USING CLASSROOM-ENVIRONMENT APPROACH IN DEVELOPING THE STUDENTS' SPEAKING SKILL AT MTS NW TEGAL

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ABSTRACT

This study is aimed to prove that building students' (MTs NW Tegal) abilities in English is easy. It can be proved from the analysis results before and after the research conducted. The early observation results show that the subject (students class II b) found any difficulties in expressing their ideas by using English. It is proved when they are demanded to introduce themselves, ask and answer the questions. To solve the problem the researcher applied classroom-environment approach. This research was conducted as long as one semester. The processes were started by doing the early observation and pre-test, then continued with teaching-learning process, and ended post-test. Reording was used to collect the data of the study. The recording was analyzed in three procedures, reduction, display and conclusion. The analysis results prove that the students' abilities in speaking change significant.

Keywords: *Classroom-Environment Approach, The Students' Speaking Skill.*

INTRODUCTION

English is a language that everyone needs it. Therefore, all levels academic in Indonesia put it as the one of the most important subject to teach. The teachers applying many strategies to easier the students understand and able to use it. However, in teaching and learning process the teachers and students encounter some problems, especially in speaking. It is proved by the early observation results that the students of MTs NW Tegal found some difficulties in speaking; 1) they got problem in producing, pronouncing English words, 2) they also do not understand and answer the English question. These problems then, caused by some factors;

they learn English is the only at classroom and there is not more encourage or motivate from family or teacher to learn further. So, the most of them stated that English speaking is one of the horrible activity to do.

Then, this second research is the continuation of the first study which stands for the classroom-environment approach. This approach is the newest way in teaching language that focuses on teaching appropriate students' behavior, creates safe, consistence environment that allows all students to be successful academically, and managing a positive learning in classroom and environment (Holmes, 2012). He stated that by

applying this approach in teaching, there are some advantages for teacher and students; 1) the teacher could create classroom management, 2) the teacher also help create well-managed classroom by identifying and teaching desirable behavior to students, 3) and the most interesting is teacher and students could create teaching and

METHOD

This study deals with classroom-environment approach in teaching speaking (Holmes, 2000). This qualitative research has been conducted in designing classroom as the students' environment. The researchers applied some strategies as long as teaching and learning process; building the physical environment in the classroom, creating a positive climate. These strategies will be done as the earlier process in collecting data. Meanwhile, the data will be gathered through some process; observing recording, interviewing, and looking at the documents. Next after that, the data will be analyzed by reducing, displaying and giving the conclusion as the final process of the study (Miles and Huberman, 2012).

This study was conducted at MTS NW Tegal with 17 of students that have special problems especially in learning English; they have no more motivation in listening, reading, writing and speaking, consequently they did not get good score in each semester. Therefore, The main data that had captured by the researcher are the utterances produced by them as long as the data collected.

learning process as not in classroom, but in their social environment.

The researcher formulated two statement of the problems that read "How is the classroom-environment developing the students' speaking skill at MTs NW Tegal?" And "What extent the classroom-environment develop the students' speaking skill?"

The data had conducted through, observation, recording, interviewing and looking at documents. In doing these activities the researcher collaborated with the real teacher and one observer.

In doing the observation the researcher applied two procedures structured and unstructured observation (Hopkins, 1993:100). In structured observation the researcher prepared the meeting schedule, and the filed-notes. While, in unstructured observation the researcher used the field-notes to write the non-verbal data.

There were two activities that the researcher applied in this step, they are recording and transcribing. The process of recording had been done since the first day of the observation in the class. The data are students' verbal interaction. It was done to ensure that all interactional conversations as long as teaching-learning process in the class understood. Then, the recording were transformed in the form of text.

The interview was conducted in three times as long as the data collection. The first, the students were interviewed at the beginning of the study, it was done capture the students' early ability in

producing their ideas (pre-test data). In the middle of collecting data process, it is done as the evaluation before and after the classroom-environment applied. Finally the interview at the end of the study (post-test data).

As an additional data the researcher also look at some document that related to the students, such as the syllabus, lesson plan. These are considered may help the researcher to get further information about the ways of teachers in manage the teaching and learning in the class.

The data were analyzed some procedure suggested by Miles and Huberman (2012) data collection, data reduction, data display, and conclusion. After collecting the data, both main and additional data were transcribed and organized to discard the irrelevant data. Next after that the selected data displayed in narrative as the findings at chapter four. As the last process of analyzing the data is conclusion or verified.

FINDING

The data were taken from 15 persons; two students did not attend the class. To get the data they were invited to introduce and tell their daily activities. Then at this chapter to hinder the repetition of data description the researchers present 7 of the students' and other data could be seen on appendices. The data displayed in the form of dialog, speech text, then analyzed and discussed.

Sample 1 at Pre-Test:

Hello my..my…my full name is…is..is Izul Bayani (izyl uiyi)
Aaaaamm my….my call name is Izul
Aaaaam dari desa tegal village
My umur …. Apa empat 14 bahasa inggris pak.. oh ya fourteen years old
My..my hobby is banyak pak amm.. main bola nonton TV dan lain-lain pak

My amm cita-cita.. oh ya ambition is mmm apa ya… oo ya teacher
I am class special MTs. NW Tegal dan kelas dua… ya second year. Thank you
Ok I will tell you daily activity
Saya bangun… I get…I get.. up in the morning and then I am go to bath room for mandi apaaa ya take apa ya take bath dan saya berpakaian ha ha ha (laugh) take uniform. I am go to school for for for…study, and I am.. I am.. in the class after that I am study and after that i am go home. After that I directly lunch and then I am sleep. After wake up I am directly pray asar. After pray asar I am directly go home. After that I am playing football. After that I am take a bath. And then I am praying magrib. After that I am reading al quran at house mr.afgan. After read al-quran and I am go home and dinner. After that I am spend the night.

Tabel 1. Pre-test

Incorrect and English repetition	Indonesia and English	Bahasa Indonesia
1. my..my…my full name is…is..is	1. Aaaaam dari desa tegal village	1. banyak pak amm.. main

2. Aaaaamm my….my call name is	2. My umur …. Apa empat 14 bahasa inggris pak.. oh ya	bola nonton TV dan lain-lain pak
3. My..my hobby is	3. My amm cita-cita.. oh ya ambition is mmm apa ya	2. Saya bangun
4. I get…I get.. up	4. I am class special MTs. NW Tegal dan kelas dua… ya second year	
5. I am go to bath room	5. for mandi apaaa ya	
6. I am go to school for for for	6. take apa ya take bath	
7. and I am.. I am.. in the class	7. take bath dan saya berpakaian ha ha ha	
8. I am study and after that i am go home		
9. After that I am take a bath		
10. and I am go home and dinner. After that I am spend the night		

The sample above shows that the student saying the sentences inappropriate way; it was identified that there are ten sentences are incorrect and getting repetition, seven sentences are mixing and two sentences in Bahasa Indonesia. Whole words are not pronounced in exactly ways and repeated.

Sample 1 at Post-test

Hello my full name is Izul Bayani (i z u l b a y a n i)
My call name is Izul
My hobby is playing football
My ambition is teacher
I am 14 years old now
I am from Tegal village
I am in special class of MTs. NW Tegal second year. Thank you
I will tell about daily activity
I wake up at 5 in the morning (subuh).
I go to bath room to take wudu (ritual ablution). After that wudu I go to mosque to pray subuh. After pray subuh I directly go mr. Afgan for reading al qur'an. After reading al qur'an I go home. Until my house I directly go to take bath. After take a bath I wear pramuka uniform. After

wear pramuka uniform I directly breakfast. After breakfast I go to school. After school I go home. I listen azan (a call to prayer), I directly go to mosque for pray zuhur. After pray zuhur I go home, until house I directly lunch. After lunch I directly take a nap, at 4 o'clock I directly go to bath room for take wudu for pray asar. After pray asar I go home, and then I go home until house, until house i playing football. After playing football i come back.
I will tell you about my family's name
My father name is Fajri, and my mother name is marina, Brother name is Saifudin, and my sister is Muliani. My father working is fishing, that's all. thank you

Table. 2 post-test data

Incorrect and English repetition	Indonesia and English
1. I will tell about daily activity 2. My father name is Fajri 3. Brother name is Saifudin	1. I go to bath room to take wudu 2. After that wudu I go to mosque to pray subuh 3. After pray subuh I directly go mr. Afgan 4. After take a bath I wear pramuka uniform 5. I listen azan 6. I directly go to mosque for pray zuhur 7. After pray zuhur I go home 8. I directly go to bath room for take wudu for pray asar

Table.3 Evaluation Students' Score

No	Nama	Grammar and vocabulary	Pronunciation	Speaking score
1	Izul Bayani	75	70	A
2	Hilman Humaidi	88	85	A
3	M. Alfin	75	70	A
4	Mulyadi	70	70	B
5	Sabli	68	70	B
6	Salman Alfarizi	65	65	B
7	Rian Agatha	67	65	B

The table shows that the students' score at grammar and vocabulary, pronunciation, with speaking scoring between B and A. It means that the students' abilities at vocabulary, grammar, pronunciation are getting better than before the research conducted. The seventh students are representative of the whole students, with the school evaluation score at all items are 70 to 80, so it could be categorized that they are successful in learning speaking.

CONCLUSION

Regarding the result of the study, the researcher concludes the following conclusion: The first conclusion is that the analysis results show that teaching speaking by using classroom environment approach could increase the students' ability in speaking. At the beginning they found many difficulties

in expressing, asking or answering the question, then after the research conducted their vocabulary, grammar and pronunciation are getting better. The recording results could be seen on the data pre-test and post-test summary, student number one on pretest getting errors at 10 sentences, meanwhile at posttest he got two incorrect uttering and this improvement also supported with the result of final test evaluation, he got A. other students also have similar development, however sometimes they say their words incorrect ways and in Bahasa Indonesia.

The second conclusion is that the students' ability and confident in telling their ideas indicate that they did not find any difficulties in saying, asking or answering the question from the teacher, peers or other people. By having these results, so it can be concluded that this strategy is very good in developing the students speaking skill especially junior until senior high school.

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