

INSTRUCTIONAL ANALYSIS IN SPEAKING CLASSROOM

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Abstract: The objective of the research is to know the instructional analysis in teaching speaking skill. This study participated by one of the Eleventh grader English teachers in SMAN 8 OKU. Data from this descriptive study were gathered by observation. The observational result showed that the English teacher of SMA N 8 OKU used certain types of classroom instruction in the teaching speaking. There were five types of classroom instruction: setting objectives and providing feedback, cues, question and advanced organizer, homework and practice, reinforcing effort and providing recognition, and generating and testing hypotheses

Keywords: Classroom instruction, speaking

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui analisis instruksional dalam mengajar keterampilan berbicara. Penelitian ini diikuti oleh salah satu guru bahasa Inggris kelas XI di SMAN 8 OKU. Data penelitian deskriptif ini dikumpulkan melalui observasi. Hasil observasi menunjukkan bahwa ada beberapa jenis pengajaran di kelas dalam pengajaran berbicara yang digunakan oleh guru bahasa Inggris di SMA N 8 OKU. Ada lima jenis instruksi kelas yaitu: menetapkan tujuan dan memberikan umpan balik; pemberian klu/isyarat, pertanyaan dan penyelenggara tingkat lanjut; pekerjaan rumah dan praktik; memperkuat upaya dan memberikan pengakuan; serta menghasilkan dan menguji hipotesis.

Kata Kunci: Instruksi kelas, berbicara

I. INTRODUCTION

Language is a communication system to express somebody's thoughts, feelings, and some others through the use of the verbal sounds or symbols decided to agree by both language speakers. According to Ihsan (2011) language is very essential in human, and encompasses sound elements, lexicon, sentence, pragmatic and discourse elements. It means the human must have many vocabularies, known about

pragmatics and discourse, to interact with one another. Therefore, humans could use the language to communicate.

Teaching speaking is of great concern in many language courses and teaching strategies can not be ignored as factors determining the teaching output. According to Brown (2001) Speaking is an interactive process of meaning-building involving information generation, receipt and processing. Speaking is an ability to speak orally by transmitting message through

voice. Thornbury (2005) point out that Speaking as interactive and needs the ability to work collaboratively in speech turn management. Kayi (2006) cited in Matius (2013) adds that speaking is the productive skill in the oral mode. Richards and Renandya (2002) state that We used to talk to give directions or get things accomplished. It means, When a student wishes to express his goal, he must speak to ensure that the objectives will be properly delivered. Unfortunately, students have difficulty in mastering speaking skills so teaching must be done starting from the basics such as Vocabulary, grammar, and pronunciation must be mastered in speaking. It's necessary to make the students speak fluently and accurately. Hence, it is difficult for students to speak.

According to Ur (1996) cited in Hosni (2014) low student learning motivation and less attractive learning strategies are two of several problems that contribute learning to speak less interesting skills which make it extremely difficult for students to learn speaking skill.

Classroom management is a concept often used by the teachers to determine the conditions that classroom courses are conducted smoothly, without disruptive behavior from students going to compromise instruction delivery. The term also indicates preventive early detection of

disruptive behaviour, and appropriate response to it once it occurs.

According to Huitt (2003) classroom instruction takes place in an atmosphere where individuals who receive training are gathered together and studied through lectures, study papers, class discussions, textbook studies, or other ways of organized formal education techniques, such as videos, circuits closed, or other forms of electronic devices, and are distinguished from individual instructions (education or training in the workplace). Therefore, the teacher uses classroom instruction strategies to organize and guide students in improving their speaking skill so that students can apply their speaking abilities and can achieve teaching and learning goals and objectives.

Based on the explanation above the researcher concludes that Speaking is important, because speaking is a system of regulations that explores the structures and functions of sentences that many students still spend most of their classroom time in a language. Teacher should concern with teaching speaking through the effective instruction in the classroom. Therefore, this study concerns on analyzing the teacher's classroom instruction in teaching speaking.

II. METHODOLOGY

In this study the writer used the descriptive method. According to Fraenkel and Wallen (2009), The descriptive method is the way something is explained, analyzed, and classified through. The main goal of descriptive method describes the data and characteristic about was being study. It means that, this study focused on describing classroom instruction on teaching speaking skill. The purpose of this method was presenting, interpreting and then analyzing the data of the teacher's strategies in speaking skill.

A research population is also known as collection of individual or objects known to have similar characteristics. The population of this research was all of the English teacher at SMA N 8 OKU. Meanwhile, The sample is a subgroup of the target population which researchers are planning to research to generalize the target population. In other words, sample is a part of population which will be observed by the researcher. The sampling technique that researcher used in this research was Purposive Sampling. Because the researcher just observed English teacher in class XI IPA I and the researcher observed Ibu Maryati, S.Pd. According to Arikunto (2006) purposive sampling is the technique of taking samples not based on random, area or strata, but it is given based on the consideration of certain objectives.

In addition, in this research, observation was used in collecting the data. According to Creswell (2012), observation is the process of gathering open-ended, firsthand information by observing people and place at a research site. This method was used to collect information about what were types of classroom instruction in teaching speaking skill at the eleventh grade students of SMA N 8 OKU.

The observation checklist used by the researcher is based on the following criteria:

1. Setting Objectives and Providing Feedback

The first criterion consisted of the activities below:

- a. Teachers give students a direction for learning;
- b. Teachers narrow the focus for students;
- c. Teacher asks Students to adapt the objectives to their own individual needs and wants;
- d. Teacher gives the students information about what they do correctly and incorrectly;
- e. The teacher offers students the opportunity to get their own comments and suggestions through ongoing self-assessment of their learning and performance;

2. Non-linguistic Representations.

In this teaching instruction Teacher offers a variety of actions-including creating visualizations, making physical models, generating mental images, drawing pictures and pictographs, and engaging in kinesthetic activity to produce non-linguistic representations to give students the opportunity to develop (or add) their knowledge.

3. Cues, Questions, and Advance Organizers

In this teaching instruction, Teacher's activities are to (1) Provide information and questions that are critical to the students' understanding of the subject; (2) lead more discussion in the classroom, and facilitate interaction between students; (3) Ask the questions before learning tends to help learners gain a framework for information processing; (4) Provide certain advance organizers to help students learn new information using their prior knowledge.

4. Cooperative Learning

In this phase, Teacher asks students to form a small group, sets up groups of students by analyzing their level of competence and consistently and systematically utilizes cooperative learning techniques.

5. Summarizing and Note Taking

Teacher tells students to analyze important information and restate that information with their own words, and to summarize it in order to optimize the ability of the students to synthesize and organize information in a way that captures the main points and supports details.

6. Homework and Practice

Teacher provides homework and practice for students to expand the learning opportunities for evaluating and applying knowledge, and improves the capabilities to attain the predicted level of skill or process.

7. Reinforcing Effort and Providing Recognition

Teacher should encourage the students to do their best to achieve better academic performance and to show appreciation or praise to the students for their achievements related to accomplishing the goal.

8. Generating and Testing Hypotheses

Teacher asks the students to set out their hypotheses and conclusions clearly.

9. Identifying Similarities and Differences

Teacher asks the students to identify similarities and differences, teacher asks students to compare, classify, create

metaphors and create analogies. Then, teachers use graphic or symbolic concepts to improve the ability of students to generate similarities and differences in their understandings.

In analyzing the data, the researcher used the model of Miles and Huberman in Prastowo (2011), the steps of the analysis were shown in the following figure:

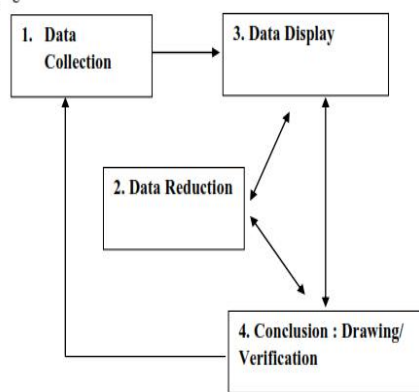


Figure 1. Steps of Analyzing Data

III. RESULTS AND DISCUSSION

Results

Based on observations, researcher collected data from interviews, observations, and documentation of class activities. Then, The reduced data of the researcher refers to the process of selection, concentration, attention, simplification, abstraction and rough transformation of data that occurs in written field notes. The researcher made notes about what the researchers got from seeing and hearing the observation video taken during the lesson.

Next, the researcher made an important list of data obtained from the data reduction results and then collected the information that is complete. Finally, the researcher made a table to explain the final stage, which is the conclusion, where complete information is explained about what types of classroom instruction used by the teacher to teach speaking skill and how were activities in class. The followings are some examples of teacher's instructional analysis result:

1. Setting Objectives and Providing Feedback

T: Good morning students. *Sekarang kita belajar tentang "Asking for and Giving for Opinion" apa itu maksudnya?*

S: Opinion, mam.

S: *Bertanya dan memberikan pendapat, mam.*

T: *Bagaimana contohnya cara meminta dan memberi pendapat?*

S: *Misalnya saat kita sedang kesulitan mam jadi kita bisa bertanya dan saat orang lain bertanya sesuatu disitu kita bisa memberikan suatu pendapat.*

2. Cues, Questions, and Advance Organizers

T: **Nowdays, We are living in what era?**

S: *Globalisasi, milenial mam?*

T: Yes, That's right. We are living in globalization era where mostly

people use gadget and social media. All of you have Instagram, Facebook, and even twitter accounts. What do you usually do when one of your friends posted a photograph?

S: Like and give comment, mam

T: **That's right. (While showing gadget and open her Instagram account to show the students some comments in a post of her friend).**

3. Homework and Practice

T: **Jadi saya ulangi ada dua yang kita bahas hari ini yaitu?**

S: Asking for opinion and giving for opinion

T: *Ok. Jelas? ada pertanyaan?*

S: *Tidak mam.*

T: **Oke, let's do some practices. Do task 3 page 51. Do the exercise in 15 minutes.**

4. Reinforcing Effort and Providing Recognition

T: *Ok kita koreksi ya. Nomor 1, what do you think of The English teacher?*

S: I think he is a good teacher.

T: **OK. Good.** Next What do you think for government in Indonesia?

S: *Saya rasa tidak bekerja dengan baik.*

T: **Good.** Next, tell me How is development of music in Indonesia?

S: Indonesia is the best. I love Indonesian pop music industry.

T: ***Ok. Jadi setelah belajar ini kita pasti bisa meminta dan memberikan pendapat kita harus speak up untuk melatih critical thinking kita.***

5. Generating and Testing Hypotheses

T: *Jadi jelas ya. Hari apa apa aja yang kita bahas?*

S: ***Ungkapan satisfaction and dissatisfaction***

T: ***Ok PR ya. Buatlah dialog ungkapan satisfaction and dissatisfaction. Ok saya akhiri wassalamualaikum wr.wb.***

Discussion

Based on the result of table observation checklist in teaching speaking skill the researcher found the English teacher at the eleventh grades students of SMA N 8 OKU used five classroom instructions to teach speaking skill. The instructions were setting objective and providing feedback, cues, question and advanced organizer, homework and

practice, reinforcing effort and providing recognition, generating and testing hypotheses. The teacher had done classroom instruction well. As the resources she prepared material, book and other sources for teaching Speaking skill.

Good classroom instruction effectively makes a student active in learning and decreases destructive behavior and provides benefits for student learning time. The benefits of using good classroom instruction were to make it easier for teacher to manage the learning process so that it can make students eager to learn

English with methods that were easy for students to understand so students can actively interact in class and can practice all the information they get easily.

Good classroom instruction was closely related to students' success in speaking because students would be active in class if the material given by the teacher used fun methods. Students prefer to join in class and students easily absorb the information they can for them to apply. But if the teacher teaches it monotonous, students will feel bored and lazy to follow the lessons in the class and as the result; they will never understand the material and get no interest to practice it. In previous studies researchers found similarities in problems faced by teachers such as, what

type of classroom instruction is used by teachers in teaching English, what is the purpose of each class instruction, the teacher's role and student's role in learning speaking, and how to improve students' ability to speak English so that it can be practiced in daily activities.

IV. CONCLUSION

Based on the research findings, in observation table checklist, it was found that the teacher used five class instructions to teach speaking skill. The Instructions were setting objective and providing feedback, cues, question and advanced organizer, homework and practice, reinforcing effort and providing recognition, generating and testing hypotheses.

Good classroom instruction effectively makes a student active in learning and decreases destructive behavior. It also provides benefits for student learning time and facilitates the teacher in regulating the learning process. Therefore, good classroom instruction makes students prefer to learn English with methods that are easily to understand. Besides, the students can interact in class and practice all the information they get actively and easily.

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