LEARNING ACTIVITIES IN SPEAKING CLASS AT IAIN CURUP (A Descriptive Study of English Tadris Study Program at IAIN Curup in Academic Years 2018)

THESIS

This Thesis is submitted the requirement for 'Sarjana' degree in English Language Education

By :

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(IAIN) CURUP
2019

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Nomor: 0281/In. 34/I/PP.00.9 / 12 / 2018

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Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date	:	Tuesday November 27nd 2018
Time	:	09.30.00 a.m – 11.00 a.m.
At	:	Room 1 Munaqosah IAIN CURUP

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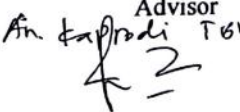
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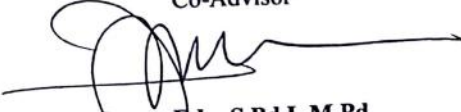
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Assalamualaikum Wr.Wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudari **RIRIN ANGGRAINI** yang berjudul **Learning "Activities in speaking class at IAIN Curup (A Descriptive Study of English Tadris Study Program at IAIN Curup in Academic Years 2018)".** Sudah dapat diajukan dalam sidang Munaqosah.

Demikianlah permohonan ini kami ajukan, Terima kasih.

Wasalamualaikum Wr.Wb

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State the thesis under the tittle " **LEARNING ACTIVITIES IN SPEAKING CLASS AT IAIN CURUP (A Descriptive Study of English Tadris Study Program at IAIN Curup in Academic Years 2018)**", is origin and never proposed to get scholarship in IAIN Curup. So, never do the other university.

This statement is made truly, if in the next day there is any mistakes, the writer ready to accept the punishment or the other criticism from IAIN suitable with is regulation.

Curup, November 2018

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ACKNOWLEDGEMENT

Assalamualaikum Wr.Wb

Alhamdulillah, praise to Allah SWT the Al-Mighty and Merciful God whose blessing and guidance have made this thesis possible to finish this thesis completely. Praying and getting to prophet Muhammad SAW and to all of his family and also to his followers who brought us from the darkness to the lightness.

This thesis entitled **"Learning Activities in Speaking Class at IAIN Curup (A Descriptive Study of English Tadris Study Program at IAIN Curup in Academic Years 2018)"**. Presented in fulfillment for the degree of Strata 1 in English Tadris Study Program of Tarbiyah IAIN Curup.

In this occasion I Would like to express my deepest gratitude to :

1. Dr. Rahmat Hidayat, M.Ag, M.Pd as the head of IAIN Curup
2. Drs. Beni Azwar, M.Pd.Kons as the head Tarbiyah Department of IAIN Curup
3. Mrs. Jumatul Hidayah, M.Pd as the chief of English Tadris Study Program
4. Mr. Sakut Anshori, S.Pd.I, M.hum as my advisor who always give the time for guidance, Support, advices and suggestion in the whole process of writing this thesis
5. Mr. Sarwo Edy, S.Pd.I, M.Pd as my Co-Advisor for all time they spent in guiding researcher through all of the process in writing thesis
6. All the lecturers and staff of IAIN Curup the researcher would like to thanks their guidance in study at the beloved college

7. My Great thanks to my beloved Family, they are my Father Mr. Abu Bakar Zakaria, My Mother Mrs. Siti Saleha, My little Sister Mirna Nirmala Putri. And all of my family that always motivate, supports and all about your kinds.

8. For my best friend (Tesia Marlenda, Seri Sartika and Tri Rahayu Mulyaningsih) and all off TBI Class academic years 2018 especially for B Class that can not be mentioned one by one, thanks for their friendship, kindness, solidarity, helps and support the writer in finishing this thesis.

Finally, the writer hopes this thesis can help the English teachers and students who want to learn this subject. The writer realized that this thesis is still far from being perfect. therefore, any suggestion and comment always welcomed.

Wassalamualaikum Wr.Wb

Curup, November 2018

Writer

Ririn Anggraini
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MOTTO

❖ *YOU WILL NEVER KNOW THE TRUE ANSWER, BEFORE YOU TRY*
❖ *LIFE IS A GAME WITH OBSTACLES ENCOUNTERED AND WHEN THERE IS A CHANCE, WE HAVE TO SEIZE IT*

Dedication

This Thesis is dedicated to :

- ➢ *Allah SWT*
- ➢ *Prophet Muhammad SAW*
- ➢ *My Beloved parents, My Dad '**Abu Bakar Zakaria'**. Thank you so much for everything. I want to say I Love you just the way you are and you are my hero as always. My Mom and my first teacher '**Siti Saleha'**, Thank you so much for everything, I know you always give me your best and you are my sunshine as always*
- ➢ *My little sister **Mirna Nirmala Putri** , thanks for your pray, care, support and motivation*
- ➢ *My beloved uncle **Suryadi, S.H**. Thanks for your care, Support, Advices and also all about your kinds*
- ➢ *All of my beloved Cousins that cannot be mentioned one by one, thank you so much for everything that your given to me*
- ➢ *All of people from **Abdul Muthalib** and **Zulkifli** family*
- ➢ *My Close Friends **Tesia Marlenda, Seri Sartika, Tri Rahayu Mulyaningsih, Chinditia Gustiana and Yunita Lestari***
- ➢ *All of my friends in BTN GRIYA STAIN No.33 (**Bella Verdiana & Desi Ndutt**)*
- ➢ *All of my friends in English Tadris Study Program Academic Years 2018. Especially for all Members TBI "B" Class (**Ana Zulaiha, Anggini Lestari, Kartika Maryani, Indah Sri Rezeki, Listi Diana, Fitri Jayanti, Rully Putri Ramadani, Nurlaili, Sinta Mayasari, Donni Nugraha, Riken Dawud Darmansyah and Kadek Agus Darmawan**) Thank you so much SQUAD For everything as long as IV years together. I'm so sorry if I have mistake and if I ever broke your heart.*
- ➢ *All of my Friends in Co-Advisor Mr.Sarwo SQUAD*

- *All of My Friends In KPM 21 Tebat Monok Kepahiang Years 2017 (**Febria Andisa Utami, Dia Natalia, Endah Pratiwi, Tri Indaryani, Tri Darmawati, Intan Octarina, Ridho Rahmatullah and Racka Riyantara**)*
- *All of My Friends in PPL MIN 1 Rejang Lebong years 2018 (**Anita Purnama Sari, Khusnul Khotima, Jaka Putra Irawan, Agri Novrian, Sinta Mayasari, Min Karismah, Halimah Tussadiyah, Selly Julita, Renita Azmi Safitri and Ikah**)*
- *My Almamater IAIN Curup*
- *Every who have motivated me that I Cannot mention one by one*

ABSTRACK

Ririn Anggraini	**: 14551009, Learning Activities in Speaking Class at IAIN Curup**
Advisor	**: Sakut Anshori, S.Pd.I, M.Hum**
Co-Advisor	**: Sarwo Edy, S.Pd.I, M.Pd**

The phenomenon of the research are the students who have passed speaking I to IV, They inform that they have different learning activities. They had problem in learning activities which is the activities in speaking I makes them motivated to speak. While the activities in the next speaking level makes they are not motivated to speak. The Objective of the research were to investigate Learning Activities in Speaking Class at IAIN Curup. To investigate The learning activities in speaking class at IAIN Curup. 1) What Learning Activities are applied by lecturer in teaching Speaking Class. 2) What Are the Role Learning Activities in Teaching Speaking Class. This is descriptive research which was presented in qualitative way. Then, subject of the research there are III Lecturer. The techniques of collecting data were Document Analysis and Interview. Then, analyzing qualitative data belong to managing, reading/memoing, Classifying, describing and interpreting and the findings in a written report. The result showed that the lecturer can choose what activities want she / he that will use in teaching speaking. From the theory Jeremy Harmer there are some types to classroom speaking activities that the lecturer used Such as, Discussion, Acting from script, Picture Describing and the other. Then, for the role of lecturer in speaking activity in teaching speaking The lecturers of speaking activities has a character to make students more enjoyable in learning. Because the roles of the teacher in speaking activities by Jeremy Harmer the teacher have been played a number of different roles during speaking activities : As Promoter, As Participants, as controller, as organize, as assessor, as resource, and last one is as tutor.

Keyword : Speaking, Learning Activities, Speaking Activity

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CHAPTER I

INTRODUCTION

A. Background of The Research

English has become an important popular language for international communication and people always call it as in international language. Language is very important in human life, because we cannot communicate each other without language especially speaking. [1] English has the four language skills. There are Speaking, Listening, Reading and Writing. One of the four language, speaking skill is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. In addition, people who know a language are referred to as speakers of that language.

Speaking is ability pronouncing the word sentences or sentences with oral way. Speaking is activity used in language to express meaning. Speaking is skill which is used by students most in real life situation. Speaking is in fact doing in one of the most important human way. Speaking covers many areas one of them is teaching learning process. The are two ways comunication in teaching process. Teacher and students, students and students. Both of comunication need good English Speaking skills. Student speaking skill is

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[1] Ronald Wardaught, *Introduction to General Linguistics*, (United States of Amerika : McGraw Hill Bill Company, 1977) P.3

potential to express message by using English which is performed by the student whether outside inside the classroom.[2] The student are expected to use the language for real communication because it is important part of student everyday interaction to speaking English which is based on his / her ability to speak fluently and comprehensibly.

Speaking is most important skill among four skills in English. Ur Penny States: "Of the all four skills, speaking is considered to be able the most important skill.[3] Learning speaking becomes the greatest interest for foreign language learners. Speaking is very important in someone's life, because by speaking someone will be able to interact with other people. And also a learner who speak a lot and practice her / his speaking will make fluency in speaking. It will help them to increase their ability in communicate and explore their idea.

Besides speaking is important language skill in language learning process. The process of study English reflects to a mastery of speaking skill. In order to, to choose appropriate learning Activities will help the students comprehend the speaking skill well. Learning activities are those in which actual students learning occurs. In designing learning activities one must take into account how learners make sense of new information, how they acquire new skills or how they develop a new way of being. Learning activities must

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[2] J f Wallword, *Language and people heinemann educational book*, (London, 1978) P.11
[3] Ur, Penny, *A Course in language teaching : practice and theory*, (Cambbridge : Cambridge University Press, 1996)

also be designed, so that learning leads to the achievement of the course and program outcomes. According to Bransford and Brown Activity design is the process by which learning experiences are planned to systematically. [4] Learning activity lead the teaching learning process into sucessfull outcomes. On contarory, without well-design activity the goals of teaching process can be achieved.

According to Jack Richards the teacher should consider the Materials and activities which could be used in improving the student speaking ability.[5] Materials and activity play important role in teaching speaking because activity trigger the students to speak in the classroom. The function of activities also to develop the speaking skill, there are many activities to promote Speaking skills in the classroom. Such as discussion, speeches and role play, among other, are the most typical speaking Activities. Speaking activities in learning process is important because activities are the principle that is very important interaction in the learning process.[6] The theories above show that appropriate activity in learning process lead into good interaction among students or teacher.

Based on theory above we can conclude that activities in promoting students'. Speaking is very required to make students' enjoy to conduct and

[4] Overview of Learning Activities By : Jack Wasserman. Dikutip dari :
http://www.pcrest2.com/institute_resources/ADI/2_4_13.pdf
[5] River, *Psychology for Language teacher for construction Approach* (Cambridge, University Press : 1981) P.18
[6] Sardawan Danin, *Inovasi Pendidikan* (Rineka Cipta, Jakarta : 2006) P.23

practice speaking. According to Hayrie kayi, to promote students' speaking, the teacher needs appropriate speaking activity, for example, if the teacher invites students to talk much in front of the class, the teacher should conduct speech like storytelling as speaking activities.[7] In line with Hammer stated that " to facilitate students with the New Language the teacher should have students to expose to the language, understand its meaning, understand its from (How it is constructed) and practice it and by doing some activities such as role play, discussion, or some kinds of games to promote students speaking.[8] It is clear teacher needs appropriate speaking activitiy to facilitate students to talk in classrom.

Therefore, in order to encourage their students to speak, the teacher must do something different than what they usually do in teaching other skills. The teacher can create more enjoyable speaking class by doing some activities. So we can conclude promoting students in speaking is very important to improve students speaking to be better than before, and it depended on activities in speaking that is used by teacher.

According to Nasution knowledge will not be mastered by student listening, speaking or writing, but they need also activities. Such as make summary, ask and answer question, discussion, role play and try to explain to

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[7] Hayrie Kayi, *Teaching Speaking* (Activities to promote speaking in a second language, 2006) P. 2
[8] Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge, University UK. Longman) P.26

another people. It means that in building students speaking skills, the teacher need activities in teaching until achieve purpose of teaching English.[9]

The researcher conducts this research at IAIN Curup. In English Tadris Study Program at IAIN Curup, Speaking Course has 4 levels which learn on continuously based on the period of lecture. Each level has different purpose. As stated in the previous paragraph that activity in speaking class is very important to invite students to talk. Based on interview to students who have passed speaking I until IV, they inform that they have different learning activities. They claimed that they had various activities when they were in Speaking I. The activities triggered them to talk much. But in the next Speaking level, the speaking activities did not give them much time to talk. It gives big impact to their speaking skills. It can be seen from their performance in many subject. This statement was proven when they did a mini conference. They have a lot of difficulty in delivering the idea through speaking.

It was support also by some statement from interview result to the some students at VIII Semester at IAIN Curup.[10] they had problem in learning activities which is the activities in speaking I makes them motivated to speak. While the activities in the next speaking level makes they are not motivated to speak. So, the researcher interested to investigate the activities that are given in speaking I, II, III IV. From the explanation above the researcher is

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[9] *Oxford Advanced Dictionary*, P.343
[10] Interview to the students of English Study Program at IAIN Curup, On 08/05/2018, 08.51

interested in conducting a research dealing with variety of learning activities in Speaking Class. Accordingly, the research is entitled **" Learning Activities in Speaking Class at STAIN Curup "**

B. Research Question

From the background of the research, Research problems are;

1. What learning activities are applied by lecturer in teaching Speaking Class?

2. What are the role learning activities in Teaching speaking Class ?

C. Objective of The Research

Specifically, The purpose of the research are :

1. To describe the lecturer applied learning activities in teaching speaking Class

2. To Describe the role learning activities in Teaching Speaking Class

D. Significant of The Research

This Research is expected to be valuable for :

1. For the Lecturer

   The Researcher hopes that the result of this research will be useful for lecturer about learning activities in Teaching Speaking Class at IAIN Curup

2. For The Readers

    It is expected that this research will be give information and knowledge about learning activities in Teaching Speaking , Especially Speaking Class at IAIN Curup

3. For the Researcher

    The result of this research is also expected to the research about what the best learning activities in Teaching speaking Class at IAIN Curup.

E. Delimitation of The Research

Based on the background of the research, this research only focuses on learning activities applied by the leacturer in Teaching speaking 1 to IV at English Departement of IAIN Curup. According to Jeremy Harmer there are Sixth activities in classroom speaking activities. The researcher just to know and identify about What learning activities are applied by lecturer in teaching Speaking Class and what are the role learning activities in Teaching Speaking Class at IAIN Curup.

F. Definition of Key Term

This part provides the definition of key terms. They are

1. Speaking

    Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context.[11] Speaking in this research is students' ability to express opinions, feeling or ideas by communicate or talking with each other in the classroom.

2. Learning Activities

    According to bransford & Brown Learning Activities is actual student learning occurs in designing learning activities one must take into account how learners make sense of new information, how they acquire new skills, or how they develop a new way of being. Learning activities must also be designed so that the learning leads to the achievement of the course and program outcomes.[12]

    In this research Learning Activities is ways of English Departement of IAIN Curup deliver knowledge to the develop students learning skills.

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[11] Chaney, A.L., and T.L. Burk. *Teaching Oral Communication in Grades K-8*. (Boston : Allyn & Bacon. 1998) P.13

[12] Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.) (2000). *How people learn : Brain, Mind, experience, and school*. Washington, DC : National Academy Press

3. Speaking Activity

Speaking activity is an activity in teaching speaking in order to make students willing to speak in the classrom.[13] In this research, speaking activity is a way given by Speaking Lecturer of English Departement of IAIN Curup to make students talk in classroom.

G. **Research Paper Organization**

The systematic of this research would be form into I-V. In every chapter has each own sub tittle. Chapter I contains the background of the research, Research question, objective of the research, significant of the research, delimination of the research, definition of key term and operational definition. Chapter II contains with Review of Related Literature. Chapter III Contains about Research of Methodology. Chapter IV Contains about Finding and discussion. The last Chapter Provide Conclusion and Suggestions.

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[13] Sardawan Danin. Op Cit. P.23

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Definition of Speaking

Speaking is ability pronouncing the word sentences or sentences with oral way. Speaking is activity used in language to express meaning. Speaking is skill which is used by student most in real life situation. Speaking is in fact doing in one of the most important human way. Student speaking skill is potential to express message by using English which is performed by the student whether outside inside the classroom.[14] While another Expert Harmer Said " Speaking skill is process communicate able to convey meaning based on the context accurately when two people are engaged in talking to each other and they are sure that they are doing it for good reason. Their reason maybe that they want to say something. They have some communicative purposes and they select from their language store.[15] Moreover, Speaking is Language in the words issued from the mouth of a person to communicate or to suggest what to say. Usually the people will speaking when they want say something, that's happen with the

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[14] J f Wallword, *Language and people heinemann educational book*, (London, 1978) P.11
[15] Harmer J, *The Practice of English Language Teaching*, (London : Longman, 2001) P.99

other person. When someone speak to other person, there will be a relationship. The relationship itself is communication. [16] Based on the definition above, it can be inferred that speaking is process communicate in conversation used by people to express idea, say something and include purpose in process of interaction like meaning of the context using language by the people.

2. The Importance of Speaking

Speaking is an important aspect in language learning. By speaking we can convey information and ideas, and maintain social relationship by communicating with other. The ability in a foreign language which is meant to be able to use a foreign language is being able to speak and understand with friend, colleagues, visitors and stranger in a language is surely the goal of many learners to show their improvements in learning a foreign language one skill can be performed without another. The Function of Speaking stated by Brown and Yule been adapted from Jack. C. Richards are: Talk as Interactive, Talk as Transaction, and Talk as performance.

a. Talk as interaction : Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function

b. Talk as Transaction : Talk as Transaction refers refers to situations where the focus is on what is said or done

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[16] Wilson S, *Living English Structure*, (London : Longman, 1983) P.5

c. Talk as performance : The third type of talk that can usefully be distinguished has been called talk as performance.[17]

3. **Learning Activity**

a. **The Definition of Learning Activity**

According to Abu Ahmadi and Joko, Learning is the change of attitude from experience and training.[18] In line with Slameto who said that Learning is a change process that behavior changes as a result of interaction with environment to fulfill life needs.[19] while Harold Spears said that learning is to observe, to read, to imitate, to try something by oneself to listen and to follow direction.[20] According to A S Hornby Activity is defined as situation in which something is happening or a lot of things are being done.[21] From the theories above it can be concluded that activity is a situation in which something is happening that changes behavior as the result of interaction through some steps like reading, imitating, trying something by oneself , listening and following direction. Learning Activity is an inseparable part in establishing students to get motivation and success even in attaining the purpose of teaching with good spirit and working hard, as

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[17] Richards, J. C, *Teaching Listening and Speaking ; from theory to practice* (Cambridge University Press, 2008) P.21

[18] Abu Ahmadi, Joko Triprasetyo, *Strategy belajar mengajar*, (Jakarta : Pustaka Setia) P.17

[19] Slameto, *Belajar factor-factor yang mempengaruhinya*, (Jakarta : Rineka Cipta, 2003) P.2

[20] Sumadi Surya Subrata, *Psikologi pendidikan*, (Jakarta : Raja Grafindo Persada, 2004) P.231

[21] A S Hornby, *Education Learner Dictionary*, (Oxford University Press, 1998) P.15

soon as students will get a high motivation to adapt all elements in learning process until they finally obtain a positive educational result.[22] So, it is clear that learning activity is a way to motivate students in learning something by giving some activities connected with the material given.

b. Concept of Learning

Learning is acquiring or getting knowledge from a subject or skill by studying experience or instruction more deeply. Learning can be defined from the concept; which consist of 7 (Seven) categories, they are:

1. Learning is acquisition or getting

2. Learning is retention or information or skill

3. Learning is retention implies strange system, memory, cognitive organization

4. Learning involves active, conscious focus on the acting upon events outside the organism

5. Learning is relatively permanent, but subject for getting perhaps informed particle

6. Learning involves some from of particle and

7. Learning is a change in behavior[23]

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[22] Prayitno, *Dasar Teori dan Teori Praktis Pendidikan*, (Jakarta : Grafindo. 2009) P.204
[23] Brown H.D, *Principle of Language Learning and Teaching*, New Jersey Particle Hall

4. **Speaking Activities**

   a. **Definiton of Speaking Activities**

   According Brian Cullen speaking activity is an activity of conversation in English class in that the students must speak English In the class.[24] Speaking is one of productive skills in a language teaching. It is defined as a process of building and sharing through the use of verbal or oral Moreover, Nunan Defines that Speaking Consists of producing systematic verbal utterances to convey meaning. Speaking Activities in this research refers to Activities used by teacher in teaching speaking I to IV in speaking classroom at English Departement of IAIN Curup. Speaking is one of English Skills which are very important to be acquired by students. Such as, Jack Richards Said "the mastery of speaking skills in English is priority for many second language or foreign language learners.[25] So that, speaking should be given more attention by teacher. In teaching especially in the classroom the teacher should teach well and use some activities that can help students easy to learn English. The teacher should use the good why to teach the students for getting the good result of student's ability in communication to each other by language that we have learned. That is why, speaking is more important that the other English skill. According to Hornby Speaking is making use of word in

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[24] Http://itest.org/techniques/Cullen-speaking activity/acessed on march, 25
[25] Richards, J.C, *Op Cit*, P.19

ordinary voice, uttering words, knowing and being able to use language :
Expressing oneself in word making speech. While skill is the ability to do
something well. Therefore, we can infer that speaking is the ability to
make use of word or a language to express oneself in an ordinary voice.
In short, the speaking skill is the ability to perform the linguistic
knowledge in actual communication. Charateristics of Succesful Speaking
Activity

b. **Charateristics of a Succesful of Speaking Activity**

Furthermore, Penny Ur said, there are IV Characteristics of a successful
speaking activity:

1. Learners talk a lot, as much as possible of the period of time allotted
   to the activity is infact occupled by learner talk. This may seen
   obvious but often most time is taken up with teacher talk of pauses.

2. Participation is even, classroom discussion is not dominated by
   minority of talkactive participants, all get a chance to speak and
   contribution are fairly evently distributed.

3. Motivation is high, learners are eager to speak ; because they are
   interested in the topic and have something new to say about it or
   because they want to contribute to achieving a task objective.

4. Language is of an acceptable level, learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy. [26]

Based on some theories above the researcher conclude that in teaching speaking, the teacher should to know how to manage the class activity and using the method or strategy in teaching speaking.

5. Teaching Speaking Activities

a. Stages of Activities in Teaching Speaking

Based on Hornby, a technique means a particular way of doing something. Especially one in which you have to learn special skill. Brown said that technique is specific activities manifested in the classroom that is consistent with a method and therefore is in harmony with an approach as well. [27] Beside that, Jill Haldfield and Charles Hadfield argue that there are three main stages of activities in teaching speaking. Such as: Setting up, Speaking Practice, Feedback. It means when the teacher in the classroom he or she uses three stages. The stages will be explained bellow:

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[26] Penny Ur. *A course in language Teaching* (Cambridge ; Cambridge University press 1991) P.28
[27] Ibid, P.14

1. Setting Up

   This introduces the learners to the topic. The activity is maybe demonstrated to the whole class, or learners may take materials to be used during the speaking practice. This activity is done by involving students listening skill.

2. Speaking Practice

   This is the main stage or main part of the speaking activity. The learners communicate with each other in pairs or groups, or complete as terms. These activities are depended on what techniques used in speaking activities and setting up. Usually , the teacher roles just watch and listen during activities and note down things that seem to go well and times when students could not make themselves understood or made important mistakes

3. Feedback

   The learners come back together as a whole class. A few many report to the rest of the class on things they have talked about their pairs and groups.this is the time when teachers give feedback on the language practiced and dealt with problems. According to Thumbury, it is often delicate decisions to how to provide learners with feedback on their errors when their attention is primarily

focused on the content of what they are saying, rather on the way they are saying it. [28]

b. Classroom Speaking Activities

In teaching learning teacher need activities, it makes the changed toward behaviour, it will result in something that can be used to reach the learning process. According to Nasution Knowledge will not mastered by students listening or writing, but they need also activities, such as make summary, ask and answer question, discussion, role play and try to explain to another people. It means in building students speaking teacher need activities in teaching until achieve purpose of teaching English in communicative competence. [29] In this research promoting is one of ways to conduct students speaking by using activities which can make students more activities in the class. By the importance of speaking to promote students to speaking in the classroom teacher need many activities. There are some types to promoting students to speak English. they are Sixth types of Classroom Speaking Activities : Acting from a script, Communication games, discussion, prepared talks, questionnaires, simulation and role play. [30] So, the researcher thinks based on Harmer Explanation, Speaking activities is a way to make students more active speaking in

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[28] Scott Thornbury, *How to teach Speaking*, (Longman) P.91
[29] *Ibid*, P.343
[30] Jeremy Harmer, *The Practice of English Language Teaching*, (London : Longman, 2001) P.271

the classroom and can explore they idea to make reader more understand its will be explain as bellow :

1. **Acting From a Script**

   Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing script, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation and speed. It means that the line they speak will have real meaning and by giving students practice in these things before they give their final performance. The teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2. **Communication Games**

   Games are designed to provoke communication between students the games are made based on the principle of the information gap so that one students has to talk a partner in order to solve a puzzle, draw a picture, put thing in the right order or find similarities and differences between pictures.

3. **Discussion**

Discussion is probably the most commonly used activity in the oral skills class. The students are allowed to express their real opinions. According to Harmer Discussion range is divided into several stages from highly formal, whole group staged events to informal small group interaction. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of reading text or talk about their reactions after reading the text. The second is instant comment which can train students to respond fluently and immediately is to insert "Instan Comment" mini activities into lessons. This involves showing them photograph or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The third is formal debates. Students prepare arguments in favor or against various proposition. The debate will be started when those who are appointed as panel speaker produce well rehearsed writing like arguments whereas others, the audience. Pitch in as the debate progresses with their own thoughts on the subject

4. **Prepared talks**

A popular kind activity is the prepared talk where the students make a presentation on a topic. Such talk is not designed for informal spontaneous conversation, because they are prepared, they are more writing like than spoken orally. However, if possible, students should speak from notes rather than form a script

5. **Questionnaires**

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can them form the basis for writer work, discussion or prepared talks

6. **Simulation and Role Play**

Simulation and role play can be used to encourage general oral fluency or to train students for specific situation. Students can act out simulation as them or take on the role of completely different character and express thoughts and feeling as they doing in the world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation,

condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

6. The Role of The Teacher in Speaking Activities

According to Harmer , the teacher needs to play a number of different roles during the speaking activities are as promoter, as participant, controller, organizer, assesors, participants, resources, tutors. [31] So the teacher not only as a teacher but he has another character to make students more enjoyable in learning. The role of teacher in teaching speaking English in the classroom will be explained bellow:

1. As promoter

Students something get lost, cannot think of what to say next, or in some other ways lose the fluency we except of them. We can leave them to struggle out of such situations on their own. However, the teacher may

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[31] *Ibid*, P.56

be able to help them and the activity to progress by offering discrete suggestion.

2. **As participants**

The teacher should also act as participants in the classroom because teacher is also one of members in the class. The teacher is also the participant and all of the activities should be involved the joining the teacher although the joining is not totally. There , the teacher should give correction when students make mistakes in the speaking activity.

The teacher is a good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. Based on Patel and N.Jain, their suggest that the teacher ask the pronounce the words and if he find that the pronunciation is not correct, he tells them to correct or exact pronunciation.[32]

3. **As Controller**

Controller means that teacher act as controller in the class when the learning process happened. In the classroom, teacher should be able to control the students to concern with what teacher teaches to students. Teacher is a controller who always controls the class situation. Such as, Jeremy Harmer said "Controller take the roll, tell students things,

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[32] Dr.M.F.Patel and Praveen M.Jain, *English Language Teaching : Methods, Tools and Technique Sunrise* (Jayapura, 2008) P.111

organize drills, reading aloud, and in various other way exemplify the qualities of teacher front classroom. [33] It means that teacher should always control the class situation.

4. **As Organizer**

One of the most important roles that teacher have to perform is that of organizing students to do various activities. This often involves giving the students information, telling them how to do the activity, putting them on pair or group and closed the class when it is starting to stop.

5. **As Assesor**

In learning process, assessor is very needed for knowing whether students work is correct or not. Students will not be satisfied when there is no assessment. They will less in motivation to study and confused about their learning because the learning just like free study without. Teacher should also gives correction when students make errors or mistakes. Such as in Jeremy Harmer, states "one of the things that students expect from their teacher is an indication of whether or not they are getting their English right. This is where we act as an assessor, offering feedback and correction on performance.[34]

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[33] *Ibid*, P.58
[34] Ibid, P.59

6. **As Participants**

   Teacher should also act as participants in the classroom because teacher is also one of members in the class. Teacher is also the participants and all of the activities should be involved the joining teachers to although the joining is not totally. There, the teacher should give correction when students make errors in the activity

7. **As Resource**

   Resource means that the teacher is the place for students to ask everything that they do not know, include asking about correction giving by teacher. If the correction is hard to understand or sometimes feedback or correction seems confusing, so the students can ask to teacher. From that, the students thinks and response the correction giving by teacher

8. **As Tutor**

   Teacher should also be as a tutor. It means that all of students in the class can ask one by one to teacher like a students and his tutor. All of students can speak one by one the teacher and also the teacher can speak or correct students speaking one by one.

B. Review of Related Findings

There is related researcher that had been done before :this is by Cencen Pidriati, 2012 : Learning Activity in Teaching English at Acceleration Class (A Descriptive study At Acceleration class of Junior High School 1 Curup Kota). The thesis focused on learning activity in teaching English and students problems to learn English I Acceleration class. The research used a descriptive qualitative method to describe the obtained information based on the objectives of the research. The subject of this research is first grade students who learn in acceleration class. And then, the phenomenon in Junior high school 1 Curup Kota the learning activity of acceleration class very different with other class that regular class that caused by the acceleration class more accelerated in the material of the lesson. To gather the information with the observation that directly observation and interview were conducted to six students as the subject of the research. The observation had been done with the researcher who directly observed learning activities with occurred in acceleration class. Based on the findings, this research inferred that most of activities were implemented in acceleration class except drawing activities and however, the students in acceleration class steadly had some problems in learning English which were stressed on listening and speaking skills.

The previous study above, had different with this research, it focused on design Learning Activity in Teaching English and Students Problems to learn English in Acceleration Class. But the this research just focused on the Learning Activities in Speaking Class I-IV at IAIN Curup. Next, for the similarities were descriptive and qualitative way.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This Chapter describes the method used to conduct the research. It consist of Research Design, subject of the research, object of the research, technique of collecting data, research instrument, and data analysis technique.

A. Kind of The Research

In this research, the researcher used descriptive study and analyzed the data by qualitative approach. Creswell states that qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or picture. [35] In this research, researcher tries to give a description about what Learning Activities are applied by lecturer in teaching Speaking Class and What the role learning activities in Teaching Speaking Class at IAIN Curup.

Furthermore, Creswell, Fraenkel and Norman mention that qualitative research refers to a research which the study investigates the quality of relationship, activities, situations, or material, which are as the collected data in the form of words or pictures rather than numbers. [36] Then, the data which are collected b the researcher are in the form of words, they are described by using

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[35] John W. Creswell, *Research Design Qualitative and Quantitative Approaches*, (USA ; SAGE Publications, Inc, 1994) P.145

[36] Jack R, Fraenkel and Norman E. Wallen. *How to design and evaluate Research in Education*. (NEW YORK : McGraw-Hill, 2009), P.422-423

words or pictures without Numerical Data. According to Arikunto Descriptive research purpose is to collect the data of interest factually. [37] This research explores the data based on the measurement of the subject. The subject in this research is English Lecturer's in Teaching Speaking I to IV of English Study Program at IAIN Curup.

B. Subject of the Research

Sugiyono gives detailed explanation qualitative research does not use population term; because the qualitative research is set out from a case which exists is social situation. [38] The subject of the research referred to English lecturers and they engaged the activities in speaking class. Furthermore, Subject of this research is English Lecturer's in Speaking Class (I, II and IV). There are three Speaking Lecturers of study program as subject in this research. Because the total of them less than 100 persons. It is Suharsimi Arikunto Stated when the total number of subject less than 100 persons, so that take all of the population research or total sampling. [39] The researcher assessed the subject by Total sampling teachnique. So the total of the subject in this research was three lecturers who teach speaking Class.

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[37] Arikunto, *Tuntutan Karya Ilmiah, Seminar Baru*, (Bandung, 2001) P.55

[38] Sugiyono, *Metode Penelitian Kombinasi*, (Bandung : Penerbit Alfabeta, 2001) P.297

[39] Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, (Jakarta : Renika, 2002) P.108

C. **Techniques of Collecting Data**

The researcher used the observation and interview in collecting data. According to Nana Sudjana, the appropriate instrument to collect the data for this Research Design is to observe the activities in Speaking Class Directly. In doing the interview, the researcher used the interview guide as the instruments. According to the reason above, so the instrument of this research used two types of collecting the data, namely observation and interview.

1. **Document Analysis**

Document Analysis technique which is defined by Holsti (cited in Steve Stemler) as, "any technique for making inferences by objectively and systematically identifying specified characteristics of message"[40]. Under this definition, the technique of document analysis fitted the requirement as a tool to collect the data. Because it helped the researcher gathered the data about what activities used by speaking lecturer in teaching speaking Class.

2. **Interview**

Interview is a question answer activity between one person and another person. Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person. Esteberg in Sugiyono's book said that Interview is a meaning of

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[40] Steve Stemler, *Practical Assessment: Research & Evaluation – An Overview of Content Analysis*. (Yale University, 2001), P.1

two persons to exchange information and idea through questions and responses, resulting in communication and join construction of meaning about particular topic. [41] The researcher interviewed the lecturer that are teaching Speaking Class. Researcher interviewed some Lecturer to get information about the role in learning activities in Speaking Class. According to the reason above, the instrument of this research used the type of collecting data named as interview by using lists of the question as interview guide. The researcher used semi-structure interview to gain the data. Semi structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further[42]. The resecrcher used this kind of interview to gain depth information from the respondent about The Speaking Activities used by English Lecturer in Speaking Class.

D. **Instruments of The Research**

Depending on the above techniques for collecting data, there are some instruments which the researcher used for collecting the data as follow:

1. **Document Analysis**

   A checklist of Document analysis is a list of thing that an observer is going to look at when observing a class. This list may have been prepared

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[41] *Ibid*, P.18

[42] *Ibid,* P.3

by the observer. Document analysis checklist was giving an observer a structure and framework for previewed about activities used by the teacher in speaking class activity. Here, the researcher analyzed the syllabus, lesson plan and also intructional planning used by the speaking lecturer. Syllabus and Instructional Planning

A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained.[43] Instructional planning is the ability of the teacher to visualize and forecast into the future of what, why, and how of the teaching learning process. Researcher used syllabus to add the information about Learning Activity in Speaking Class at IAIN Curup. With syllabus the researcher can get more information about students will learn in speaking class. In syllabus there are materials that teacher will use in teaching and learning activity. The researcher just wrote check ( ) that balance in each subject that was observed. The researcher directly analyzed about the Learning Activities in Teaching Speaking Class. It was guideline for the researcher in observing Learning Activities in Teaching Speaking Class. It contains: Learning Activities in teaching Speaking Class. The Document Analysis form can be seen on the table below :

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[43] *An Introduction to Syllabus Design and Evaluation*, (Roberto Rabbini rob (at) saitama.Email.ne.jp), The Internet TESL Journal

Table 1
Document Analysis Form

Level of Speaking :
Lecturer   :

No	Analysis Aspect		Checklist	Speaking Activity	Note
	Syllabus	Lesson Plan			
1					
2					
3					
4					
5					
6					
7					

2. Interview Guide

Interview guidance is the list of questions which are used by the researcher to interview the participant. As the interview explains before, the researcher did the interview to needed to complete the data learning activities in speaking class at English Department of IAIN Curup. The interview guidance was made by using Jeremy Harmer Theory. He stated that there are eight items connected to the role of Teacher in Speaking Class; as promoter, as participants, as controller, as organizer, assessor, as resource, as tutor. These elements were divided into several indicators. The questions made from indicators of Jeremy Harmer theory. Before giving the interview to the participant, the researcher validates the interview to the lecturer who has qualification in research methodology. Input and suggestion from the valuator was being the revision indicator for the researcher. Last, the researcher tried out the interview to

additional respondent (not being the subject in this research). The researcher

revised the items that still make the respondent confuse. After all the

construction finished, the interview was ready to use.

Table 2
Interview Guidance

No	Variables	Indicators	Questions
1	Promoter	1. The teacher may be able to help students and the activity to progress by offering discrete suggestion.	1. Did your students feel difficult when they study speaking in the classroom? 2. Do you give suggestion how to overcome their problem? 3. Did your activity help them much in speaking class?
2	Participants	1. The teacher is also the participant and all of the activities should be involved the joining the teacher although the joining is not totally.	4. Do you join with your students in speaking activity in the classroom? 5. Do you give feedback to your students? How! 6. Do you

		2. The teacher should give correction when students make mistakes in the speaking activity. 3. The teacher is a good animator when asking students to produce language.	correct them when they make mistakes in speaking activity? 7. Do you give them example before they do the activity you asked?
3	Controller	4. Teacher should be able to control the students to concern with what teacher teaches to students.	8. What is your reaction when your students lose their focus? 9. How do you make them focus to your study?
4	Organizer	5. Teacher have to perform is that of organizing students to do various activities.	10. Do you give clear instruction before asking your students to do some speaking activities in the class? How?
5	Assessor	1. Assessor is very needed for knowing whether students work is correct or not. Students	11. Do you give test to your students every meeting? 12. Do you assess your

		will not be satisfied when there is no assessment. 2. Teacher should also give correction when students make errors or mistakes.	students performance in speaking activity 13. How do you assess them?
6	Resource	1. Teacher is the place for students to ask everything that they do not know	14. Do you give your students opportunity to ask everything that they do not know to you? 15. Do you give clear feedback explanation to your students? How?
7	Tutor	1. It means that all of students in the class can ask one by one to teacher like a students and his tutor.	16. Do your students ask you freely? 17. Do you assess your students one by one?

E. **Technique for Analyzing the Data**

After the data was collected from the techniques for collecting data: observation and interview, the researcher continued to analyze the data. Creswell states that for analyzing qualitative data, the researcher can do data managing, reading/memoing, describing, classifying, interpreting and representing the findings in a written report.[44] Further, Gay argues those are not the steps that lead to understanding and interpretation, but the researcher ability to think, image, hypothesize, and analyze. For analyzing the data in this research, the researcher did these steps:

a. **Managing**

Before the data from observation and interview were read and able to be interpreted, they were managed by envisioning what the data from observation and interview of the research looked like. The researcher divided the data based on the sources. From checklist / field note, they were saved in one folder, but interview data were saved in other folders. Besides that, the folders of the data were also divided by the data in which data were gotten.

b. **Reading / Memoing**

After managing the data, the researcher read the data from observation by using checklist / field notes and interview with using the result of interview. The researcher read Learning Activities In Speaking Class. Furthermore, the

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[44] John W. Creaswell, *Research Design*, (California : SAGE Publications, 2014), p. 247

data which are read also depended on the data of doing the observation or interview, so that the researcher looked the data development for each week.

c. **Classifying**

Classifying data was done after reading the data of observation and interview on every week.

d. **Describing**

As this research name suggests, the data were analyzed by using words or pictures. In order that, describing data was done by using word in which it was to describe the data that had been classified based on the types. Besides that, the researcher described the interpretation of teaching by Learning Activities.

e. **Interpreting**

Data interpreting continuous after data collection, analysis and interpretive stage of a study, interpretation is also a part of process of writing the result of the study. Interpreting is the reflective and explanatory aspect of dealing with lecturers data.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this part, the researcher present all the data that was found and analyzed. Since there were two instruments used in this research, there would be two parts of data presentation for each one. First, the learning activities applied by lecturer in teaching speaking class that appeared teaching English speaking which collected by document analysis. The second was the role of lecturer in learning activities in teaching speaking class, the data was collected by the usage of interview consisted of 17 question, those are the questions which meant to triggered the interviewee to give some answers which could explain the role of lecturer in teaching speaking.

1. Learning Activities are Applied by Lecturer in Teaching Speaking

To investigate the activities are applied by lecturer in teaching speaking. The researcher used syllabus and lesson plan as document to be analyzed and also supported by interview some students. It is also to add information about learning activities in speaking. All of them had different Learning activities in Teaching Speaking. The researcher found some data which would be explained below :

Tabel 1.1
Speaking Activities Applied by Lecturer in Teaching Speaking Class

No	Lecturer	Speaking Activities	Description
1	Lecturer A : Speaking I	1. Interactive lecturing, lecturing question and answer	Ask students to do pair up and practice Take turns telling their house and others students prepare questions.
		2. Discussion	Discussing about a certain topic. Giving an idea, comment and response
		3. Acting from Script	1. Take turns telling story about oneself 2. Take turns retelling what others say about themselves
		4. Simulation	Explain how to do or make something
		5. Describing Picture	Lecturer gives a picture to students then students describe the picture based on the material given.
		6. Dialoque	Performs dialogues of making requests,

			accepting/refusing request, complaining, apologizing, and giving excuses.
		7. Prepared Talks	Perform small, presentations,giving argument (agree/disagree). Suggestion, opinion
		8. Small Conversation	Perform small conversation among students based the certain situation
2	Lecturer B : Speaking II	**1.** Discussion	Students are ask to work in pair and tell about their activities to their speaking partners
		2. Discussion	Students are asked to share and tell about folk story to their speaking partners
		3. Acting from script	Students are asked to make group for drama
		4. Discussion	Students are asked to discuss the topic in small group discussion and express their ideas

		5. Discussion	Students are asked to analyze the reading text and tell information obtained from their reading
3	Lecturer C : Speaking IV	1. Discussion	Students are asked to do oral presentation in front of the class
		2. Discussion	Students are asked to do oral presentation in front of the class
		3. Describing Picture	Students are asked to give comment on poster given
		4. Discussion	Students are asked to work in group to prepare their demostration and perform it in the front of the class

Based on A Checklist of document analysis above , the researcher can be conclude there are many activities that he learning activities are applied in teaching speaking by the lecturer in speaking class. According to the data from the Lecturer A every single week, the activities and materials that given is different. As for the given activities such as Discussion, Simulation and

Role play, Acting from script, describing picture, interactive lecturing (question and answer), dialogue, prepared talks, small conversation.

Furthermore, Based on A Checklist of document analysis above , the researcher can be conclude there are many activities that she learning activities are applied in teaching speaking. The data from lecturer B every single week, the activities and materials that given is not different. For example, in the II to VI meeting of the material given was the same that is promoting product and also the activities given is not different. Besides, in the IX to XI Meeting have a same materials and same activities. Furthermore, in the XI to XIV meeting also have a different materials and activities is not different. From the explanation above the researcher can be conclude that learning activities and the materials that given by the lecturer always same. As for the given activities such as Acting from script and discussion.

The Last is Lecturer C, Based on A Checklist of document analysis above , the researcher can be conclude there are many activities that he learning activities are applied in teaching speaking. And also every single week, the activities and materials that given is not different. For example, in the II to XIV meeting of the material given was the different. but the activities that given by lecturer every week is almost the same. The activities he gave more individual presentation. The lecturer also gave activities such as Describing Picture and discussion.

In summary, from the three explanations above, it can be concluded that each lecturer has provided different activities. After analysis the data the lecturer also gave the same activities when learning speaking. For example, a discussion where the three lecturer both used this activity. Then, acting from script which is used by lecturer A and Lecturer B. And the last one is Describing Picture used by Lecturer A and Lecturer C.

Tabel 1.2
Learning Activities Applied by Lecturer in Teaching Speaking Class

No	Students	Interview Result
1	Student A	The activities in Speaking I more students talk. because the lecturer strongly encourages students to talk a lot. For example question and answer, conversation, describing and the others. and also the students was very stressed to speak. Every meeting is required to speak even if only a little. If in Speaking II The lecturer rarely enter in the class and just given topics for independent discussion. then in Speaking IV There is more to presentation.
2	Student B	The activities in Speaking 1 there are many activities carried out to make us dare to speak in public, such as speech, conversation with lecturers and friends, making videos and discussions. while in Speaking II more discussion and in speaking IV more presentation.
3	Student C	The activities in Speaking 1 lecturer gave were good enough and there were more activities. Learning Speaking I was no

		problem. and also in Speaking I each meeting of activities given is different. One of them is role play. while in Speaking II just a discussion and then in Speaking IV usually Debate and presentation.
4	Student D	The activities in Speaking 1 are conversation, describing and making video. while in Speaking II students are freed from learning activities because lecturers only become fasilitators. and the last is Speaking IV just a presentation
5	Student E	The activities in Speaking 1 describing (people, place, picture) and conversation. In Speaking II just discussion but the materials more complex while in Speaking IV are debate and presentation.
6	Student F	The activities in Speaking 1 many activities are given such as describing picture, presentation and conversation. and in Speaking II just a discussion. then in Speaking IV just presentation.
7	Student G	In Speaking I the activities are conversation practice, making video and presentation. In Speaking II is discussion and the last is Speaking IV just a presentation.
8	Student H	The activities in Speaking I is very much and very helpful for students to talk. because in everyday students are highly recommended to speak even a little. and each meeting given also is different. such as conversation, describing, role play, simulation and the other. In Speaking II lecturer often did not enter, so only the topic was discussed. while in Speaking IV it is almost the same with Speaking II but not only using discussion but gives debate and presentation

9	Student I	The activities in Speaking 1 many activities are given such as describing picture and conversation. then in Speaking II just a discussion. and in speaking IV just presentation.
10	Student J	The activities in Speaking 1 describing (people, place, picture) and conversation. In Speaking II just discussion but the materials more complex while in Speaking IV are debate and presentation.

Based on students Interview result above, the researcher can be conclude there many activities that lecturers' learning activities are applied in teaching speaking by the lecturer in speaking class. According to the data from some students that they have passed about Speaking 1 until IV, The first, Student A said that : The activities in Speaking I more students talk. because the lecturer strongly encourages students to talk a lot. For example question and answer, conversation, describing and the others. and also the students was very stressed to speak. Every meeting is required to speak even if only a little. If in Speaking II The lecturer rarely enter in the class and just given topics for independent discussion. then in Speaking IV there is more to presentation. The second, Student B said that : The activities in Speaking I there are many activities carried out to make us dare to speak in public. such as speech, conversation with lecturers and friends, making videos and discussions. while in Speaking II more discussion and in Speaking IV more presentation. The third, Student C said that : The activities in Speaking I lecturer gave were good enough and there were more activities. Learning Speaking I was no

problem. And also in Speaking I each meeting of activities given is different. One of them is role play. while in Speaking II just a discussion and then in Speaking IV usually debate and presentation. The fourth, Student D said that : The activities in Speaking I are conversation, describing and making video. while in Speaking II students are freed from learning activities because lecturers only become fasilitators. and the last is Speaking IV just a presentation. The Fifth, Student E said that : The activities in Speaking I describing (people, place, picture) and conversation. In Speaking II just discussion but the materials more complex while in Speaking IV are debate and presentation. The sixth, Student F said that : The activities in Speaking I many activities are given such as describing picture, presentation and conversation. and in Speaking II just a discussion. then in Speaking IV just presentation. The seventh, Student G said that : In Speaking I the activities are conversation practice, making video and presentation. In Speaking II is discussion and the last is Speaking IV just a presentation. The eight, student H said that : The activities in Speaking I is very much and very helpful for students to talk. because in everyday students are highly recommended to speak even a little. and each meeting given also is different. such as conversation, describing, role play, simulation and the other. In speaking II lecturer often did not enter, so only the topic was discussed. while in Speaking IV it is almost the same with Speaking II but not only using discussion but gives debate and presentation. The ninth, student I said that : The activities in

Speaking I many activities are given such as describing picture and conversation. and in speaking II just a discussion. then in Speaking IV just presentation. The tenth, student J said that : The activities in Speaking I describing (people, place, picture) and conversation. and In Speaking II just discussion but the materials more complex while in Speaking IV are debate and presentation.

2. The Role of Learning Activities in Teaching Speaking

To investigate the role of lecturer in learning activities in Teaching Speaking. The researcher investigated three lecturers who taught Speaking at IAIN Curup as subject for this research and also supported by interview some students. Researcher used interview guideline for gathering information. For interview the lecturers and some students, researcher did on different times. Based on the finding the role learning activities in teaching speaking as following:

a. Lecturer A

After interview with the lecturer of Speaking who teach speaking class, the lecturer invetigated about the role learning Activities in Teaching Speaking class at IAIN Curup. The lecturer of Speaking was explained as a lecturer A. From the result of document anlysis that researcher got of lecturer A, the researcher found some data, that lecturer needs to play a number of different roles during the speaking

activities as cited by Harmer. The researcher found some data which was explained on the tabel below:

Tabel 1.2
The Role of Lecturer in Speaking Activity in Teaching Speaking Class

No	Lecturer	The Role of the Lecturers	Interview Result
1	Lecturer A : Speaking I	1. As Promoter	The teacher give suggestion how to overcome their problem According to result of interview that the researcher got, the lecturers give suggestion if the students have a problem in Grammar. They should read grammar a lot. Then, if they have a problem in fluency the lecturer usually recommended to watch YouTube
		2. As Participant	The lecturer join with the students in speaking activity in the classroom The lecturer gives a feedback. There are direct feedback and

			indirect feedback.
		3. As controller	The lecturer give a icebreaking. Such as games or jokes. It means, that lecture should always control the class situation
		4. As Organizer	The lecturer gives instruction according to the topic. For example the topic is about daily activity or about house. Then, the lecture gives an example such as living room, bedroom and the other.
		5. As asseseor	the lecture do not give test to students every meeting but twice in two meetings by giving students task to make video (students record they speaking through recorder)
		6. As Resources	From the statement above, the students opportunity to ask everything that they do

			not know. But just focus in the topic .
		7. As Tutor	The lecturer assess his students one by one. And also he assess on a Individual, Partner and Group Assessment.

Based on the data above, it can be seen that the role of the lecturer A in teaching speaking covered seven items. There are; the fisrt, as promoter. Here, The teacher give suggestion how to overcome their problemn According to result of interview that the researcher got, the lecturers give suggestion if the students have a problem in Grammar. They should read grammar a lot. Then, if they have a problem in fluency the lecturer usually recommended watching YouTube. The second, as participant. The lecturer join the students in activities in teaching speaking. The third, as controller, the lecturer gives a jokes to amke students focus on speaking activity. Fourh, as Organizer, lecturer A tried hard to a clear instruction in order to make students understand waht to do in speaking class. The fifith role is as assesor. Here, leturer A usually give the test twice in two meetings. The test was made by the lacturer by giving a task to make video reacrding. The sixth, as

resources, the lecturer open opportunities for students to ask in case students have unclear information so they can ask the lecturer freely.the last is as tutor, lecturer Asses the students one by one to know students ability deeply.

b. Lecturer B

After interview with the lecturer of Speaking who teach in Speaking class to know what are the role learning Activities in Teaching Speaking class at IAIN Curup. The lecturer of Speaking would be explained as a lecturer B. From the result that researcher got of lecturer B, the researcher found some data, that lecturer needs to play a number of different roles during the speaking activities as cited by Harmer. The researcher found some data which will be explained below:

Tabel 1.3
The Role of Lecturer in Speaking Activity in Teaching Speaking Class

No	Lecturer	The Role of the Lecturers	Interview Result
1	Lecturer B : Speaking II	1. Promoter	The lecturer usually give a suggestion for the students Such as a give trick for the students.
		2. As Participant	The lecturer join with the

			students in speaking activity in the classroom
		3. As controller	The lecturer was making a kinds of jokes to make them focus on the classroom activity
		4. As Organizer	Based on finding above, the lecturer gives a clear instruction and organizing students to do various activities
		5. As asseseor	the lecture do not give test to students every meeting but just see the students from observation the lecturer asses the students by seeing the active or non active students.
		6. As Resources	The lecturer gives the students opportunity to ask everything that they do not know. The lecturer usually give the students opportunity to ask although is not related to the topic

		7. As Tutor	The lecturer assess his students one by one. And also he assess on a Active and non active students.

Based on the data above, it can be seen that the role of the lecturer B in teaching speaking covered seven items. There are; the fisrt, as promoter. Here, The teacher give suggestion how to overcome their problem According to result of interview that the researcher got, the lecturers give a suggestion for the students such as a give trick for the students. The second, as participant. The lecturer join the students in activities in teaching speaking. The third, as controller, the lecturer gives a jokes to make students focus on speaking activity. Fourh, as Organizer, lecturer B tried hard to a clear instruction in order to make students understand waht to do in speaking class. The fifith role is as assesor. Here, leturer B usually the lecture do not give test to students every meeting but just see the students from observation the lecturer asses the students by seeing the active or non active students.. The sixth, as resources, the lecturer open opportunities for students to ask in case students have unclear information so they can ask the lecturer freely.the last is as tutor, lecturer Asses the students one by one to know students ability deeply.

c. **Lecture C**

After interview with the lecturer of Speaking who teach in speaking class to know what are the lecturer role in learning Activities in Teaching Speaking class at IAIN Curup. The lecturer of Speaking would be explained as a lecturer C. From the result that researcher got of lecturer C, the researcher found some data, that lecturer needs to play a number of different roles during the speaking activities as cited by Harmer. The researcher found some data which will be explained below:

Tabel 1.4
The role of Lecturer in Speaking Activity in Teaching Speaking Class

No	Lecturer	The Role of the Lecturers	Interview Result
1	Lecturer C : Speaking IV	1. Promoter	The lecturer usually give a suggestion for the students.
		2. As Participant	The lecturer join with the students in speaking activity in the classroom
		3. As controller	The lecturer reexplain the material to make them focus on the classroom

			activity.
		4. As Organizer	Based on finding above, the lecturer gives a clear instruction and organizing students to do various activities
		5. As asseseor	the lecture do not give test to students every meeting but just give a assessment
		6. As Resources	The lecturer gives the students opportunity to ask everything that they do not know. The lecturer usually give the students opportunity to ask although is not related to the topic
		7. As Tutor	The lecturer assess his students one by one. And also he assess on a Individual and Group Assessment.

Based on the data above, it can be seen that the role of the lecturer C in teaching speaking covered seven items. There are : the fisrt, as promoter. Here, The teacher give suggestion how to overcome their problem According to result of interview that the researcher got, the lecturers give suggestion if the students have a problem. The second, as participant. The lecturer join the students in activities in teaching speaking. The third, as controller, The lecturer reexplain the material to make them focus on the classroom activity. Fourh, as Organizer, lecturer C tried hard to a clear instruction in order to make students understand waht to do in speaking class. The fifith role is as assesor. Here, leturer C usually give a assessment only and do not give test every meeting. The sixth, as resources, the lecturer open opportunities for students to ask in case students have unclear information so they can ask the lecturer freely. the last is as tutor, lecturer Aases the students one by one to know students ability deeply.

a. **Student A**

After interview with the student A the researcher found some data that the role of lecturer in learning activities in teaching speaking as cited by Harmer. The researcher found some data which was explained on the table below :

Tabel 1.5
The Role of Lecturer in Speaking Activity in Teaching Speaking Class

No	Students	The Roles of the Lecturers	Interview Result
1	Student A	8. As promoter	The teacher gives suggestion how to overcome their problem. according to result of interview that the researcher got, not all of the lecturer of speaking give suggestion if the students have a problem but just the lecturer Speaking I that given suggestion. and then if in speaking I the activity help them much because the activity that the lecturer given very much. while in Speaking II the lecturer just give a topic for discussion and in Speaking IV just a presentation.
		9. As participant	The lecturer joined with the students in speaking activity in the classroom

			just the lecturer Speaking I and Lecturer Speaking IV and The lecturer gives a feedback for the students
	10.	As controller	The lecturer gives a jokes if the students lose their focus
	11.	As organizer	The lecturer gives instruction before to do some activities
	12.	As asseseor	the lecturer gives a test to students in every meeting and based on the topic
	13.	As resources	The students opportunities to ask everything that they do not know. but just focus in the topic
	14.	As tutor	The lecturer assesses his students one by one. And also he assess on an individual and group assessment.

Based on the data above, it can be seen that the role of lecturer in teaching Speaking. Student A said : there are : the first, as a promoter. Here, the teacher give

suggestion how to overcome their problem according to result of interview that the researcher got, not all of the lecturer of speaking give suggestion if the students have a problem but just the lecturer Speaking I that given suggestion. and then if in Speaking I the activity help them much because the activity that the lecturer given very much. while in Speaking II the lecturer just give a topic for discussion and in Speaking IV just a presentation. The second , as participant. The lecturer joined with the students in speaking activity in the classroom just the lecturer Speaking I and Lecturer Speaking IV and all of the lecturer gives a feedback for the students. The third, as controller. The lecturer give a jokes if the students lose their focus. Fourth, as organizer. All of The lecturer gives instruction before to do some activities. The fifth, as assessor. the lecturer give a test to students in every meeting and based on the topic. The sixth, as resources. the students opportunities to ask everything that they do not know. but just focus in the topic. The last is as Tutor. The lecturer assesses his students one by one and group assessment.

b. **Student B**

    After interview with the student B the researcher found some data that the role of lecturer in learning activities in teaching speaking as cited by Harmer. The researcher found some data which was explained on the table below :

Tabel 1.6
The Role of Lecturer in Speaking Activity in Teaching Speaking Class

No	Students	The Roles of the Lecturers	Interview Result
1	Student B	1. As promoter	The teacher gives suggestion how to overcome their problem. according to result of interview that the researcher got, the lecturer of speaking gives suggestion if the students have a problem but sometimes. and then if in Speaking I the activity help them much because the activity that the lecturer given can be increase about speaking skill
		2. As participant	The lecturer joined with the students in speaking activity in the classroom just some the lecturer of speaking and The lecturer gives a feedback for the students. such as Good job, nice and the other.
		3. As controller	The lecturer Speaking I

			gives a task that almost same with punishment if the students lose their focus. while the other lecturer just gives a jokes.
		4. As organizer	The lecturer gives instruction before to do some activities
		5. As asseseor	The lecturer gives a test to students in every meeting and based on the topic
		6. As resources	The students opportunities to ask everything that they do not know. but just focus in the topic
		7. As tutor	The lecturer assesses his students one by one. and also he assesses on an individual and group assessment.

Based on the data above, it can be seen that the role of lecturer in teaching Speaking. Student B said : there are : the first, as a promoter. Here, The teacher give

suggestion how to overcome their problem. according to result of interview that the researcher got, the lecturer give suggestion if the students have a problem but sometimes. and then if in Speaking I the activity help them much because the activity that the lecturer given can be increase about speaking skill. The second , as participant. The lecturer joined with the students in speaking activity in the classroom just some the lecturer of speaking and The lecturer gives a feedback for the students. such as good job, nice and the other. The third, as controller. The lecturer Speaking I gives a task that almost same with punishment if the students lose their focus. while the other lecturer just gives a jokes. The Fourth, as organizer. all of The lecturer gives instruction before to do some activities. The fifth, as assessor. the lecturer gives a test to students in every meeting and based on the topic. The sixth, as resources. the students opportunities to ask everything that they do not know. but just focus in the topic. The last is as Tutor. The lecturer assesses his students one by one and group assessment.

c. **Student C**

After interview with the student C the researcher found some data that the role of lecturer in learning activities in teaching speaking as cited by Harmer. The researcher found some data which was explained on the table below :

Tabel 1.7
The role of Lecturer in Speaking Activity in Teaching Speaking Class

No	Students	The Roles of the Lecturers	Interview Result
1	Student C	1. As promoter	The teacher gives suggestion how to overcome their problem according to result of interview that the researcher got, the lecturer of speaking give suggestion if the students have a problem and then if in Speaking 1, II and IV the activity help them much.
		2. As participant	The lecturer joined with the students in speaking activity in the classroom and The lecturer gives a feedback for the students.
		3. As controller	The lecturer of Speaking IV Add what students want to convey.
		4. As Organizer	The lecturer gives instruction before to do some activities

		5. As asseseor	The lecturer in Speaking I gives a test to students in every meeting and based on the topic
		6. As resources	The students opportunities to ask everything that they do not know. but just focus in the topic
		7. As Tutor	The lecturer assesses his students one by one. and also he assesses on a individual and group assessment.

Based on the data above, it can be seen that the role of lecturer in teaching Speaking. Student C said : there are : the first, as a promoter. Here, the teacher gives suggestion how to overcome their problem. according to result of interview that the researcher got, the lecturer of speaking gives suggestion if the students have a problem and then if in Speaking 1, II and IV the activity help them much.. The second , as participant. The lecturer joined with the students in speaking activity in the classroom and The lecturer gives a feedback for the students. The third, as controller. The lecturer of Speaking IV add what students want to convey. The Fourth, as organizer. The lecturer gives instruction before to do some activities The fifth, as assessor. the lecturer Speaking I give a test to students in every meeting and

based on the topic. The sixth, as resources. the students opportunities to ask everything that they do not know. but just focus in the topic. The last is as Tutor. The lecturer assesses his students one by one and group assessment.

d. Student D

After interview with the student D the researcher found some data that the role of lecturer in learning activities in teaching speaking as cited by Harmer. The researcher found some data which was explained on the table below :

Tabel 1.8
The Role of Lecturer in Speaking Activity in Teaching Speaking Class

No	Students	The Roles of the Lecturers	Interview Result
1	Student D	1. As romoter	The teacher gives suggestion how to overcome their problem. according to result of interview that the researcher got, the lecturer of speaking gives suggestion if the students have a problem. but just lecturer I and IV and then if in Speaking 1, II and IV the activity help them much.

		2. As participant	The lecturer joined with the students in speaking activity in the classroom but just lecturer I and Lecturer II. and all of The lecturer not gives a feedback for the students.
		3. As controller	The lecturer angry and told the students
		4. As organizer	The lecturer gives instruction before to do some activities and gives some example
		5. As asseseor	The lecturer Speaking give a test to students in every meeting and based on the topic and usually the lecturer assess the students based on from speaking itself.
		6. As resources	The students opportunities to ask everything that they do not know. but just focus in the topic
		7. As tutor	The lecturer assess his

		students based on the activities that given

Based on the data above, it can be seen that the role of lecturer in teaching Speaking. Student D said : there are : the first, as a promoter. Here, the teacher gives suggestion how to overcome their problem. according to result of interview that the researcher got, the lecturer of speaking gives suggestion if the students have a problem. but just lecturer I and IV , and then if in Speaking 1, II and IV the activity help them much. The second , as participant. The lecturer joined with the students in speaking activity in the classroom but just lecturer I and Lecturer II. and all of The lecturer not gives a feedback for the students. The third, as controller. The lecturer angry and told the students. The Fourth, as organizer. The lecturer gives instruction before to do some activities and gives some example. The fifth, as assessor. the lecturer Speaking give a test to students in every meeting and based on the topic and usually the lecturer assess the students based on from speaking itself. The sixth, as resources. the students opportunities to ask everything that they do not know. but just focus in the topic The last is as Tutor. The lecturer assess his students based on the activities that given.

e. **Student E**

After interview with the student E the researcher found some data that the role of lecturer in learning activities in teaching speaking as cited by

Harmer. The researcher found some data which was explained on the table

below :

Tabel 1.9
The Role of Lecturer in Speaking Activity in Teaching Speaking Class

No	Students	The Roles of the Lecturers	Interview Result
1	Student E	1. As promoter	The teacher gives suggestion how to overcome their problem. according to result of interview that the researcher got, the lecturer gives suggestion if the students have a problem and if in Speaking 1, II and IV the activity help them much.
		2. As participant	The lecturer joined with the students in speaking activity in the classroom and The lecturer gives a feedback for the students.
		3. As controller	The lecturer gives a jokes. and correct them when they make mistakes but in the last meeting.

			Such as correct about grammar and vocabulary
		4. As organizer	The lecturer gives instruction before to do some activities
		5. As asseseor	The lecturer Speaking I gives a test to students in every meeting and based on the topic
		6. As resources	The students opportunities to ask everything that they do not know. but just focus in the topic
		7. As tutor	The lecturer assesses his students based on the activities that given

Based on the data above, it can be seen that the role of lecturer in teaching Speaking. Student E said : there are : the first, as a promoter. Here, the teacher gives suggestion how to overcome their problem. according to result of interview that the researcher got, the lecturer of speaking gives suggestion if the students have a problem And then if in Speaking 1, II and IV the activity help them much.. The second , as participant. The lecturer joined with the students in speaking activity in the classroom and The lecturer gives a feedback for the students. The third, as

controller. The lecturer gives a jokes. and correct them when they make mistakes but in the last meeting. such as correct about grammar and vocabulary. The Fourth, as organizer. The lecturer gives instruction before to do some activities The fifth, as assessor. the lecturer Speaking I give a test to students in every meeting and based on the topic. The sixth, as resources. the students opportunities to ask everything that they do not know. but just focus in the topic. The last is as Tutor. The lecturer assesses his students based on the activities that given.

f. **Student F**

After interview with the student F the researcher found some data that the role of lecturer in learning activities in teaching speaking as cited by Harmer. The researcher found some data which was explained on the table below :

Tabel 1.10
The Role of Lecturer in Speaking Activity in Teaching Speaking Class

No	Students	The Roles of the Lecturers	Interview Result
1	Student F	1. As promoter	The teacher gives suggestion how to overcome their problem. according to result of interview that the researcher got, not all of

			the lecturer of speaking give suggestion if the students have a problem but just the lecturer Speaking I that given suggestion. and then if in speaking I the activity help them much because the activity that the lecturer given very much. while in Speaking II the lecturer just gives a topic for discussion and in Speaking IV just a presentation.
		2. As participant	The lecturer joined with the students in speaking activity in the classroom just the lecturer Speaking I and IV. then the lecturer gives a feedback for the students
		3. As controller	The lecturer gives a jokes if the students lose their focus
		4. As organizer	The lecturer gives instruction before to do some activities

		5. As asseseor	The lecturer gives a test to students every meeting and based on the topic
		6. As resources	The students opportunities to ask everything that they do not know. but just focus in the topic
		7. As tutor	The lecturer assess his students one by one. and also he assess on an individual and group assessment.

Based on the data above, it can be seen that the role of lecturer in teaching Speaking. Student F said : there are : the first, as a promoter. Here, the teacher give suggestion how to overcome their problem according to result of interview that the researcher got, not all of the lecturer of speaking give suggestion if the students have a problem but just the lecturer Speaking I that given suggestion. and then if in speaking I the activity help them much because the activity that the lecturer given very much. while in speaking II the lecturer just gives a topic for discussion and in Speaking IV just a presentation. The second , as participant. The lecturer joined with the students in speaking activity in the classroom just the lecturer Speaking I and Lecturer Speaking IV and all of the lecturer gives a feedback for the students. The

third, as controller. The lecturer gives a jokes if the students lose their focus. Fourth, as organizer. All of The lecturer gives instruction before to do some activities. The fifth, as assessor. the lecturer gives a test to students every meeting and based on the topic. The sixth, as resources. the students opportunities to ask everything that they do not know. But just focus in the topic. The last is as Tutor. The lecturer assesses his students one by one and group assessment.

g. Student G

After interview with the student G the researcher found some data that the role of lecturer in learning activities in teaching speaking as cited by Harmer. The researcher found some data which was explained on the table below :

<div align="center">

Tabel 1.11
The role of Lecturer in Speaking Activity in Teaching Speaking Class

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No	Students	The Roles of the Lecturers	Interview Result
1	Student G	1. As promoter	The teacher gives suggestion how to overcome their problem According to result of interview that the researcher got, the lecturer of speaking give suggestion if the students

			have a problem but sometimes. and then if in speaking I the activity help them much because the activity that the lecturer given can be increase about speaking skill
		2. As participant	The lecturer joined with the students in speaking activity in the classroom just some the lecturer of Speaking and The lecturer gives a feedback for the students.
		3. As controller	The lecturer Speaking I gives a task that almost same with punishment if the students lose their focus. while the other lecturer just gives a jokes.
		4. As organizer	The lecturer gives instruction before to do some activities
		5. As asseseor	The lecturer gives a test to students in every

			meeting and based on the topic
		6. As resources	The students opportunities to ask everything that they do not know. but just focus in the topic
		7. As tutor	The lecturer assesses his students one by one. and also he assess on an individual and group assessment.

Based on the data above, it can be seen that the role of lecturer in teaching Speaking. Student G said : there are : the first, as a promoter. Here, the teacher give suggestion how to overcome their problem. according to result of interview that the researcher got, the lecturer of speaking gives suggestion if the students have a problem but sometimes. and then if in Speaking I the activity help them much because the activity that the lecturer given can be increase about speaking skill. The second , as participant. The lecturer joined with the students in speaking activity in the classroom just some the lecturer of Speaking and The lecturer gives a feedback for the students. The third, as controller. The lecturer Speaking I give a task that almost same with punishment if the students lose their focus. while the other lecturer

just give a jokes. The Fourth, as organizer. all of The lecturer gives instruction before to do some activities. The fifth, as assessor. the lecturer gives a test to students in every meeting and based on the topic. The sixth, as resources. the students opportunities to ask everything that they do not know. but just focus in the topic. The last is as Tutor. The lecturer assesses his students one by one and group assessment.

h. Student H

After interview with the student H the researcher found some data that the role of lecturer in learning activities in teaching speaking as cited by Harmer. The researcher found some data which was explained on the table below :

Tabel 1.12
The Role of Lecturer in Speaking Activity in Teaching Speaking Class

No	Students	The Roles of the Lecturers	Interview Result
1	Student H	1. As promoter	The teacher gives suggestion how to overcome their problem. according to result of interview that the researcher got, the lecturer of speaking give suggestion if the students have a problem and then

			if in Speaking 1, II and IV the activity help them much.
		2. As participant	The lecturer joined with the students in speaking activity in the classroom and The lecturer gives a feedback for the students.
		3. As controller	The lecturer Gives a jokes. and correct them when they make mistakes but in the last meeting. such as correct about grammar and vocabulary
		4. As organizer	The lecturer gives instruction before to do some activities
		5. As asseseor	The lecturer Speaking I give a test to students every meeting and based on the topic
		6. As resources	The students opportunities to ask everything that they do not know. but just focus in the topic
		7. As tutor	The lecturer assesses his students based on the

			activities that given

Based on the data above, it can be seen that the role of lecturer in teaching Speaking. Student H said : there are : the first, as a promoter. Here, the teacher gives suggestion how to overcome their problem. according to result of interview that the researcher got, the lecturer of speaking gives suggestion if the students have a problem and then if in Speaking 1, II and IV the activity help them much. The second , as participant. The lecturer joined with the students in speaking activity in the classroom and The lecturer gives a feedback for the students. The third, as controller. The lecturer gives a jokes. and correct them when they make mistakes but in the last meeting. such as correct about grammar and vocabulary. The Fourth, as organizer. The lecturer gives instruction before to do some activities The fifth, as assessor. the lecturer Speaking I give a test to students every meeting and based on the topic. The sixth, as resources. the students opportunities to ask everything that they do not know. But just focus in the topic. The last is as Tutor. The lecturer assesses his students based on the activities that given.

i. Student I

After interview with the student I the researcher found some data that the role of lecturer in learning activities in teaching speaking as cited by Harmer. The researcher found some data which was explained on the table below :

Tabel 1.13
The Role of Lecturer in Speaking Activity in Teaching Speaking Class

No	Students	The Roles of the Lecturers	Interview Result
1	Student I	1. As promoter	The teacher gives suggestion how to overcome their problem. according to result of interview that the researcher got, the lecturer of speaking gives suggestion if the students have a problem. but just lecturer I and IV And then if in Speaking 1, II and IV the activity help them much.
		2. As participant	The lecturer joined with the students in speaking activity in the classroom but just lecturer I and Lecturer II. and all of The lecturer gives a feedback for the students.
		3. As controller	The lecturer gives a jokes for the students
		4. As organizer	The lecturer gives

			instruction before to do some activities and gives some example
		5. As asseseor	The lecturer Speaking give a test to students in every meeting and based on the topic and usually the lecturer assess the students based on from speaking itself.
		6. As resources	the students opportunities to ask everything that they do not know. but just focus in the topic
		7. As tutor	The lecturer assesses his students based on the activities that given

Based on the data above, it can be seen that the role of lecturer in teaching Speaking. Student I said : there are : the first, as a promoter. Here, the teacher give suggestion how to overcome their problem. according to result of interview that the researcher got, the lecturer of speaking gives suggestion if the students have a problem. but just lecturer I and lecturer IV And then if in speaking 1, II and IV the activity help them much. The second , as participant. The lecturer joined with the students in speaking activity in the classroom but just lecturer I and Lecturer II. and

all of The lecturer gives a feedback for the students. The third, as controller. The lecturer gives a jokes for the students. The Fourth, as organizer. The lecturer gives instruction before to do some activities and gives some example. The fifth, as assessor. the lecturer Speaking gives a test to students every meeting and based on the topic and usually the lecturer assess the students based on from speaking itself. The sixth, as resources. the students opportunities to ask everything that they do not know. but just focus in the topic The last is as Tutor. The lecturer assess his students based on the activities that given.

j. Student J

After interview with the student J the researcher found some data that the role of lecturer in learning activities in teaching speaking as cited by Harmer. The researcher found some data which was explained on the table below :

Tabel 1.14
The Role of Lecturer in Speaking Activity in Teaching Speaking Class

No	Students	The Roles of the Lecturers	Interview Result
1	Student J	1. As promoter	The teacher gives suggestion how to overcome their problem. according to result of interview that the

			researcher got, not all of the lecturer of speaking gives suggestion if the students have a problem but just the lecturer Speaking I that given suggestion. And then if in Speaking I the activity help them much because the activity that the lecturer given very much. while in Speaking II the lecturer just gives a topic for discussion and in Speaking IV just a presentation.
		2. As participant	The lecturer joined with the students in speaking activity in the classroom just the lecturer Speaking I and Lecturer Speaking IV and The lecturer gives a feedback for the students
		3. As controller	The lecturer gives a jokes if the students lose their focus
		4. As organizer	The lecturer gives

			instruction before to do some activities
		5. As asseseor	The lecturer gives a test to students in every meeting and based on the topic
		6. As resources	The students opportunities to ask everything that they do not know. but just focus in the topic
		7. As tutor	The lecturer assesses his students one by one. and also he/she assess on an individual and group assessment.

Based on the data above, it can be seen that the role of lecturer in teaching Speaking. Student J said : there are : the first, as a promoter. Here, the teacher gives suggestion how to overcome their problem according to result of interview that the researcher got, not all of the lecturer of speaking gives suggestion if the students have a problem but just the lecturer Speaking I that given suggestion. and then if in Speaking I the activity help them much because the activity that the lecturer given very much. while in Speaking II the lecturer just give a topic for discussion and in Speaking IV just a presentation. The second , as participant. The lecturer joined with

the students in speaking activity in the classroom just the lecturer Speaking I and Lecturer Speaking IV and all of the lecturer gives a feedback for the students. The third, as controller. The lecturer gives a jokes if the students lose their focus. Fourth, as organizer. All of The lecturer gives instruction before to do some activities. The fifth, as assessor. the lecturer gives a test to students in every meeting and based on the topic. The sixth, as resources. the students opportunities to ask everything that they do not know. but just focus in the topic. The last is as Tutor. The lecturer assesses his students one by one and group assessment.

B. Discussion

In this part, the researcher present the discussion of results provided on finding. Along with the kind of this research, descriptive study, the researcher described the things found by the researcher throughout several steps early. First, by analyzing the document, the researcher purposes to find the learning activity applied by the lecturer and also supported by interview some students at VIII semester at IAIN Curup. In this step, the documents are lecturers' speaking lesson plan. Through lesson plan, the researcher used to make a complete list of learning activity applied by the lecturer. Second, continued by the use of interview to determine the role of lecturer in speaking activity in teaching speaking. Based on finding above, it could be seen about learning activities in speaking class at IAIN Curup will be explained below:

1. **Learning Activities are applied by Lecturer in Teaching speaking**

It was also supported also by some students statement from interview result to the some students at VIII semester at IAIN Curup. Student A to J said almost same. The first, Student A to J said that, The activities in Speaking I there are many activities carried out to make us dare to speak in public and also The activities more students talk, because the lecturer strongly encourages students to talk a lot. then each meeting given also is different. For example question and answer, conversation, describing (People, Place and Picture), Role Play, simulation and discussion. and also the students was very stressed to speak. Every meeting is required to speak even if only a little. The second, student A to J said that, The activities in Speaking II The lecturer rarely enter in the class and just given topics for independent discussion. Almost all of the students have answered that same. The lecturer just given topics for discussion. The third, Student A to J said that, The activities in Speaking IV Almost same with lecturer Speaking II. The lecturer just gives presentation activities and sometimes gives debate activities in teaching speaking.

According to Harmer there are some types to classroom speaking activities, such as : acting from script, discussion, communication games, prepared talks, questionnaires, simulation and role play. [45] From the finding and theories above, it can be said the learning activities are applied

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[45] Jeremy Harmer, *The Practice of English Language Teaching*, (London : Longman, 2001) P.271

by lecturer in teaching speaking had been implemented by the lecturer's. However, there are not all of them used about all the activities for teaching speaking. In short, learning activities are applied by lecturer were maximal in teaching Speaking. Moreover teaching speaking required lecturer or teacher to provide different material in each meeting in order to make students did not feel bored during the lesson. Here, lecturer A had various material and activities, while teaching speaking but unfortunately lecturer B and C had the same activities every meeting and did not have varoius speaking activities. the condition will influence students speaking skills.

2. **The Role Learning Activities in Teaching Speaking**

Based on the finding and some statement from interview result to the some students at VIII semester at IAIN Curup, it can be seen that of the lecturer A, B and C in the role learning activities on teaching speaking. Student A to J said that different statement about role of teacher in teaching speaking, first, as promoter, student A,B, C, F, and G said that the lecturer gives suggestion how to overcome their problem. but just lecturer Speaking I and IV. while student D, E, H, I and J said that all of the lecturer in Speaking 1, II and IV give suggestion how to overcome their problem in speaking class.

Next, as a participants, student A, B, C, F, G, H, I and J said that the lecturer that joined with students in speaking activity in the classroom just lecturer Speaking I and IV, while lecturer Speaking II rarely enter to the class and only gives topic for discussion. then student D and E said that all of the

lecturer Speaking I, II and IV Joined with students in speaking activity in the classroom.

Furthermore, as assessor, student A to J said that : lecturer Speaking I always give a test for students every single meeting. and then as controller, as as organizer, as resource and as tutor, all of the student said that same. The lecturer Speaking I, II and IV able to covered the role of the teacher in speaking activities.

According to Harmer, the teacher needs to play number of different roles during the speaking activities are as promoter, as participants, as controller, as organizer, as assessor, as resource and as tutor. [46] From the finding and theories above, it can be said that the teacher not only a teacher but he/she has another character to make students more enjoyable in learning. However, not all of them has character or play number of different roles during the speaking activities. In short, the lecturer was maximal in play number of different roles in teaching speaking.

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[46] *Ibid*, P.56

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in chapter IV it can be concluded :

The first, learning activities are applied by the lecturer in teaching speaking at IAIN Curup already good. Because activities for teaching speaking as cited by Jeremy Harmer. They have been carrying out and provided to students : Acting from script, Communication Games, Discussion, prepared talks, questionnaires, simulation and role play. The lecturers can choose what activities want she / he that will use in teaching speaking.

Second, the role learning activities in teaching speaking such as : lecturers of speaking activities has a character to make students more enjoyable in learning. Because the roles of the teacher in speaking activities by Harmer the teacher have been played a number of different roles during speaking activities: As Promoter, as participants, as controller, as organize, as assessor, as resources, and last one is as tutor.

B. Suggestion

       Dealing the result of finding that have been presented above, the researcher would like some suggestion as follow :

1. For Lecturers

   For lecturer should maintain and improve in learning activities are applied in teaching Speaking of English Study program by providing the program of speaking activities. They should promoting some activities for learning activities in speaking class at IAIN Curup

2. For Students

   It will be conduct for students to understand the learning activities is Speaking class. It can be covered in lecturer process and it also as a references for implement Speaking skill when they will applied a learning activities for next type.

3. For English study program

   For students let improve our effort in find out information. As we that nowdays there are many media to make students to active in speaking and had some learning activities in speaking class. then, it can help the students to facilitate about the students research.

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APPENDIX

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 1296 /Sti.02/1/PP.00.9/12/ 2017
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
		Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RJ ;
	2.	Keputusan Menteri Agama RJ Nomor I Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
	3.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	4.	Keputusan Menteri Agama RI Nomor 031 Tahun 2016 tentang STATUTA STAIN Curup ;
	5.	Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

M E M U T U S K A N :

Menetapkan Pertama	: 1.	Sakut Ansori, M.Hum 19811020 200604 1 002
	2.	Sarwo Edi, M.Pd 2001 1038 702

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

NAMA : Ririn Anggraini
NIM : 14551009
JUDUL SKRIPSI : Learning Activities In Speaking Class At STAIN Curup.

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
		Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal, 20 Desember 2017
Ketua STAIN Curup

Hendra Harmi, M.Pd.
NIP. 1976H08 200312 1 001

Tembusan :
1 Pembimbing I dan II;
2 Bendahara STAIN Curup;
3 Kasubbag AK;
4 Kepala Perpustakaan STAIN;
5 Mahasiswa yang bersangkutan;
6 Arsip/Jurusan Tarbiyah

Nomor	: 1358 /In.34/I/PP.00.9/10/2018	02 Oktober 2018
Lampiran	: Proposal Dan Instrumen	
Hal	: Rekomendasi Izin Penelitian	

Kepada Yth.
Rektor IAIN Curup
Cq. Penanggung Jawab Prodi Bahasa Inggris
Di -
　　　Tempat

Assalamu'alaikum Wr.Wb.

　　　　Dalam rangka penyusunan skripsi S.I pada Sekolah Tinggi Agama Islam Negeri

(STAIN) Curup:

Nama	:	**Ririn Anggraini**
NIM	:	14551009
Jurusan/Prodi	:	Tarbiyah/ Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	:	Learning Activities In Speaking Class At IAIN Curup
Watu Penelitian	:	02 Oktober.d 02 Januari 2019
Tempat Penelitian	:	IAIN Curup

　　　　Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang

bersangkutan.

　　　　Demikian atas kerjasama dan izinnya diucapkan terima kasih.

　　　　　　　　　　　　　　　　　　a.n Rektor
　　　　　　　　　　　　　　　　　　Kabiro AUAK,

　　　　　　　　　　　　　　　　　　Muhammad Abdu S.Pd.I.,MM.
　　　　　　　　　　　　　　　　　　NIP. 19690810 199503 1 002

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Ririn Anggraini

NIM : 14531009

JURUSAN/ PRODI : Tarbiyah / PBI

PEMBIMBING I : Sakut Anshori, S.Pd.I, M.Hum

PEMBIMBING II : Sarwo Eddy, M.Pd

JUDUL SKRIPSI : Learning Activities In Speaking Class at IAIN Curup

....

....

....

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi

---

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Ririn Anggraini

NIM : 14531009

JURUSAN/ PRODI : Tarbiyah / PBI

PEMBIMBING I : Sakut Anshori, S.Pd.I, M.Hum

PEMBIMBING II : Sarwo Eddy, M.Pd.

JUDUL SKRIPSI : Learning Activities In Speaking Class at IAIN Curup

....

....

....

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,

Sakut Anshori, S.Pd.I,M.Hum
NIP.19811010 200604 1002

Pembimbing II,

Sarwo Edy, M.Pd
NIP. 3001 1038 102

Pembimbing I

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	14/05 2018	menambah theory dan research question	✓	✓
2.	25/05 2018	menambah theory/memperbanyak theory	✓	✓
3.	25/07 2018	menambah teori	✓	✓
4.	15/08 2018	Revisi Instrument	✓	✓
5.	17/09 2018	ACC 1, II, III lanjut Validasi dan Penelitian	✓	✓
6.	1/11 2018	Revisi finding dan Conclusion	✓	✓
7.	05/11 2018	About Abstrack	✓	✓
8.	05/11 2018	ACC sidang munaqasah	✓	✓

Pembimbing II

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	07/05 2018	menemukan theory dan phenomena	✓	✓
2.	24/05 2018	membuat background, research question dan menambahkan teori	✓	✓
3.	23/07 2018	lanjut membuat Chapter II dan memperbanyak theory	✓	✓
4.	13/08 2018	membuat instrument berdasarkan theory	✓	✓
5.	17/09 2018	ACC 1, II, III lanjut Validasi dan Penelitian	✓	✓
6.	1/11 2018	Revisi finding dan Conclusion ACC	✓	✓
7.	05/11 2018	About Abstrack	✓	✓
8.	05/11 2018	ACC sidang munaqasah	✓	✓

Bioghraphy

Ririn Anggraini was born in Kepahiang on August 28th 1996. She came from Kepahiang. She is the first child from a couple of Abu Bakar Zakaria and Siti Saleha. She finished her elementary school at SDN 21 Sukamerindu, In 2008 entered to junior high school at SMPN 2 Tebat Karai Kepahiang, in 2012 she was accepted in SMAN 1 Tebat Karai Kepahiang and finished her study in 2014.

In 2014, she continued to IAIN Curup and choose English Tadris Study Program in Faculty of Teacher Training and education. Alhamdulillah, she has done her study successfully and has followed the last examanition. Another words, she finished her "Sarjana" degree (S-1) in this year (2018)