledge or skill.[3] Teacher is a major type, leader and identification for students and society.[4]

According to Syaiful Bahri djamarah he said, "Teacher is figures of architecture that can establish and build the personality of students become a useful person for religion, homeland and nation".[5]

From definition above, researcher conclude teacher is a person who have a job to teach, educate, and transfer science to students in charge and

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[1] A S Hornby, *Oxpord Advanced Learner's Dictionary of Current English Sixth Edition* (New York: Oxford University Press, *2000)*, p. 1386.

[2] Wikipedia, *Wikipedia the Free Encyclopedia*, (Online),*(*http://en.wikipedia.org), Accessed on September 2011.

[3] Syafruddin Nurdin, *Guru Profesional dan Implementasi Kurikulum* (Jakarta: Ciputat Press, 2002), p. 34.

[4] E. Mulyasa, *Menjadi Guru Profesional* (Bandung: Rosda Karya, 2008), p. 37.

[5] Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif suatu pendekatan teoritis psikologis* (Jakarta: Rineka Cipta, 2005) ,p. 36.

responsible for education students, both individually and in the classical style, both in school and outside school.

Problem is a thing that is difficult to deal with or to understand.[6] Problem is a perceived gap between the existing state and a desired state, or a deviation from a norm, standard, or status quo.[7] A problem is decided by purposes.[8]

According to researcher problem is usually regarded as a situation that must be resolved. Generally recognized problems "exist" when an individual realizes the situation he faced was not in accordance with the circumstances he wanted.

Although many problems turn out to have several solutions (the means to close the gap or correct the deviation), difficulties arise where such means are either not obvious or are not immediately available.

From explanation about teachers' problems researcher concluded that teachers' problems are problems found by teachers when teachers teach in the classroom or other problems were come from activities around a teacher.

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[6] A S Hornby. *Op, Cit,* p. 1049.
[7] *Http://www.businessdictionary.com/definition/problem.html.*
[8] Hidetoshi Shibata, Problem Solving: Defenition, terminology, and patterns (H. Shibata Reserved, 1998), p. 2.

The English teacher is often presented with a syllabus and is expected to teach from it. In some cases the syllabus will consist of a list or grammatical structures to be taught perhaps as a part of multi skills.[9]

2. Definition of Teaching Speaking

Teaching is a process give helping or support for students in teaching and learning activity.[10] Teaching is the guidance of learning activities.[11]

Speaking is the productive aural/oral skill.[12] Speaking is the utterance of intelligible speech, speech production is the utterance, vocalization, the uses of uttered sound for auditory commutation, speech is also the exchange words they were perfectly comfortable together without speech.[13]

Speaking not only has to convey our idea, felling and message, but also speaking had many aspects. According to Hymes, "The word SPEAKING as an acronym with setting (S), participant (P), ends (E), act sequence (A), key (K), instrumentalities (I), norm (N), genre (G).[14]

Speaking is most complex of linguistic skills, since it involves thinking of what is to be said while saying what has been thought. The

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[9] Clack and Clark. Psychology and Language (New York: Harcourt Brace Jovanovich Inc, 1977), p. 126.

[10] Syaiful Bahri Djamarah. *Guru dan Anak Didik Dalam Interaksi Edukatif Suatu Pendekatan Teoritis Psikologis* (Jakarta: Rineka Cipta, 2006), p. 39.

[11] Ahmad Sabri. *Strategi Belajar Mengajar Micro Teaching* (Jakarta: Quantum Teaching, 2005) p. 6.

[12] David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003), p. 48.

[13] Houghton Miffin, *Dictionary of the English Language* (Online), (http://www.Dic.Die. Net/Speaking (American: The American Heritage, 2003), accessed on 11 November 2010.

[14] Ronald Wardhaugh, *Introduction to Sociolinguistic* (Brazil: Blackwell, 1986), p. 272.

purpose of speaking today is telling children to get ready for school, chatting with neighbor about the nice weather.[15]

Allah states in the Holy Qur'an Sura thaha verse: 44, He said that:

$$فَقُولَا لَهُۥ قَوْلًا لَّيِّنًا لَّعَلَّهُۥ يَتَذَكَّرُ أَوْ يَخْشَىٰ ۝$$

Means: *And speak to him mildly, perhaps he may accept admonition of fear (Allah).[16]*

Allah also states in Holy Qur'an Sura Ar-Rahman verse: 4-5

$$خَلَقَ ٱلْإِنسَٰنَ ۝$$

$$عَلَّمَهُ ٱلْبَيَانَ ۝$$

Means: *He created man, He taught him eloquent speech.*

Prophet Muhammad states in Hadis dealing with Speaking Truth, as follow:

> "Bayhaqi from Jabir (Allah be pleased with him) from the Messenger of Allah (Allah bless him and give him peace) with the words, "There is no charity more beloved to Allah from speaking the truth." This was declared rigorously authentic by Ibn Hibban. Remembering Allah - Dhikr Narrated Abu Huraira: The Prophet said, "*There are two expressions which are very easy for the tongue to say, but they are very heavy in the balance and are very dear to The Beneficent (Allah), and they are, 'Subhan Allah Al-'Azim and 'Subhan Allah wa bihamdihi*". (Bukhari Book 75, Hadith 415)". [17]

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[15] IKIP, *Approaches Methods and Techniques Used in Teaching* (Medan: Universities of I. K. I.P, 1983), p. 8.

[16]Muhammad Taqi-ud Din al- Hilali and Muhammad Muhsin Kahn, *Translation of the Noble Qur'an in the English Language* (Madinah: King Fard Complex for the Printing of the Holy Qur'an, ttt), p. 417.

[17]Amir. *Translation of Shahih Bukhori Book 75*(Online) (Http://www.islamcity.com/mosque/ sunnah/bukhari/075/sbt.html, accessed on February 13, 2012), p. 4.

In mastering the speaking skill, you must train and equip the learner with a certain degree of accuracy, and fluency in understanding, responding, and in expressing himself in the language in speech.[18]

Sue C. Camp and Marilyn L. Satterwhite said:

"Communication uses spoken words to exchange ideas and information; examples of oral communication include one on-one conversation, meeting, voice mail message and tale-conferencing. Spoken language can be sent instantaneously and they usually result in some immediate feedback. The disadvantages to oral communication are that there is little opportunity to reflect on what is said. There is also no written record".[19]

According to Joesasono Oediarti S in book of Program pendidikan dan Latihan Profesi Guru (PLPG) tahun 2010 about goals of teaching speaking, he said that:

"The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation. Many languages learners regard speaking ability as the measure of knowing languages. They regard speaking as important knowledge".[20]

According to researcher speaking or oral communication is a tool of communication, gives information, knowledge, feeling, idea, opinion and experience, process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

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[18] Anas Syafei, *Pronunciation Theory and Practice* (Jakarta: Depdikbud, 1988), p. 1.
[19] Sue C. Camp and Marilyn L. Satterwhite, *College English and Communication* (New York: Mc. Grew- Hill, 2004), p. 5.
[20] Kerja Sama Kementerian Pendidikan Nasional Dengan Universitas HKBP Nommensen Rayon 33. *OP. Cit,* p. 14-15.

Teaching speaking in generally is accepted that knowing a language and being able to speak it are not synonymous. Thus, English does not mean that she or he can speak English.

3. **The Roles of a Teacher**

Within the classroom our role many change from one activity to another, or from one stage of an activity to another. If we are fluent at making these changes our effectiveness as teacher is greatly enhanced. Teachers have many roles, as follows:

a. Controller

When teachers act as controllers they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups.

b. Organizer

The most important roles that teachers have to perform are that of organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pair or groups, and finally closing things down when it is time to stop.

c. Correctors

As a proofreader, a teacher should be able to tell which values are good and which bad grades.

d. Inspiration

For inspiration, a teacher must be able to provide good inspiration for students learning progress.

e. Motivator

As a motivator, a teacher should be able to encourage their students to be passionate and active learning Resource.

f. Resource

In some activities it is inappropriate for us to take on any of the roles we have suggested so far. Suppose that the students are involved in a piece of group, preparation for presentation and other.

g. Tutor

When students are working on longer projects, such as pieces of writing or preparations for a talk or a debate, we can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of taking.

h. Observer

We will want to observe what students do, so that we can give them useful group and individual feedback. When observing students we should be careful not to be too intrusive by hanging on their every word, by getting too close to them, or by officiously things all down time.[21]

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[21]Jeremy Harmer. *The Practice of English Language Teaching*, Third Edition (England: Longman, 2001), p. 57-62.

4. Teachers' Activities in Teaching Speaking

There are many speaking activities and materials available as there are creative teachers, as follows:

a. Drill or linguistically structural activities

b. Performance activities

c. Participation activities

d. Observation activities[22]

In carrying out duties as a teacher, then teacher has several stages for teaching. These steps will guide teachers to complete the entire responsibility.

Syafruddin Nurdin quoted from R. D. Corners, teacher's activities in teaching, as follows:

Table 1
Tasks of Teacher

	TASKS OF TEACHER		
	Stage before Teaching (Pre-Active)	Stage in Teaching (Interactive)	Stage after Teaching (Post-Active)
a	1) Planning: Semester Quarterly Unit Lesson Unit	1) Management control Submission of information 2) The use of verbal and nonverbal behavior	1) Assessing students' abilities 2) To plan activities
b	1) Basis provision of students 2) Formulation of Objective selection	1) Application of psychological principles	1) Assessing the learning process

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[22]Marianne Celce- Murcia. *Teaching English as a Second Language or Foreign Language, Second Edition* (Los Angeles: New Bury House, 1991), p. 125.

	method 3) Learning experience materials and equipment		
c	1) Considering the characteristics of students 2) Step instruction Pattern of grouping of data 3) Principles of learning[23]	1) Diagnosing learning difficulties 2) Evaluation of service	1) Students learning result: Psychomotor Cognitive

Anna Uhl Chamot Said there are five stages that must be done by teacher when teaching in a classroom, as follows:

a. Preparation

Implementing strategies instruction requires planning and preparation by teachers and students. The preparation phase is the time to lay the foundation or groundwork for creating a learner-centered classroom that is then ready for strategies instruction. As for the things that need to be prepared in the preparation stages are:

1) Creating the Learner- Centered Classroom

A Learner-centered classroom is an environment that creates and fosters independents that are aware of their learning processed and who

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[23]Syafruddin Nurdin. *Guru Profesional dan Implementasi Kurikulum* (Jakarta: Quantum Teaching, 2005), p. 82-90.

though this awareness, are able to take control of their lesson. There are stages in creating the learner-centered:

a) Setting Learning Responsibilities

b) Setting personal Language Goal

c) Self Assessment of Language Abilities

2) Self-Efficacy for Language Learning and Strategies

Motivation plays an important role in all types of learning, including language learning.

3) Identifying Students' Exiting Learning Strategies

Identifying students' current strategies use also helps the teacher decide which strategies to focus on in the instruction. The teacher should build strategies students already to use.

b.   Presentation

The second part suggests types of activities that teachers can use to help students understand what strategies are and how to use them.

1) General Guidelines for Presenting Learning Strategies

Presentation of learning strategies, whether for language is most explicit, that is, when strategies right are given names and students are told the reason for using the strategies. There are five stages in guidelines for presenting learning strategies.

a) Teacher Modeling

b) Naming the Strategy

c) Explaining the Importance of the Strategy

d) Telling When to Use the strategy

e) Asking Students to Describe Their Use of the Strategy

2) Suggested Activities for Presenting Learning Strategies

Learning strategies can be presented as part of the introduction of new lesson topic or on their own when the teachers perceives that students are experiencing difficulties with a certain type of task.

c. Practice

The third stage is practice; it is general guidelines for practicing learning strategies, and the types of activities that can promote the use of strategic processed by students.

1) General Guidelines for Practicing Learning Strategies

Strategies instruction places students' thinking in the spotlight and encourage effective strategies use while students work on classroom tasks.

a) Integrate Guidelines Practice into regular course work

b) Select appropriately challenging tasks

c) Encourage students to practice the strategies introduced

d) Coach students to use strategies when given frequent cues and feedback

e) Encourage students to choose their own strategies and to develop a repertoire of strategies

2) Suggested Activities for Practicing Learning Strategies

Teachers suggested specific activities that provide practice using learning strategies. The suggestion includes both interactive and individual activities, as well as activities that can be conducted in class or assigned for homework.

d.   Evaluation

Evaluating focused on evaluating the new strategies that students practice in the third phase.

1) General Guidelines for Evaluating Learning Strategies

Teachers need to evaluate how their students are also engaged in evaluation activities. Teachers need to evaluate their own learning strategies instruction.

2) Suggested Activities for Evaluating Learning Strategies

Teachers can promote their students' independent use of learning strategies. There are Suggestions for explaining the purpose of evaluating.

a) Class Discussion

b) Learning Strategy Checklists

c) Interviews

d) Teacher-Self Evaluations

e.   Expansion

A critical component of effecting learning strategies use is ability to transfer application of strategy form a familiar context to an unfamiliar context. Expansion is relatively easy for teachers to practice strategies.

General Guidelines for Expanding the Use of Learning Strategies: The teacher gives strong support by explicitly asking students to transfer the strategy to a new task.[24]

5. **Guidelines for Classroom Language Teaching**

There are some step must be done by a teacher when she teaches for English language lesson, as follows:

a. Meta Planning for Language

1) Modalities or Materials

2) Role Presentation

3) Explanation

b. Task

1) Subsection of a lesson the activity

2) Task types and Parameters

c. Facilitation

1) Class Organization

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[24]Anna Uhl Chamot, *The Learning Strategies Handbook* (Longman, 1999). p. 52-75.

2) Group Work

3) Aspect of teacher Fronted Class

d. Correction and Feedback

e. Classroom Climate

f. Teacher Self-Evaluation[25]

6. Principle for Designing Speaking Techniques

According to Brown, he said principle of designing speaking techniques, as follows:

a. Techniques should cover the spectrum of learner's needs, from language-based focus on accuracy to message based focus on interaction, meaning and fluency.

b. We can easily slip into a pattern of providing zesty-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips.

c. Techniques should be intrinsically motivated. Try all times to apparels to student's ultimate goals and interests, to their need for knowledge, for status, for achieving competence, autonomy, and for being all that they can be.

d. Techniques should encourage the use of authentic language in meaningful context. We all succumb to temptation to do, say, disconnected little

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[25]Marianne Celce- Murcia. *OP. Cit*, p. 46-65.

grammar exercises where we go around the room calling on students one by one to pick the right answer.

e. Provide appropriate feedback and correction. Students are totally dependent on the teacher for useful linguistic feedback.

f. Capitalize the natural link between speaking and listening. Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills.

g. Give students' opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, and to change the nominate topics, to ask questions, control conversations, and to change the subject.

h. The simply have not through about developing their own personal strategies for accomplishing oral communicative purposes.[26]

Language learners need to recognize that speaking involves three areas of knowledge, as follows:

a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.

b. Function (transactional and interactional): Knowing when clarity of message is essential (transaction/information) and when precise understanding is not required (interaction/relationship building).

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[26]H. Douglas Brown, *Teaching by Principles an interactive Approach to Language Pedagogy* (New Jesley: Enflewood Cliffs, 1994), p. 268-270.

c. Social, cultural, rules, and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participant): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and what reason.[27]

7. Classroom Speaking Performance

In the communication of language teaching, teachers help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situation. Brown said there are types of classroom speaking performance, as follows:

a. Imitative

At one end of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

b. Intensive

The production of short of stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements- intonation, stress, rhythm, and juncture).

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[27]Kerja Sama Kementerian Pendidikan Nasional Dengan Universitas HKBP Nommensen Rayon 33. *Op. Cit*, p. 15-16.

c. Responsive

Include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive

In interpersonal exchange, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic convention.

e. Extensive (monologue)

Extensive include speeches, oral production, and story-telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out altogether.

Language style is frequently more deliberative and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.[28]

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[28]H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (America: Longman, 2004), p. 141-142.

According to Jeremy Harmer there are kinds of speaking classroom activities, as follows:

a. Acting From a Script

Giving students practice in these things before they given their final performance, we ensure that acting out is both learning and a language producing activity.

b. Communication Games

Games which are designed to provoke communication between the students frequently depend on an information gap, so that one student has to talk to depend in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between picture.

c. Discussion

The 'buzz group' is one way in which a teacher can avoid such difficulties. All it means that students have a chance for quick discussion in small group before any of them are asked to speak in public.

They have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole class, the stress level of the eventual whole-class performance is reduced.

d. Prepared Talk

A popular kind of activity is the prepared talk where a student or students makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questionnaires and respondent have something to say to each other.

f. Simulation and Role-Play

Many students derive great benefit from simulation and role-play. Students simulate a real life uncounted such as a business meeting, an encounter in an aero plane, or an interview as if they were doing so in the real world.[29]

In developing tasks for oral language assessment, teachers can evaluate activities using assessment criteria:

a. Content validity

b. Task Validity

c. Purposefulness and Transferability

d. Authentic[30]

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[29] Jeremy Harmer, *The Practice of English Language Teaching* (England: Longman, 2001), p. 271-276.
[30]J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: Practical Approach for Teachers* (America: Wesley Publishing, 1996), p. 76.

There is an array of oral production tasks that have important issue, as follow:

a. No speaking task is capable of isolating the single skill of oral production, reading usually necessary.

b. Eliciting the specific criterion you have designed for a task can be tricky because beyond the word level, spoken language offers a number of productive options to test-takers.

c. Two characteristics of oral production assessment, it is important to carefully specify scoring produces for a response.[31]

The practical principles underneath should be put into consideration to design techniques that include oral comprehension, as follows:

a. Use techniques that cover the domain of learners' needs from accuracy to fluency. If drills are applied, make them as meaningful as possible.

b. Provide intrinsically motivating techniques by helping them to see how the activity will benefit them.

c. Encourage the use of authentic language in meaningful contexts or meaningful interaction.

d. Provide appropriate feedback and correction. Utilize the natural link between speaking and listening. If possible, integrate the two skills most of the time since they reinforce each other.[32]

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[31] *Ibid,* p. 143-145.

Brown explains kinds of speaking assessment tasks, as follows:

a. Imitative Speaking Tasks

An occasional phonological focused repetition task is warranted as long as repetition task are not allowed. In a simple repetition task, test-takers repeat the stimulus, whether it is a pair of words, a sentence, or perhaps a question.

b. Intensive Speaking Task

At the intensive level test-takers are prompted to produce short stretches of course through which they demonstrate linguistic ability at specified level of language. Intensive reading-aloud tasks include reading beyond the sentence level up to a paragraph or two.

Teacher listening to recording would then rate students on a number of phonological factors (vowels, diphthongs, consonants, consonants clusters, stress, and intonation) by completing a two-page diagnostic checklist on which all errors or questionable items were noted.

c. Responsive Speaking Task

Interactive tasks by the somewhat limited length of utterance. Question and answer tasks consist of one or two question and prompts in an oral interview.[33]

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[32]Kerja Sama Kementerian Pendidikan Nasional Dengan Universitas HKBP Nommensen, *Op. Cit,* p. 14.

[33] H. Douglas Brown. *Op. Cit,* p. 144.

According to Arthur Hughes Testing in oral ability is developing the ability to interact successful in language and that this involves comprehension as well as production Fluency or intelligibility .[34]

C.J. Weir explains three-part framework for Testing Spoken Interaction is proposed, covering, as follows:

a. Operations (activities/skills) that are involved in spoken interaction such as informational routines. e. g. telling a story.

b. Conditions, under which the tasks are performed, e. g. time constrain, the number of people involved and their familiarity with each other.

c. Quality of output, the expected level of performance in terms of various relevant criteria, e. g. accuracy.[35]

Joesasono Oediarti explains about correct the speaking error, as follows:

> When students are repeating sentences, trying to get their pronunciation exactly right, then the teacher will often correct (appropriately) every time there's a problem. But if the same teacher did this while students were involved in a passionate discussion about whether smoking should be banned on tourist beaches, for example, the effect might well be to destroy the conversational flow. If, just at the moment one of the students is making an important point, the teacher says. 'Hey wait, you said "is" but is should be "are", beaches are… repeat, the point will quickly be lost. Constant interruption from the teacher will destroy purpose of the speaking activity.
> Teacher watches and listen while speaking activities are talking place. They note down things that seemed to go well and times when

[34]Arthur Hughes, *Testing for Language Teachers* (Great Britain: Cambridge University Press, 1990), p. 101.

[35] C. J. Weir, *Understanding and Developing Language Tests* (Sydney: Prentice Hall, 1993), p. 30.

students couldn't make themselves understood or made important mistake. When the activity finished, they then ask the students how they thought it went before giving their own feedback. They may say that they liked the saw student A said this, and the way student B was able to disagree with student A. they will ask the students to see if they can identify the problem and correct it.[36]

8. **The Use of Media in Teaching Speaking**

Jack. C. Richard quoted from Donna M. Briton, he said, "Media is a tool for language learning and teaching, media have undoubtedly always been present, and have facilitated the task of language learning".[37]

Media is something characteristic of channel messages and can stimulate the thoughts, feelings, and students will be encouraged the learning process in itself.

There are types of media used in learning speaking English:

a. Graphic Media

Graphic media including visual media that serves to channel messages from the source to the receiver.

b. Two-dimensional visual media

Two-dimensional visual media is electronic media that are projected.

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[36] Kerja Sama Kementerian Pendidikan Nasional Dengan Universitas HKBP Nommensen *Op. Cit*, p. 27-28.

[37] Jack. C. Richards and Willy A. Renandya. *Methodology in Language Teaching an Anthology of Current Practice* (USA: Cambridge University Press, 2002), p. 455.

c. Audio media

Audio media associated with the sense of hearing, in which the message

conveyed in the pour in the form of auditory symbols.

d. Audiovisual media movement

Audio visual media is form of motion picture film or live sound.[38]

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[38]Basyruddin Usman. *Media Pembelajaran* (Jakarta: Delia Citra Utama, 2002), p. 27.

CHAPTER III
RESEARCH METHODOLOGY

A. Schedule and Location of Research

1. Schedule of Research

The researcher has been done from January up to February 2012. It was about six months.

2. Location of the Research

To get data the researcher has chosen MTsN Sialagundi Kecamatan Sipirok as a place of research. It was located at Sialagundi area of South Tapanuli.

B. Sources of the Data

1. Primary Data

Primary data is basic data needed in conducting research; data was obtained from English teacher who teach in Grade VIII MTsN Sialagundi Kecamatan Sipirok.

2. Secondary Data

Secondary data is data obtained from students of Grade VIII at MTsN Sialagundi Kecamatan Sipirok, as well as data from English teachers in Grade VII, Principle of MTsN Sialagundi Kecamatan Sipirok and Staff in the school environment.

C. Kind of the Research

This research used qualitative approach. L.R. Gay and Peter Airasian stated, "Qualitative approach is based on the collection and analysis of nonnumeric data such us observations, interviews and other more discursive sources of information".[1]

The suitable method of this research is descriptive method. According to Suharsimi Arikunto, She said that, "study descriptive not requires the administration and control of treatment". Descriptive study was not intended to test specific hypotheses, but only describes "what is" on a variable, symptoms or circumstances. Indeed there are times in the study wanted to prove the allegations but also not too uncommon".[2]

Meanwhile, based on research objectives, this research includes a descriptive study, that is a study conducted to reveal the phenomenon as it is. Next, the researcher had been done descriptive research to researching **"Teachers' Problems in Teaching Speaking at VIII Grade in MTsN Sialagundi Kecamatan Sipirok".**

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[1]L.R.Gay & Peter Airasian, *Educational Research: Competence for Analysis & Application* (USA: Prentice Hall, 200), p. 8.

[2]Suharsimi Arikunto. *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003), p. 309-310.

D. Instrument of Research

A research must have an instrument because a good instrument can go guarantee for taking the valid data. Suharsimi Arikunto said, "Instrument of the research is a tool of facility is used by the researcher in collecting data".[3] So that, the process is easier, better, more careful, complete and systematic.

To get the data in this research the researcher used instrumentation, as follows:

1. Observation

    Abdurrahman Fathoni said, "Observation is a technique of data collecting which is done through an observation, accompanied by registrar-recording of a state or the target object's behavior".[4]

    Researcher was observed activity of English teachers at Grade VIII in MTsN Sialagundi Kecamatan Sipirok in performed her duties as a teacher. Three stages of work to be done by teacher are stage before teaching, stage in teaching and stage after teaching.

2. Interview

    Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.[5] In this research the researcher has been interview the teachers of English Language

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[3] *Ibid,* p. 106.
[4] Abdurrahman Fathoni. *Metodoligi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: Rineka Cipta, 2006), p. 104.
[5] L. R. Gay and Peter Airashi. *Education Research: Competence for Analysis and Application*, (USA: Prentice Hall, Inc, 2000), p. 8.

and the students of Grade VIII in MTsN Sialagundi Kecamatan Sipirok and also interviews the Principle of MTsN Sialagundi Kecamatan Sipirok.

3. Document

   Document is matters or variable shaped note, transcript, book, newspaper, magazine, inscription and agenda.[6] Document was held to find and learn documents that related to the need of research. Likes number of all English teachers, number of students, and all aspects that related on problems and efforts teachers in teaching speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok.

E. Techniques of Data Collection

Data collection is a term used to describe a process of preparing and collecting data - for example as part of a process improvement or similar project. The purpose of data collection is to obtain information to keep on record, to make decisions about important issues, to pass information on to others. Primarily, data is collected to provide information regarding a specific topic. To collect data, in this study the authors collected like Lexy J. Moleong says: [7]

1. Reviewing all available data from the data source

2. Conducting the data reduction performed by making abstractions.

3. Arrange the units and then categorized in the next step.

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[6]Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), p. 231.

[7] *Ibid*, p. 173.

4. Make a survey of data validity.

5. Interpreting the data into sub-categories by using some particular method.

Researcher was reviewed all available data from teachers and students of Grade VIII at MTsN Sialagundi Kecamatan Sipirok. The data from teachers and students was conducted by made abstraction. The units in each collecting the data have been categories. Survey for teachers' activities in teaching speaking was made for look data validity.

F. Technique of Data Analysis

Data analysis was performed descriptively, that is analyzing and presenting the facts in a systematic and thus easier to understand and be concluded. As for the concluding stages of data is done by way of inductive logic that processes the data set of observations made toward a theory, and analysis of the dynamics of the observed phenomena, the use of scientific logic.[8]

The qualitative data is explained after looking at the implementation of learner's speaking in Grade VIII at MTsN Sialagundi Kecamatan Sipirok The steps researchers in analyzing the data, guided by the opinion from Lexy J. Moleong, conducted by three stages:

1. Preparation or processing units (unity Zing) consists of:

   a. Completeness checks the identity of respondents.

   b. Examination of the completeness of data.

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[8]Saifuddin Azwar, *Metode Penelitian* (Yogyakarta: Pustaka Pelajar, 2004), p. 5-6.

c. Examination of the types of data entry.

4. Tabulation (categorization), consisting of:

   a. Coding according to the classification of the topics discussed.

   b. Namely the problem of teachers in teaching of speaking in Grade VIII at MTsN Sialagundi Kecamatan Sipirok.

3. Interpretation of data is done through:

   a. Describe data systematically.

   b.   Establish a conceptual category and reality and is illustrated in the exposure draft.

   c. Draw a conclusion by using the method of inductive thinking. [9]

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[9] Lexy J. Moleong, *Op.,cit*, p. 190-200.

CHAPTER IV
DATA ANALYSIS

A. General Finding

1. The History of MTsN Sialagundi Kecamatan Sipirok

MTsN Sialagundi Kecamatan Sipirok was built in the Sialagundi Village, Sipirok District, and South of Tapanuli. In 1996 it was based on Decree of the Ministry of Religious Affairs Republic of Indonesia No. A 515 Year 1995 dated 25 November 1996. The first Principle in MTsN Sialagundi Kecamatan Sipirok was late Drs. H. Pahri Siregar, NIP. 150 184 141/ III, A, and the recent principle is Sabban Siregar, S.Pd.I.[1]

2. The Geographical Location of MTsN Sialagundi Kecamatan Sipirok

MTsN Sialagundi Kecamatan Sipirok was located in hilly areas of Sialagundi, Sipirok District, and South of Tapanuli. It is next to Simago-mago Hill. There are two ways to reach the place, the way from Aek Horsik Sipirok district and Hutaraja Street.

The location is far from Main Street. It will take ± 1. 5 kilo meter to MTsN Sialagundi Kecamatan Sipirok from Hutaraja MTsN Sialagundi Kecamatan Sipirok is surrounded by forest. Additionally, it is:

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[1]Sabban Siregar, the Principle of MTsN Sialagundi Kecamatan Sipirok, *Personal Interview*, in MTsN Sialagundi Kecamatan Sipirok, at 26th January 2012.

a. North side is abutted with Muara Siregar Village

b. East side is abutted with Sialagundi Village

c. South side is abutted with Aek Horsik Village

d. West side is abutted with Aek balakkan Village.[2]

3. The Infrastructures of MTsN Sialagundi Kecamatan Sipirok

There the infrastructures of MTsN Sialagundi Kecamatan Sipirok, as

follows:

Table 1
Infrastructures MTsN Sialagundi Kecamatan Sipirok
2011/2012 Academic Years

No	Infrastructures		
	Object	**Number**	**Info**
1.	Meeting Hall	1	New
2.	Female's dormitory	4	Old
3.	Male's dormitory	4	Old
4.	Library	1	Old
5.	Class	10	New
6.	Teachers' room	1	New
7.	Principles' room	1	New
8.	Office	1	New

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[2] *Ibid.*

[3] Data were taken from Administration Data of MTsN Sialagundi Kecamatan Sipirok, Document, at 26th January 2012.

9.	Students' tables	200	Old
10.	Teachers' desks	40	Old
11	Students' chairs	370	Old
11.	Teachers' chairs	40	Old
12.	White board	10	New
13	Wardrobe	8	Old
14	Canteen	2	Old
15	Principle's chairs	2	New
16	Principle's table	1	New
17	Tape recorder	1	Old
18	Basket ball field	1	New
19	Computers	2	Old
20	Water dispenser	1	Old
21	Typewriter	1	Old
22	Lap top	1	New
23	Printer	1	New[3]

4. Teachers' and Students' Background of MTsN Sialagundi Kecamatan Sipirok

There are teachers of MTsN Sialagundi Kecamatan Sipirok, as follows:

Table II
Teachers Numbers' of MTsN Sialagundi Sipirok
2011/2012 Academic Years

No	Name	Graduation and Faculty	Rank	Subject
1	Sabban Siregar, S.pd.I	FKIP PPKN	IV/A	Principle of MTsN

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[3] *Ibid.*

2	Hur'ain Daulay, S.Pd.I	PERTINU PAI	III/D	Fiqh and B.Arab
3	Ahmad Ikhsan,S.Pd.I	UMSU PPKN	III/C	PPKN
4	Juhan Siregar, S.Pd	UMTS B.Indonesia	III/C	B.Indonesia
5	Rudi Siregar, S.Pd.I	STKIP Matematika	III/C	Matematika
6	Kholid Musa, S.Pd	UNIMED Matematika	III/C	Matematika
7	Lindawati Hrp, S.Pd.I	IAIN PAI	III/C	Hadis
8	**Leli Rahmi Yanti, S.Pd**	UMTS B.Inggris	**III/B**	**B. Inggris**
9	**Armein, S.Pd**	UMTS B.Indonesia	**III/B**	**B.Inggris** and B.Indonesia
10	Erniwati Siregar, S.Pd	UNIMED IPS	III/A	IPS
11	Ummi Kalsum, S.Pd	FKIP IPS	III/A	IPS
12	Fatwa Alama, S.Pd	STKIP B.Indonesia	III/A	B.Indonesia
13	Murniati Pulungan, S.Ag	PERTINU PAI	III/A	SKI and B.Arab
14	**Pittor Naposo, S.Pd**	UMTS B.Indonesia	**III/B**	**B.Inggris** and B.Indonesia
15	Haris Muda, S.Pd.I	STAITA PAI	III/A	Aqidah
16	Dra. Yulida Annum Lubis	STAITA PAI	-	Fiqh
17	Jamaluddin, S.Pd.I	PERTINU PAI	-	Aqhlak
18	Dra. Nur aini	STAIN PAI	-	Muatan lokal
19	Nur Anisah Siregar, S.Pd	UNIMED IPA	-	Fisika
20	Anita Nirlawati, S.Pd	UNIMED Matematika	-	Matematika
21	Ismail Harahap, S.Pd.I	STAIN PAI	-	PENJAS
22	Hamdani Batubara, S.Pd.I	STAITA PAI	-	TIK

23	Ahmad Daud, S.Pd.I	IAIN PAI	-	PENJAS[4]

There are English teachers in MTsN Sialagundi Kecamatan Sipirok. From three teachers just one teacher comes from English graduation and other teachers comes from Indonesian graduation, as follows:

The English teachers of MTsN Sialagundi Kecamatan Sipirok
2011/2012 Academic Years

No	Name	Responsible for	Dedication			Info
			In	On	Out	
1	Pittor Naposo, S.Pd	Grade VII	2007	2012	-	-
2	Armein, S.Pd	Grade VII	2006	2012	-	-
3	Leli Rahmi Yanti,S.Pd	Grade VIII and Grade IX	2005	2012	-	-[5]

There are students in MTsN Sialagundi Kecamatan Sipirok, as follows:

Table IV
Students' Number of MTsN Sialagundi Kecamatan Sipirok
2011/2012 Academic Years

No	Grade	Male	Female	Total
1	VII	67	73	140
2	VIII	53	62	115
3	IX	50	64	114
	Total	170	199	369[6]

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[4]*Ibid.*
[5] *Ibid.*
[6] *Ibid.*

B. Spesific Finding

1. **Teachers' Activities in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok**

    Based on observation conducted by researcher at Grade VIII in MTsN Sialagundi Kecamatan Sipirok, teachers' activities in speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok looks monotonous and one-way, the learning methods in used various, teacher had mastered the material in teaching, but the mastery of matter and spirit teacher do not teach in line with the spirit of the students who are less visible.[7]

    Even students who did not focus and noise so that the activities have not conducive to teaching and learning, students also have less active to responded to the questions on the catapult by teachers, textbooks in used have not relevant with the existing curriculum, plus the availability of books again there had only one of the books for two students.[8]

    The facilities provided by the school was minimal views of the condition of benches and tables that have not suitable to be used, so that students have

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[7] The Result of Observation in MTsN Sialagundi Kecamatan Sipirok, 2nd February 2012.
[8] *Ibid.*

often disturbed by the conditions already rickety bench, and a table that has been perforated to make it difficult for students to write on the table.[9]

Based on interviews with Parmonangan student at Grade VIII in MTsN Sialagundi Kecamatan Sipirok about teaching and learning speaking process in the classroom, he said:"Menurut saya belajar speaking tidak terlalu menarik dan sedikit membosankan karena saya tidak mengerti apa yang dikatakan guru, meskipun guru telah menjelaskan dalam bahasa Indonesia tetap saja sangat sulit untuk saya fahami".[10]

It means: I think learning speaking not too exciting and a bit boring because I do not understand what the teacher said, even though the teacher had explained in the Indonesian language remains extremely difficult for me to understand it.

Based on interview with Adi Sandra, he said: "Kegiatan belajar berbicara tidak terlalu menyenangkan, karena cara mengajar guru bahasa Inggris di kelas tidak terlalu saya sukai karena guru hanya terfokus pada siswa yang pintar saja, sedangkan siswa yang tidak bisa sering tidak di perhatikan".[11]

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[9] *Ibid.*

[10] Parmonangan. Students of Grade VIII, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 2nd February 2012.

[11] Adi Sandra. Students of Grade VIII, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 2nd February 2012.

It means: This activity is not very fun to learning speaking, because the way of teachers in teaching speaking in class is not too my liking because teachers focus on students who are smart course, while students who do not can often be noticed.

Based on interview with Nanda Sartika, she said: "Kegiatan belajar speaking di kelas bagi saya menyenangkan, karena saya sedikit bisa berbahasa Inggris, materi yang di ajarkan guru juga berkaitan dengan kehidupan sehari-hari sehingga mudah untuk di terapkan dalam percakapan sehari-hari".[12]

It means: Speaking in classroom learning activities fun for me, because I can speak English a little, the teacher taught the material also deals with everyday life so it is easy to be applied in everyday conversation.

Meanwhile, according to the interview with Dedi Rizky: "Kegiatan belajar speaking di kelas menurut saya biasa saja karena kegiatan yang di buat tidak berubah-ubah, hanya kegiatan yang sama dan terus di ulang-ulang sehingga membuat bosan belajar speaking".[13]

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[12] Nanda Sartika. Students of Grade VIII, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 2nd February 2012.
[13] Dedy Rizky. Students of Grade VIII, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 2nd February 2012.

It means: The learning speaking in my normal classes because of the activities that is made does not change, just the same activities that kept on repeating that make learning speaking bored.

Based on the interview with Lely Rahmi Yanti as English teacher in at Grade VIII MTsN Sialagundi Kecamatan Sipirok about teachers' activities in preparing the aspect to teaching speaking, she said:

> "The activities I do in teaching speaking have been listed in the plan of implementation of learning, from the planning, preparation, implementation, practice, assessment. All aspects of teaching and learning activities are contained in the lesson plan that I created as a standard and basic competencies to be achieved, indicators, learning objectives, learning materials, learning methods, sources and media learning, learning steps, structured tasks, and assessment. In preparing for my structured tasks lead students to memorize vocabulary, vocabulary because it is one of the important components in speech, then students make conversation with the theme that I have set and the contents of the talks depends on their ideas, I also give them some reading to read at home. My assessment is conducted to determine the value of skills based on their ability to speak when I hold a conversation, speech or otherwise, in memorizing vocabulary words added to them, as well as the tasks and their attitude when learning in the classroom".[14]

Based on the interview with Lely Rahmi Yanti as English teacher in at Grade VIII MTsN Sialagundi Kecamatan Sipirok about completed the teachers' task in teaching speaking, she said:

> "To determine the learning goals I have to adjust the basic skills of students is low, because most of the students come from primary schools

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[14] Lely Rahmiyanti. English Teacher in MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 2nd February 2012.

that do not have English subjects. In selecting the source and try to find your own media from outside school, because the school does not provide textbooks to suit the learning needs of speaking, while learning media must comply with the materials and methods of teaching. In choosing a method or technique I pick and choose the appropriate teaching methods and suitable, because this method I can put the lines that determine the way they learn".[15]

Based on the interview with Lely Rahmi Yanti as English teacher in at Grade VIII MTsN Sialagundi Kecamatan Sipirok about activities in teaching speaking, she said:

"When I teach a class of psychological and physical preparation, mental preparation to pray first and convince myself that I should be able to convey the material well to the students, that I should be able to carry out the responsibilities and duties as a teacher, physical preparation I did was set the appearance, whether I wear clothes that are neat or not, after doing my preparation ready to teach. Preparation done here by teachers and students, namely: the need to prepare for learning, such as student learning tools, dictionaries, textbooks, media, classroom settings, mental readiness of students to learn, so all should be prepared before entering into the material, because I can not concentrate while teaching classes in uncomfortable conditions, students were confiscated, chairs and tables are irregular, when everything goes wrong then the lesson can open".[16]

Based on the interview with Lely Rahmi Yanti as English teacher in at Grade VIII MTsN Sialagundi Kecamatan Sipirok about activities in teaching speaking, she said:

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[15] Lely Rahmiyanti. English Teacher in MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 2nd February 2012.

[16] Lely Rahmiyanti. English Teacher in MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 7th February 2012.

"In this stage I also explained to the students how the learning process that they follow, disciplined English lessons every student should bring a dictionary and for anyone who does not bring in the sentence given. Then say what materials will be studied for a semester, the most important thing for them to know that in one semester students are expected to master the vocabulary of 200 words they have memorized 10 words for each meeting, memorizing vocabulary of 10 words in meetings to make them more mild to master vocabulary and get used to memorize the words in the English language. For the next stage I started presenting the material to students, which I teach in accordance with what I have created in the Learning Implementation Plan, speaks to the lessons that can be used many methods, such as speech, holding a conversation with themes that are often used in everyday life".[17]

Based on the interview with Lely Rahmi Yanti as English teacher in at Grade VIII MTsN Sialagundi Kecamatan Sipirok about activities in evaluation learning activities in teaching speaking, she said:

"At this stage I see only the evaluation of students during their learning activities in the classroom, before they get into a conversation that I have seen their ability to speak English, I can also formulate them as learning difficulties, so it only provides a solution for any difficulty in dealing with the teaching and learning".[18]

Based on the interview with Lely Rahmi Yanti as English teacher in at Grade VIII MTsN Sialagundi Kecamatan Sipirok about activities in diagnosinh learning difficulties, she said:

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[17] Lely Rahmiyanti. English Teacher in MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 7th February 2012.

[18] Lely Rahmiyanti. English Teacher in MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 7th February 2012.

"To diagnose learning difficulties my students do when explaining the material to the students, I asked what they understand or not what I have described, if there is no response from the students means that trouble them, and I will give you a question to the students if they are unable to answer possible they do not understand the material I have to say".[19]

Based on the interview with Lely Rahmi Yanti as English teacher in at Grade VIII MTsN Sialagundi Kecamatan Sipirok about activities in test students' ability, she said:

"After a few meetings I created a test to test their language skills, whether the business is in accordance with what I'm doing. The results of the activities of each student in every meeting I have been calculated, the value added of their tests, I did a brief examination three times after each meeting to evaluate the student's ability to speak, whether they are able to master and apply the material learned in class or not. I did this evaluation with a conversation between students and students, sometimes I immediately assessed by giving students a few questions, and talk to my students could know with certainty their abilities. The last thing is to provide an assessment for learning if appropriate to the lesson plan or not".[20]

2. **Teachers' Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok**

Based on the results of interviews with principle of MTsN Sialagundi Kecamatan Sipirok about teachers' problems in teaching speaking at Grade VIII, he said as follows:

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[19] Lely Rahmiyanti. English Teacher in MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 7th February 2012.
[20] Lely Rahmiyanti. English Teacher in MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 7th February 2012.

"For me, English is the main subjects that should be instilled in students, because English is one of subjects were included in the class on the national exam. From some of my conversations with teachers who teach in class VIII, the problems he faced in teaching speaking in terms of students who come to give lessons really from the bottom, they do not know English, so how can they not speak English very well".[21]

Based on the interview with the Lely Rahmiyanti about teachers'

problems in teaching speaking at Grade VIII in MTsN Sialagundi Kecamatan

Sipirok, she said as follows:

a. Provide subject matter and media study

I find it difficult to provide a medium for learning and teaching materials to determine, because I have to provide the materials for some classes to level Viii while the school does not provide relevant books, if I just rely on the board to submit the material to the students, because if you use the board more of a waste of time just to write it.

b. Defining learning objectives

I struggled to make the learning objectives in accordance with the specified in the syllabus for students of low ability so I can not make the same goals as defined by the center. Given the level of their education, should be in the beginner stage high but their actual abilities are still in the stage of introduction of words and phrases, they have not been able to talk to a few sentences.

c. Lack of students discipline

Students are very difficult to manage. For example, when going to create a group discussion, students are joking with their friends rather than listening to what I was saying so much time is wasted just to organize classes when arranging class.

Besides, there are some students who do not bring a dictionary so they had to get out of class to borrow a theme from

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[21] Sabban Siregar. Principle of MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 16th February 2012.

another class dictionary, while speaking since the first study I've made a deal with the students so that they always carry a dictionary every learning English language.

d.   Use three languages in teaching

I had to use three languages while teaching in class viii, first I have to say the English, then I explain what that means in the Indonesian language, then I explained again the Batak language, I did it because there are some students who do not understand Indonesian.

e.   Lack of students interest in learning speaking

Student interest in learning speaking very low, it can be seen from the interactions of students while teaching and learning activities in the classroom, they rarely provide any questions or give opinions, so that learning situation becomes monotonous and one-way.

6. Low Traffic speaking students

Low ability students is very difficult for me to adjust the class with the existing syllabus, to make the material as specified in accordance with the education office and I could not do because most students still have never learned English during elementary school.[22]

Based on interviews with principal of MTsN Sialagundi Kecamatan Sipirok, the speaking ability of students at Grade VIII in MTs N Sialagundi Kecamatan Sipirok, he said:

"Low ability of students in speaking because of their lack of interest in the English language, habits of students using local languages so that they are not used Indonesian language, and also a lot of students just have time to study in school, as most of the students had to help their parents work the field".[23]

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[22] Lely Rahmiyanti. English Teacher in MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 16th February 2012.

[23] Sabban Siregar. Principle of MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 16th February 2012.

This is in line with the results of interviews with students at Garde VIII in MTsN Sialagundi Kecamatan Sipirok, the student stated: "I rarely repeat lessons at home because home from school I had to go to the fields to help my parent, I was lazy to study at night because I was exhausted from the field".[24]

3. The Solution for Teachers' Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok

To solve the problems of teachers in teaching speaking in MTsN Sialagundi Kecamatan Sipirok researchers have conducted interviews with several side that can provide assistance in resolving the problem, as follows:

a. Provide subject matter and media study

Based on the results of interviews with principal of MTsN Sialagundi Kecamatan Sipirok, about problem solving of teachers' problems in teaching speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok, he said:

> "It means: to help teachers of English in addressing the problem of teaching eighth grade students speaking District MTsN Sialagundi Sipirok I do to help solve the problem of English teachers in teaching speaking is to provide direction and support so that teachers are more enthusiastic in teaching speaking lessons and also provide an explanation and strengthening of the teachers in order to provide more targeted lessons, and includes an English teacher in

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[24] Vera et. al. Studentof Grade VIII, *Interview,* in MTsN Sialagundi Kecamatan Sipirok, 16*th* February 2012.

the education program to increase teacher knowledge in teaching speaking, as well as provide the opportunity for teachers to exploration with teaching".[25]

b. Provide subject matter and media study

The solution for provide subject matter and media study, Principal of MTsN Sialagundi Kecamatan said: "Lack of school facilities will also make the teaching and learning activities can result in even longer students are not able to master the material that has been taught by the teacher".[26]

c. Defining learning objectives

As for the settlement of the problem in defining learning goals, according to an interview with the Lely Rahmiyanti, S.Pd, she said:

> "To determine the learning objectives in the future I will adjust the student's ability, then I added some material to catch them, and I have more to renew the spirit of teaching and learning so that students are comfortable my talk, To made learning objectives for the future I will adjust the student's ability, then I add some material to catch them, and I have more passion again renew my teaching so that students are comfortable learning speaking, I will also provide continuous motivation to the students so that they study harder. I will also provide continuous motivation to the students so that they are more interested in learning".[27]

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[25]Sabban Siregar. Principle of MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 23rd February 2012.

[26] Sabban Siregar. Principle of MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 23rd February 2012.

[27]Lely Rahmiyanti. English Teacher in MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 23th February 2012.

d. Lack of students discipline

To solve the problems of student's indiscipline, Lely Rahmi Yanti

said:

"I should be able to act as their controller, as a motivator, for example, and others that they may be good and obedient to what the teacher says, so they can be disciplined to learn. Cooperation is also carried out with a copy of your school during student orientation as a means of socialization of all school activities and student activity report. Thus, parents are actively involved in the supervision of children's learning so that children become disciplined".[28]

e. Use three languages in teaching

To solve the problems in the use of language of instruction lesson,

Lely Rahmiyanti said:

"I will reduce regional languages will often use English to get them to listen English words, so that they are familiar with English, although students are not able to speak Indonesian and English, I should reduce the use of local languages so that they are accustomed to understand English, but I can not do this quickly because it must be done slowly".[29]

f. Low Traffic speaking students

To solve the problems in determining in determining the value, as

said by the principal: "To assess the ability of students is not enough with

their language skills, but teachers also have to look at the behavior of

[28]Lely Rahmiyanti. English Teacher in MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 23th February 2012.

[29] Lely Rahmiyanti. English Teacher in MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 23th February 2012.

students in the class, assignments, their liveliness, from a certain value to them, basically we already know that the ability to speak low eighth grade students". [30]

B. Discussion

When there is a discrepancy between the results of the planning and implementation, can say there are problems in the learning activities has been undertook, in addition to the problems of students, teachers also become one of the educational component that can affected the outcome of learning.

The results of analysis of observations and research based on interviews done by researchers at Grade VIII in MTsN Sialagundi Kecamatan Sipirok, as follows:

There are several steps teachers' activities in teaching speaking, Lely Rahmiyanti, S.Pd in performing her duties as a teacher to complete the activities can say neatly arranged, this can be seen the results of the implementation plan of learning that he was doing and some of the steps that he lay out a plan for implementation of learning.

Problems encountered in the low ability students so that teachers difficult to determine the purpose of learning, if in view of some aspects of students

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[30] Sabban Siregar. Principle of MTsN Sialagundi Kecamatan Sipirok, *Interview*, in MTsN Sialagundi Kecamatan Sipirok, 23th February 2012.

cannot be blamed for their lack of speaking ability because it comes from the unequal system of education, most students from the village who do not have basic proficiency in English, plus more for teachers who teach them in Grade VII when an Indonesian language teacher does not have the educational background of English.

Indiscipline of students to be a problem in teaching, because teacher have to give more energy to create a conducive condition, while teaching the teacher had to say one sentence in three languages, because there are still some students who cannot speak Indonesian, non-availability of school facilities and infrastructure are also demanding teachers to spend personal funds to locate the material and subject matter, the school does not provide adequate books and speaking according to the lesson. Other problems come from students who have low proficiency in speaking lessons, so teachers difficult to determine their value.

Efforts that have been / are being implemented to address the problems faced by the teaching that the teacher speaking in Grade VIII can be said is right and is in accordance with existing problems, it also shows us that the principle and teachers of English in MTsN Sialagundi Kecamatan Sipirok not sit-hand look at this issue.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on result of observations and interviews that done by researcher about Teachers' Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok, so researcher can conclude Teachers' Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok, as follows:

1. Teachers' Activities in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok, they are: Made learning implementation plan within which there are all aspects of teaching and learning activities and while teaching in the classroom teacher used psychological and physical preparation.

2. Teachers' Problems in Teaching Speaking at Grade VIII in MTsN Sialagundi Kecamatan Sipirok, they are: To provide learning materials and media, to determine the learning, discipline students who are very low, use three languages in teaching, lack of students interest, lack of students discipline, and low ability of students in speaking.

3. The Solution For Teachers' Problems In Teaching Speaking At Grade VIII in MTsN Sialagundi Kecamatan Sipirok, they are:

The teachers make a way out by increasing the time students learn, to work at home that can increase the ability of students, the school will provide facilities and infrastructure that can support the learning path, the teacher should further motivate students to study harder and the methods draw will be made to make students better study skills.

B. SUGGESTION

Based on the above conclusions, the researcher can point out the suggestion, as follow:

1. To Principal, let the teachers for each subject selected by the school according to educational background and ability to adapt to the teachers to teach these subjects so that learning objectives can be achieved.
2. To English teachers, must more attention to the characteristics of students in order to achieve learning objectives in the plan and should have a lot of learning methods and media of interest to students are not bored to learn speaking.
3. To students, must be study hard to be the best in next time.

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