

The Influence Of Teacher's English Talk In Teaching English Toward The Students' Speaking Ability At The Second Year Students Of SMA 1 Wonomulyo

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Abstract: This research attempts to find out the influence of teacher's English talk in teaching toward students' speaking ability. The objective of research is to get information about the teacher's English talk at SMA Negeri I Wonomulyo and whether or not the English teacher's talk in teaching influence the students' speaking ability. The method used in this research is descriptive. The sample of this research XI IPA 2, the total sample were 45 students at the second year students SMA Negeri I Wonomulyo and one of the English teacher by using cluster random sampling. The result of analysis shows that the teacher's English talk in teaching gives the positive influence toward students' speaking ability, the students speaking ability increase thus the students at SMA Negeri I Wonomulyo have a good speaking, it is proved by result of students' grades for speaking skill in learning which is classified as good classification (the main score is 71,82).

Keyword: Speaking ability, teaching quality, english teacher, english language

Talking about learning processing there are two parts play in important role they are a teacher and student. The students acquire knowledge from the teacher but probable the teacher will get something from the student as well. Hence contact amid students and teacher whether indoor or outdoor influence both knowledge development, although such teacher has important role in learning process.

The specially English teacher who has purpose to increase students' English skill advisable has enough competence, besides mastering subject, as a mentor must has competence to deliver (explain) it so that the students can understand subject easily. Because the English is not our language thus a teacher who is delivering (explaining) subject must has improvisation, for instance the students are studying the English (speaking) had better the teacher deliver it by English not Bahasa (Indonesian language). Using the English in classroom can help the students not only in speaking but in listening as well, consequently the teacher's habit in using the English language for delivering or explaining matter can increase students' speaking ability.

In bilingual class part of most students like the teacher's way for delivering English matter by using English because they think if a teacher always use English certainly we can imitate the teacher's habit and to customize for listening, as Hall (1983) explains that formation of the most basic attitude through the simple experience, if someone have experienced repeatedly something, will form the positive attitude toward that something, this case as influence of expose., if someone is faced with a case or thing, she or he will be peaceful if know it, likewise the language in this case the target language, it indicate that if students are always touched (listen) with the English will be form the positive attitude toward the English because the English is not strange thing, however many students complain to study in bilingual class because they have to receive subject from different teachers by different languages namely Bahasa and English language, moreover if the English is not a fond subject, certainly a problem will appear and finally the student will get big problem.

The difficulties to transfer the English, it is the first problem faced by teacher and students. If the students don't understand subject that is

taught, they will be hesitant to produce questions or answers, because of their capability in English is not sufficient thus students' achievement can be down by this condition, But it is not impossible thing to succeed and can give output who has quality and competency in English skill, as Alford (1999) say that "using target language in the classroom by teacher who is teaching will give change to students to study the language directly", He added that using the target language intently can influence toward students' interest to use that language among them. In this research the target language is the English that is studied by students. Likewise Harmer (2002) says, as a model in the classroom, had better the teacher give more chance to students to contact with language is being studied directly, so that even though the students don't understand every words are said by teacher, but they will endeavor to understand the meaning of the context.

Talking about speaking certainly involve listening. Relate speaking and listening in English learning certainly that it is related to Audio-Lingual method. This method focus on speaking and listening skill between students and teacher, in learning process by using this method the teacher demanded to English language. Prof. Nelson Brooks as method creator (1964) who has demanded change in teaching from art teaching became knowledge. Brooks in Tarigan (2008) have written that:

" There are five empirical laws in Audio lingual method, they are basic relation law, practice law, intensity law, assimilation law, influence law; and there are five slogans in this method they are language is utterance is not writing, language is a habit, teach language is not teaching concerning language, language is what said by native speaker, language are different and various".

According to Richards & Rodgers (1987) there are three important point in this method namely, (1) The stimulus is the information about foreign language, (2) the response is student's reaction on the presented material, (3) the reinforcement is natural "self-satisfaction of target language use".

METHOD OF THE RESEARCH

This research will be descriptive research. It aims at giving information about the influence of teacher's English talk toward the students' ability at the second year student of SMAN 1 Wonomulyo.

The object of the research were students and the English teachers, one of the teachers using English language and another teaching using Bahasa in different classes. As for duration of the research is about two months. SMA Neg.1 Wonomulyo consist of five classes of the second year and population total number are 130 students. The researcher needed to observe the environment, students, teachers as the object of this research.

The population of this research is the second year students of SMAN 1 Wonomulyo in the Academic years 2011/2012 by total number are 249 students that are divided into six classes. The researcher used cluster random sampling technique to take the sample of the research from the population. The researcher took two classes from five classes directly as sample, they are X1 IPA¹ and X1 IPA² and two English teachers, but one of them (an English teacher) and one of the two classes that study the English used Bahasa in learning process. It is standard comparison only to compare students speaking ability between the both are.

The instrument used to collect data, are observation, questionnaire, interview and documentation. The data was analyzed by using triangulation check or recheck data, in this research the data is analyzed firstly. Data had gotten then collected and processed systematically. The data was collected for finding out the influence of the teacher's English talk toward speaking ability in teaching will be analyzed in percentage.

FINDING AND DISCUSSION

1. The teacher's English talk at SMAN I Wonomulyo

The researcher observed when the English teacher is delivering (explaining) subject to the students. The teacher has a good grammar in speaking and writing, as a teacher she gave a

good example for the students about the rules of the English language. The teacher always ask the students to give questions, answer or responses in English language when learning process go on, the last time of the meeting the teacher always gave explanation about the wrongs that were made by students in speaking so the students could improve their weakness directly and the teacher precisely can teach easily because she had given structure lesson indirectly so the students achievement can improve especially in English subject.

The English teacher enough master the speaking skill. When she explains or delivers subject in learning process the rules of speaking are mastered well. First the content of her speaking was very good she could adjust to the students competences so the meaning of the spoken sentences is comprehensible by listener or students easily, second about the English teacher's accuracy in speaking, her pronunciation was very slightly only influenced by the mother tongue, she articulated the letters and words clearly, likewise her rhythm, stress and intonation were very good and there was one or two grammatical errors and lexical errors only.

The teacher master writing skill too, she knows exactly the rules of writing for example generally there are five components of writing they are content, organization, vocabulary, using of language and mechanics so her competence in writing influence her competence in speaking too, likewise her reading skill and listening skill she master that both skill well too.

The teacher always explains the subject clearly eventhough she uses the English language but the students understand the meaning of her explaining so the students like to join in this class and to study this subject, this data supported by teacher's response when the researcher interview, the result of interview said that the students always present except if there is student ill or get permission.

2. The student's speaking ability at SMA Negeri I Wonomulyo

The researcher observed during the learning process go on in each time when the English subject was taught all students were always present in the school except ill student or the student got permission so the student did not present, even during the research was conducted one hundred percentage of students present as much five times.

The teacher always respect what the students said, so the students were not shy to ask, answer or give idea. This data supported by teacher's response when the researcher interview, the result of interview said that all students are always active in learning process.

The teacher's English talk in teaching made the students imitate it so the students are accustomed to say something in English not only to their English teacher, to their classmate but sometime to anyone in the school.

3. The questionnaire was distributed to the whole sample at XI IPA2 class of SMA Neg. I Wonomulyo (45 students)

The questionnaire was distributed to the whole sample at XI IPA² class of SMAN I Wonomulyo (45 students). Those items are tabulated in the Table 1. Based on the Table 1, the teacher's English talk in teaching make the students' speaking ability increase, it is proved by the students' response that most of them stated strongly agree 28,89 % and 33,33 % stated agree, only 6,67 % stated disagree and 8,89 % strongly disagree.

The Table 2 show that only 6,67 % students stated disagree and only 11,11 % students stated strongly disagree, it means that the teacher's English talk in teaching make the students' speaking ability increase, because the students study the English seriously.

Table 1 The teacher use the English language in teaching continuestly, it will make the comfortable situation in learning process

No	Classification	Frequency	Percentage
1.	Strongly agree	13	28,89
2.	Agree	15	33,33
3.	Moderate	10	22,22
4.	Disagree	3	6,67
5.	Strongly disagree	4	8,89
Total		45	100

Table 2 The teacher use the English in teaching, it will make the students study the English seriously

No	Classification	Frequency	Percentage
1.	Strongly agree	13	28,89
2.	Agree	16	35,56
3.	Moderate	8	17,78
4.	Disagree	3	6,67
5.	Strongly disagree	5	11,11
Total		45	100

Table 3 The teacher use the English language in teaching will make the students more concentration in learning process

No	Classification	Frequency	Percentage
1.	Strongly agree	14	31,11
2.	Agree	13	28,89
3.	Moderate	9	20,00
4.	Disagree	4	8,89
5.	Strongly disagree	5	11,11
Total		45	100

The data on the Table 3, shows that the teacher's English talk in teaching make the students more concentration to study, it is proved by students' response that only 8,89 % students stated disagree and only 11,11% stated strongly disagree.

From the Table 4 shows that the teacher's English talk in teaching make the students' speaking ability increase, it is proved by the students' response that most of students 28,89 % stated strongly agree and 33,33 % stated

agree if declared that the teacher's English talk in teaching make the students more diligent.

Based on the students' response on the Table 5, the data shows that the teacher's English talk in teaching make the students' speaking ability increase it is proved by students response that most of students 31,11 % stated strongly agree and 35,56 % stated agree if declared that the teacher's English talk in teaching make the students are challenged.

Table 4 The students more diligent if the teacher use the English language in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	13	28,89
2.	Agree	15	33,33
3.	Moderate	9	20,00
4.	Disagree	5	11,11
5.	Strongly disagree	3	6,67
Total		45	100

Table 5 The students are challenged to study if the teacher use the English language in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	14	31,11
2.	Agree	16	35,56
3.	Moderate	7	15,56
4.	Disagree	3	6,67
5.	Strongly disagree	5	11,11
Total		45	100

Based on the Table 6, the researcher concludes that the teacher's English talk in teaching make the students' speaking ability increase it is proved by students' response that most of students 33,33 % stated strongly agree and 31,11 % stated agree.

Based on the Table 7 shows that the teacher's English talk in teaching make the students' speaking ability increase it is proved by students' response that most of students 35,56 % stated strongly agree and 40,00 % stated agree.

Table 6 The students will be active to discuss if the teacher use the English language in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	15	33,33
2.	Agree	14	31,11
3.	Moderate	8	17,78
4.	Disagree	3	6,67
5.	Strongly disagree	5	11,11
Total		45	100

Table 7 The students can master the English language quickly if the teacher always define the lesson by English daily words in learning process

No	Classification	Frequency	Percentage
1.	Strongly agree	16	35,56
2.	Agree	18	40,00
3.	Moderate	6	13,33
4.	Disagree	2	4,44
5.	Strongly disagree	3	6,67
Total		45	100

Table 8 The students can understand lesson quickly if the teacher use the English language in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	11	24,44
2.	Agree	15	33,33
3.	Moderate	10	22,22
4.	Disagree	4	8,89
5.	Strongly disagree	5	11,11
Total		45	100

Table 8 shows that the teacher's English talk make the students speaking ability increase because the students can understand the lesson quickly, it is proved by students response that most of the students 24,44 % stated strongly agree and 33,33 % stated agree. Based on Table

9, the researcher concludes that the teacher's English talk in teaching make the students' speaking ability increase it is proved by students' response that most of the students 44,44 % stated strongly agree and 24,44 % stated agree if the students imitate teacher's habit.

The Table 10 shows, that the teacher's English talk in teaching make the students' speaking ability increase it is proved by students' response that most of students 42,22 % stated strongly agree and 26,67 % stated agree if

declared that the teacher use the English language in teaching the students will not be shy to interact by using the English language.

Table 9 The students will imitate the teacher's habit use the English language in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	20	44,44
2.	Agree	11	24,44
3.	Moderate	9	20,00
4.	Disagree	2	4,44
5.	Strongly disagree	3	6,67
Total		45	100

Table 10 The students are not shy to interact by using the English language if the teacher use the English in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	19	42,22
2.	Agree	12	26,67
3.	Moderate	6	13,33
4.	Disagree	3	6,67
5.	Strongly disagree	5	11,11
Total		45	100

Based on the table 11 it is showed that only 11,11 % students stated strongly agree and only 6,67 % stated agree it means if declared that the teacher use the English continestly make the students' learning situation is comportable so the students' speaking ability increase. Based on the students response on the Table 12 most of

students strongly disagree 33,33 % and 28,89 % disagree if declared that the students will not study seriously when the teacher use the English language in teaching, it means the teacher's English talk in teaching increase students' speaking ability.

Table 11 The Students' learning situation is not compotable if the teacher use the English language continestly in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	5	11,11
2.	Agree	3	6,67
3.	Moderate	8	17,78
4.	Disagree	10	22,22
5.	Strongly disagree	19	42,22
Total		45	100

Table 12 The students will not study seriously if the teacher use the English language in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	4	8,89
2.	Agree	4	8,89
3.	Moderate	9	20,00
4.	Disagree	13	28,89
5.	Strongly disagree	15	33,33
Total		45	100

The data in Table 13 above shows that only 8,89 % students stated strongly agree and only 11,11 % stated agree if declared that the teacher's English talk in teaching make the students will not be concentration to study. From the Table 14 shows that the teacher's English talk in teaching make the students more diligent and active to study because most of the students 33,33 % stated strongly disagree and 28,89 % stated disagree if declared that the teacher's English talk do not make students more diligent

and active. The data from Table 15 shows that 31,11 % students stated strongly disagree and 31,11 % stated disagree if declared that the teacher's English talk do not make students are challenged. Based on Table 16, the researcher concludes that the teacher's English talk make the students active to discuss because most of the students 31,11 % stated strongly disagree and 33,33 % disagree if declared that the teacher's English talk in teaching do not make students active to discuss.

Table 13 The students will not be concentration to study if the teacher use the English language in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	4	8,89
2.	Agree	5	11,11
3.	Moderate	8	17,78
4.	Disagree	13	28,89
5.	Strongly disagree	15	33,33
Total		45	100

Table 14 The students will be lazy and not active to study if the teacher use the English language in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	4	8,89
2.	Agree	3	6,67
3.	Moderate	10	22,22
4.	Disagree	13	28,89
5.	Strongly disagree	15	33,33
Total		45	100

Table 15 The students will be not challenged to study if the teacher use the English language in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	5	11,11
2.	Agree	3	6,67
3.	Moderate	9	20,00
4.	Disagree	14	31,11
5.	Strongly disagree	14	31,11
Total		45	100

Table 16 The students will not be active in discussion eventhough the teacher use the English language in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	5	11,11
2.	Agree	4	8,89
3.	Moderate	7	15,56
4.	Disagree	15	33,33
5.	Strongly disagree	14	31,11
Total		45	100

The Table 17 shows that most of students 31,11 % strongly disagree and 31,11 % disagree if declared that the teacher's English talk do not make students understand and master the English language quickly. Based on the Table 18 as much as 31,11 % stated strongly disagree and 33,33 % stated disagree it means the students do not get difficulties to understand about the subject. The data from Table 19 shows that most of students 37, 78 % stated strongly disagree and

28,89 % stated disagree if declared that the students do not imitate teacher's habit so the students speaking ability will not increase. From the Table 20 only 8,89 % students strongly agree and only 8,89 % students agree if declared that the students do not use the English language to interact, it means the teacher's English talk in teaching make the students speaking ability increase because they use the English language to interact.

Table 17 The students will not master the English quickly eventhough the teacher use daily words in english to teach

No	Classification	Frequency	Percentage
1.	Strongly agree	3	6,67
2.	Agree	5	11,11
3.	Moderate	9	20,00
4.	Disagree	14	31,11
5.	Strongly disagree	14	31,11
Total		45	100

Table 18 The students get difficulties to study if the teacher use the English language in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	6	13,33
2.	Agree	3	6,67
3.	Moderate	7	15,56
4.	Disagree	15	33,33
5.	Strongly disagree	14	31,11
Total		45	100

Table 19 The students will not imitate the teacher's habit use the English and will not increase their speaking skill

No	Classification	Frequency	Percentage
1.	Strongly agree	4	8,89
2.	Agree	4	8,89
3.	Moderate	7	15,56
4.	Disagree	13	28,89
5.	Strongly disagree	17	37,78
Total		45	100

Table 20 The students are shy to use the English in interaction eventhough the teacher use the English language in teaching

No	Classification	Frequency	Percentage
1.	Strongly agree	4	8,89
2.	Agree	4	8,89
3.	Moderate	9	20,00
4.	Disagree	13	28,89
5.	Strongly disagree	15	33,33
Total		45	100

4. The result of the data analysis collected through the documentation of the grades for English subject of XI IPA² Class

The calculation below in Table 21 illustrates that the mean score of the students' grades for speaking skill in learning English of the second year students of SMA Negeri I Wonomulyo is 71,82 based on the table before, it fall into good classification. It means that the second year students of SMA Negeri I Wonomulyo have good speaking ability in English.

The Table 22 below shows that most of students' score are in good classification because only one student got very good, there are twenty eight students got good, sixteen students got fair and none of the students got poor and very poor classification, it means that the teacher's talk in teaching give positive influence toward students' speaking ability so the students' speaking ability is increasing.

Table 21 The students' score in learning English

No	Nilai	No	Nilai	No	Nilai
1	69	16	74	31	76
2	66	17	72	32	76
3	70	18	73	33	60
4	71	19	72	34	87
5	73	20	74	35	78
6	80	21	76	36	76
7	70	22	76	37	70
8	66	23	72	38	72
9	68	24	60	39	79
10	69	25	74	40	71
11	73	26	72	41	66
12	75	27	75	42	67
13	75	28	68	43	73
14	80	29	65	44	65
15	71	30	65	45	72
				Total	3232
					71,82

Table 21 The rate percentage of the students' score (The grades for English)

No.	Classification	Score	Frequency	Percentage
1	Very good	86 - 100	1	22
2	Good	71 - 85	28	62,2
3	Fair	56 - 70	16	35,6
4	Poor	41 - 45	0	0
5	Very poor	0 - 40	0	0
TOTAL			45	100

Discussion

1. The teacher's English talk

Based on the result of questionnaire for students and interview for the teacher the researcher concluded that the teacher's English talk in teaching give positive influence toward students' speaking ability so the students' speaking is increasing.

2. The students speaking ability

Based on the analysis of the data obtained through documentation of school, the result of the data analysis shows that 2,2 % student got very good classification in learning, 62,2 % students got good classification and 35,6 % got fair classification. It means that the second year students of SMA Negeri I Wonomulyo

have good speaking ability in learning English.

3. The influence of teacher's English talk in teaching toward students' speaking ability. The result of students' speaking ability shows that there are significant influences of teacher's English talk in teaching toward students' speaking ability of SMA Negeri I Wonomulyo, the teacher's English talk made comfortable situation of learning, made the students study seriously, students more concentration, students more diligent to study, students were challenged to study, students more active to discuss, master the English language quickly, understand the lesson quickly, the students imitate teacher's habit used the English, the students were not shy to interact by using the English language. From the application based on the data analysis the researcher found that the students' speaking ability is good classification, it is proved by the mean score of the students' grades for English is 71,82. It is also proved by the percentage of the students who got good classification that is 62,2 % students. So the researcher infers that the teachers' English talk in teaching make the students' speaking ability increasing.

CONCLUSION AND SUGGESTION

Based on what has been written in writing, the writer comes to a conclusion and give suggestion concerning the influence of the teacher's English talk in teaching toward students' speaking ability at the second year students of SMA Negeri I Wonomulyo.

Conclusion

Related with the finding and discussion, the writer would like to present several conclusion as follow:

1. The teacher who master the four skills of language and using the English language to deliver or explain matter in learning process make the students' speaking ability increase because the teacher's habit was imitated by students so the students were accustomed to speak up anything in English toward their teacher, their friends or toward anyone,

because of that as the English teacher demanded can speak English well and always make the students contact with the language is being learned when they study in every time.

2. The influence of the English teacher's talk in teaching toward the students' speaking ability is good, it is proved by the mean score of the students' grades for speaking skill is 71,82 which is classified as good classification. It is also proved by the percentage of the students who got good classification that is 62,2 %. The researcher infers that the second year students of SMA Negeri I Wonomulyo have a good speaking ability in learning English.

Suggestion

Based on the conclusion above, the writer give suggestion as follows:

1. The students need a qualified teacher because of that a teacher had better master the four skills of language.
2. Besides master the four skills of language, a English teacher demanded to have the best method in teaching so the students can study the subject well, understand and master the subject easily.
3. The English teacher had better use the English language to deliver or explain the lesson so the students imitate the teacher's habit to use the English language.

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