

**IMPLEMENTATION OF STRUCTURED DYADIC METHODIN TEACHING  
SPEAKING TO THE EIGHT GRADE STUDENTS OF MTSN PULOSARI JAMBON  
PONOROGO IN ACADEMIC YEAR 2017/2018”.**

**THESIS**



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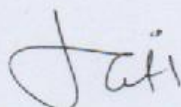
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## ABSTRACT

**Yulita, Hane.** 2018. *Implementation of Structured Dyadic Method In Teaching Speaking to The Eight Grade Students of MTsN Pulosari Jambon Ponorogo In Academic Year 2017/2018.* Thesis. English Education Department Faculty of Education State Islamic College of Ponorogo (IAIN Ponorogo). Advisor NurulKhasanah, M.Pd

### **Key Words: Structured Dyadic Method, Teaching Speaking**

Speaking is one of man's most complex skills. It is a skill which is unique to our species. Each normal child starts acquiring it in infancy clearly driven by a genetically given propensity for language. The mature skill takes all of childhood to develop. Statement problems of this research are (1) why does the teacher use structured dyadic method to the eight grade students of MTsN Pulosari Jambon Ponorogo? (2) how is implementation structured dyadic method to the eight grade students of MTsN Pulosari Jambon Ponorogo (3) what are strengths and weaknesses of structured dyadic method to the eight grade students of MTsN Pulosari Jambon Ponorogo? (4) what are factors influence to structured dyadic method to the eight grade students of MTsN Pulosari Jambon Ponorogo?

Research procedure are pre- research phase, research phase, analyzing data phase and report of research phase. Techniques of collecting data we are observation, interview and documentation. Analyzing the data we are analyzed data reduction, data display, and data verification, and research design

This research aims at revealing; (1) the teacher applied structured dyadic method in teaching speaking due to some reasons such as structured dyadic method can help students to create their skill, and create peer tutoring. (2) the implementation of structured dyadic method in teaching speaking at MTsN Pulosari Jambon divided into three steps; preparation, application and evaluation. The teacher prepared the lesson plan, material, etc. Presentation consist the teacher presented material then student study in a team. For evaluation, the English teacher collected the score of the students from their attitude in class, result of team discuss and the result of student's score from their worksheet. (3) Strengths of structured dyadic method are student more active in teaching process, easily to understand material, build student motivation to learn and social character, cheap and just need simple media. Weaknesses of structured dyadic method are lack of time, minority of student, and some time happen dependent of student to other friend. (4) Factor influence to structured dyadic method are ability and knowledge of student. External factors are task structure, team and class condition.

# CHAPTER I

## INTRODUCTION

### A. Background of Research

English is called as an international language. As one of the international language in the world, English is used in education, business, government and social situations. It has become an important subject taught at schools. For Indonesian students, English is a foreign language. It is taught in elementary school until university level. According to Alice Horning, to provide students with overall English learning, teachers must present all language skills consist of listening, reading, speaking, and writing<sup>1</sup>.

Speaking is one of most complex skills. In teaching speaking, a student must be able to memorize a lot of vocabulary in order to communicate with others. To memorize vocabulary, it requires a long process and requires continuous practice. Speaking also need grammar in order to create the correct word order and it can be understood by others. In addition to these two things, to master speaking well, also requires intonation in speaking. According to Wells, intonation consists of various features. He includes pitch, speech rhythm, stress, tone, and the overall interplay of accented, stressed and unstressed syllables. According to Halliday the speaker has to make three intonation-related decisions before they start speaking, namely about tonality, tonicity and tone.<sup>2</sup> Speaking is an important material in English teaching process in a school and a university level that consist of vocabulary, grammar, and intonation

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<sup>1</sup>Alice S Horning, *Teaching Speaking as a Second Language* ( USA : Conference on college Composition and Communication, 1987), 53

<sup>2</sup> Sandra Gotz, *Fluency In Native And Nonnative English Speech* (USA: John Benjamin Publisng, 1996), 52



According to Saidna, speaking is considered as difficult skill. Speaking is regarding as difficult skill because it needs confidence to convey what the speaker wants to say. Unlike reading, writing, and listening activities speaking requires some degree of real time exposure to an audience. Some of the students also difficult to practice their English speaking even to give their idea. It's caused by having no motivation to express their opinion. In other words, the students cannot say anything. In classroom interaction some students are dominating the conversation. This situation makes another students feel upset and being down to speak out. As a result students do not participate or speak very little or not at all<sup>3</sup>.

According Mrs Eni as an English teacher in MTsN Pulosari, Formerly, students in MTsN Pulosari have low motivation to speak English because they are afraid to make mistakes in speaking English. Besides, they are difficult to memorize the English vocabulary correctly<sup>4</sup>. To give solution of this problem, a teacher must create correct method to build motivation to the students to learn speaking<sup>5</sup>. Interesting method make students have a bravery to speak English. The interesting learning methods will make students have the courage to speak English actively. With high courage and motivation, students have more opportunities to develop English speaking skills. One of school that has an interesting method to improve learning motivation to speak English and give opportunity to active in teaching process is MTsN Pulosari

One of the interesting method which used by teacher in MTsN Pulosari is called Structured Dyadic Method. From the observation on December 8, 2017 at MTsN Pulosari

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<sup>3</sup>Saidna Zulfikar Bin Thahir, *Teaching Speaking ( English) Trough Yahoo Messenger* (Jakarta: Qolam Media Pustaka, 2013),

<sup>4</sup>Interview With Mrs Eny at MTSN Pulosari 8 December 2017

<sup>5</sup> Kenzie Brown, *Reflection Of Communicative Language Teaching* ( Usa: Peter Publish, 2012), 23

at eight grades in English subjects, when the teacher used structured method dyadic method the students paid attention to the subject earnestly, actively asked question to the teacher and there is social interaction with a classmate in doing group work<sup>6</sup>

According to interview with Mrs Eny as English teacher in MTsN Pulosari, Structured Dyadic Method gives positive effects to the students. The students become more active at teaching process, have motivations to learn more and build social character with their friends. This method gives students the opportunity to develop the ability to speak English with the concept of dialogue. Dialogue is done by two students who alternately become speakers and become listeners. The students become excited because they learn more natural like ordinary conversation.<sup>7</sup>

Structured Dyadic Methods is a peer tutoring in cooperative learning approach. According Slavin, "While most cooperative learning methods involve groups of about four members who have considerable freedom in deciding how they will work together, there is an increasing body of research on highly structured methods in which pairs of students teach each other. There is a long tradition of laboratory research showing how scripted pair learning, in which students take turns as teacher and learner to learn procedures or extract information from text, can be very effective in increasing student learning".<sup>8</sup>

For these reasons, the writer argued that Structured Dyadic Methods is one of alternative method to use in teaching English especially on speaking. In this research, the writer wants to know the implementation of structured dyadic method in teaching learning process in MTsN Pulosari. So, the writer takes the title of the research the Implementation of Structured Dyadic Method in Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo in Academic Year 2017/2018.

## **B. The Focus of Research**

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<sup>6</sup> Observation in MTsN Pulosari on 8 December 2017

<sup>7</sup> Interview With Mrs Eny at MTsN Pulosari 8 December 2017

<sup>8</sup> Robert Slavin, *Education For All* ( Deen Hag: Swet And Zeitlinger B.V, 1996), 23

To avoid a far-ranging discussion, this study focuses on process and influencing factors of structured dyadic methods in teaching speaking to the eight grade students of MTsN Pulosari Jambon Ponorogo in academic year 2017/2018.

### **C. The Statements of Problem**

According to the background of the study and research focus, the writer formulates the problem as the following:

1. What the reason structured dyadic methods in teaching speaking to the eight grade students of MTsN Pulosari Jambon Ponorogo in academic year 2017/2018?
2. How is the implementation of structured dyadic methods in teaching speaking to the eight grade students of MTsN Pulosari Jambon Ponorogo in academic year 2017/2018?
3. What are strengths and weaknesses structured dyadic method in teaching speaking to the eight grade students of MTsN Pulosari Jambon Ponorogo in academic year 2017/2018?
4. What factors are influencing the implementation of structured dyadic methods in teaching speaking to the eight grade class of MTsN Pulosari Jambon Ponorogo in academic year 2017/2018?

### **D. The Objectives of Research**

Concerning with the problem statements, this study has some objectives described as the following:



1. To describe the reasonstructured dyadic methodsin teaching speaking to the eight grade students of MTsN Pulosari Jambon Ponorogo in academic year 2017/2018?
2. To describe implementation of structured dyadic methodsin teaching speaking to the eight grade students of MTsN Pulosari in academic year 2017/2018.
3. To describe strengths and weaknesses structured dyadic method in teaching speaking to the eight grade students of MTsN Pulosari Jambon Ponorogo in academic year 2017/2018?
4. To describe influencing factorsof structured dyadic methodsin teaching speaking to the eight grade students of MTsN Pulosari in academic year 2017/2018

#### **E. The Significance of Research**

After completing all research activities, this study is expected to give significances presented as follows:

1. Theoretical significance

The result of reseach is expected to add the reference of teaching method which can be accessed by some educational practice. It can be contributed in developing the education quality especially for English subject.

2. Practical significances

- a. For teachers

This study is expected to give teacher, particularly English teacher of MTsN Pulosari, an input concerned with the implementation of structured dyadic method in teaching speaking to the eight grade students

b. For students

This study is expected to give students, particularly the eight grade students of MTsN Pulosari in the academic year of 2017/2018, an awareness of increasing their speaking skill.

c. For readers

This study is expected to give readers; particularly the students of English Department of IAIN Ponorogo, a reference concerned with teaching strategy may be applied in teaching speaking, particularly concerned with structured dyadic method.

d. The Researcher

This research hopefully will be give and add the researcher's knowledge especially as the candidate of teacher so that the teacher is ready entering the education world.

## **F. Organization of the Thesis**

In organization of this thesis, it has purpose to easily understanding the thesis.

This thesis is divided in five chapters. Those are:

Chapter I : Introduction discusses about: background of the study, research focus, statements of the problem, objectives of the study, significance of the study, and organization of the thesis.

- Chapter II : Theoretical analysis discusses about: speaking, teaching speaking, structured dyadic methods
- Chapter III : This chapter contains with serving of data that includes general data that is connected with research location that consists of vision, mission, and objectives of MTsN Pulosari, the establishing history geographical position, organization structure and explanation of special data that consist of data about the reason of used structured dyadic method in teaching speaking at teaching speaking
- Chapter IV : This chapter contains with data analyzing of the reason of the effectiveness of Implementation of structured dyadic methods in teaching speaking at eight grade student of MTsN Pulosari
- Chapter V : Conclusion, This chapter is designed to give ease for reader who takes subsistence from thesis. This chapter consists of conclusion and recommendation.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND PREVIOUS RESEARCH FINDINGS

#### A. Review of Related Literature

##### 1. Teaching Speaking

###### a. The Definition of Teaching

Teaching in a simple term is referred to as either an occupation or profession of a group known as teachers or an activity or activities of a group undertaken to help an individual to learn or acquire some knowledge, skills, attitudes or interests. There are some definitions of teaching. According to Morrison, teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter<sup>9</sup>. According to this theory, learning is a process for delivering material to students through a teacher with a direct presence in the classroom. It aims to form the ability for the student to be useful in his life

Teaching is a process to influence students to hone their talents in order to be a provision in his life. Student talent is used to help itself to achieve goals and help others who are experiencing difficulties. Besides, In teaching there are some factors that influence in teaching process. This is suitable with teaching theory. According to John Brubacher. Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of

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<sup>9</sup>S.K.Mangal And Uma Mangal, *Essential Of Educational Tecnology* ( New Delhi: PHI Learning, 2009), 134

doing so. According to N.L. Gage, teaching is a form of interpersonal influence aimed at changing the behavior potential of another person.<sup>10</sup>

Besides, teaching is a process of direct relationship between teachers and students in a class by making previous lesson plans. It aims to improve the ability and character of students. This is suitable with teaching theory according to Edmund Ainidon, teaching is defined as an interactive process, primarily involving classroom talk which takes place between teachers and pupils and occurs during certain definable activities. According to Clarke teaching refers to activities that are designed and performed to produce change in student behavior. According to Thomas F. Green, teaching is the task of a teacher which is performed for the development of a child<sup>11</sup>.

According to some definitions above, we can get definition that teaching is series of processes undertaken by teachers in order to the students learn. From a student's point of view, learning is a process that contains a set of activities that students do to achieve the learning objectives. Learning should be planned in such a way that students can achieve the objectives of the learning. The design of learning or instructional design is the practice of media preparation of communication and content technology to help in order to effectively transfer knowledge between teachers and learners

There is an assumption that teaching is a process of transforming knowledge to the students. This is suitable with a statement of Prophet Muhammad “ *ajarilahanak-anak kalian berkuda, berenang dan memanah*” (HR

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<sup>10</sup>S.K.Mangal And Uma Mangal, *Essential Of Educational Tecnology*, 134

<sup>11</sup>Ibid, 134



*SahihBukhari/Muslim*). From the statement, Prophet Muhammad askedparentto teach knowledge or skills to their children.

b. The Components of Teaching

There are some important components of teaching. The components of teaching are the teacher, the learner as well as the good learning environment and evaluation. It is being considered that learning occur when there is established relationship among these three elements. The teaching as well as the learning activity depends upon how these elements works together<sup>12</sup>.

The first component of teaching is teacher. The teacher is considered as the element that has the main role in the teaching-learning process.He is considered as the so called prime mover of the educational processes, thus he directs the flow of the whole process. The teacher is the one that facilitates the whole process of leaning. He or she directs its flow and serve as main control of the teaching learning process<sup>13</sup>.This proves that a teacher becomes an important role as a giver of material and examples in learning

The second component of teaching is students or learners. The learners are also important component of teaching because they are subject on teaching process. The learners are considered as the key participant in the teaching and learning process. They are considered as the primary subject or the main reason why the process is implemented. The knowledge that acquired by the learners will decide if the teaching and learning objectives are achieved. Learners vary from one another in the aspects of learning. There are those learners that learn fast

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<sup>12</sup>Sankaranayan, *Learning And Teaching* (India: Jype Publisher, 2012), 96

<sup>13</sup> Ibid, 96

while there are those learners that learn in average or slower. This fact gives suggestion that the students become subjects and primary purpose on teaching process.

The next component of teaching is environment. The favorable environment, participates in the teaching-learning process by providing a place where there is a smooth flow of communication, avoiding some common barriers between the teacher and the learner. The presence of a good environment is so much important in the teaching and learning process. The good environment provides a smooth flow of communication between the learners and the teachers, thus it facilitates a well executed teaching and learning process. A good environment is necessary for learning. The environment has a great influence on the formation of a child's character. The monitoring, assessment and evaluation of the learner's changes in behavior in relation to the objectives of the teaching-learning process<sup>14</sup>. Now, environment gives dominant effect to building ability and character of students. A good environment gives children greater opportunities to develop abilities and character. While a bad environment gives a real effect in influencing interest in learning and character of students

The next component of teaching is curriculum. In curriculum consist of aim of teaching, material of teaching, method of teaching and evaluation of teaching.

c. The Definition of Speaking

Speaking is the ability to communicate with other people. Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to

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<sup>14</sup>Ibid, 96

convey meaning. According to Flores, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information<sup>15</sup>. According this theory, speaking is a tool to communicate to the other person directly.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information”. It means that in speaking we have to express our opinion, feeling and ideas correctly in order to every single person can understand the message. In addition, speaking as one of the important skill has to be used directly when there are some persons meet the others<sup>16</sup>. This means, speaking aims to express feelings in the form of speech and receive information from others person.

Speaking is a skill which deserves attention every bit as much as literary skills. Students often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning<sup>17</sup>.

From these theories, we can understand that speaking is a way to interact with humans tailored to the context at hand, with whom to talk to, and where to speak. Each place and time has a unique way of talking style.

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<sup>15</sup> John Coming, *Review of Adult Learning* (London: Lauren Elbaum Publisher, 2008), 124

<sup>16</sup> Ibid, 124

<sup>17</sup> Martin Bygate, *Speaking: Language Teaching A Scheme For Teacher Education* ( New York: Oxford Press, 2003), 1

A speaker's skills and speech habits have an impact on the success of any exchange. Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting. For example, a learner involved in the exchange with the salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service<sup>18</sup>.

d. The Purposes of Speaking

Everyone speak to some purpose. Each goal of speaking is adapted to the place and time of speech. Many spoken activities will include a mixture of meaning-focused input and meaning-focused output. One person's output can be another person's input<sup>19</sup>.

There are some purposes of speaking:

1) Informative speaking

Informative speaking seeks to inform. Its goal is that the listeners understand something in the same way that the speaker understands that subject. In this way, the speaker is sharing meaning and ways of understanding. So informative speaking is give information to the other person and the aim of it is understanding meaning.

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<sup>18</sup> Ibid, 2

<sup>19</sup> J, Newton, *Teaching Esl Dan Efl Listening Dan Speaking* (New York: Tailor Library, 2009), 5

## 2) Invitational speaking

Invitational speaking is often similar to informative speaking, but adds judgment into the mix. The 'invitational' element is hence an invitation to listeners in agreement or evaluation of some sort. Invitational speaking is an option that allows you to continue the public dialogue and explore with an audience even about the most controversial issues. Like informative and persuasive speaking, invitational speaking has specific guide lines to follow so you can give a more effective speech<sup>20</sup>. This evaluation may be of an idea, another person, an event, an object of some kind, an event or anything else who which judgment may be applied. So invitational speaking used in dialog and formal event.

## 3) Dispositional speaking

The other kind of speaking purpose is dispositional speaking. Dispositional speaking is more persuasive intent than invitational speaking in that it seeks to gain agreement on an attitude, value or belief. *Dispositional* aim to influence listeners' disposition (beliefs, attitudes, and values) toward a topic<sup>21</sup>.

This can be a very difficult thing to do as to change such deep drivers can often be, in effect, to change the person and who they are, recreating their identity. It is not surprising, then, that many will resist such attempts, even if clear and logical reason is used.

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<sup>20</sup> Cindy L Griffin, *Invitation to Public Speaking* (Boston: Cengage Learning, 2012), 258-259

<sup>21</sup> Deanna D Selnov, *Confident Public Speaking* (Australia: Thompson, 2005), 353



This type of speaking aims to make a deal in a business agreement or in a sale and purchase agreement. This type of speech to give consumer confidence

#### 4) Actuation speaking

This type of speaking aims to make the ability to speak in front of the crowd. It aims to show something and give influence to others. Actuation speaking seeks to get people to act, to perform in some way. In practice this can be easy for simple actions and hardest of all for actions that the person may not normally undertake. In this way, actuation speaking can be considered to be the ultimate in persuasive speaking<sup>22</sup>. Actuation speeches aim to influence listeners' behavior. Actuation persuasive speeches are designed to influence behavior. To actuate means to move someone to action<sup>23</sup>.

#### e. Components of Speaking

**There are five components of speaking ability :**

##### a) **Pronunciation**

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are

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<sup>22</sup> The Purpose of Speaking.htm acces 15-12-2017

<sup>23</sup> Deanna Selnow, *Confident Public Speaking* (USA: Wasworth, 2005),354

speaking. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow.

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

So, pronunciation consist of style in language pronunciation. Everyone has their own language style. Some people have a loud style of language, while others have a soft language style.

b) **Grammar**

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language. Moreover, the other definition of grammar stated argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Grammatical competence enables speakers to use and understand English-language structures accurately and unhesitatingly which contributes to their fluency.<sup>24</sup> Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words.

Based of this theory, we can know that grammar is structure of language. The correct arrangement of language makes it easier for us to understand the words of others.

c) **Vocabulary**

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

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<sup>24</sup> Jack Richard, *Methodology In Language Teaching* (USA: Cambridge Press, 2005), 207

According to Karshen, Vocabulary is a very important component of a language. One cannot learn a language without vocabulary. According to Gass and Selinger, Vocabulary as the most important component for second language learners. Vocabulary is necessary to the acquisition and application of a language<sup>25</sup>. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and every day. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an

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<sup>25</sup> Lancaster, *International Conference on Social Science And Management* (USA: Desstech, 2014), 68

increasingly larger role in literacy than does the oral vocabulary. Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms.

From some the above theories, we can conclude that vocabulary is a collection of words used in speaking to give understanding to the other person to understand the purpose of our conversation

d) **Fluency**

Standard dictionary definitions of fluency as general repositories of information are notoriously difficult to make sense. The definitions of fluency are to a great extent as multiform and ambivalent as the actual phenomenon they describe<sup>26</sup>. Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation

e) **Comprehension**

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal

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<sup>26</sup> Marie Noelle Goeliot, *Fluency And Its Teaching* ( Toronto: Multilingual Matters, 1999), 24



responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speech<sup>27</sup>

#### f. The Definition of Teaching Speaking

There some theories about teaching speaking. According to Hornby, teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. According To Hornby states that teaching is giving instruction to give a person knowledge skill. So, teaching speaking is giving instruction to a person in order to communicate.<sup>28</sup>

According definition above, teaching speaking is giving the other person informed by exchanging information. So students can express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

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<sup>27</sup> <https://adeprimarora.wordpress.com/2015/02/11/the-components-of-speaking-skill/>, Access 05- 03- 2018,

<sup>28</sup> Kristi Nuraini, "The Barriers of Teaching Speaking English for EFL Learners". ELLITE Journal of English Language, Literature, and Teaching Volume 01, No. 1, May 2016

From the above theory, we can conclude that teaching speaking is a learning process to give students the ability to speak English, the ability to speak well and correctly with the right intonation and arrangement

## 2. Structured Dyadic Method

### a. Definition of Structured Dyadic Method

Structured Dyadic Method (SDM) is a unique method developed to motivate students and allow time to develop talent for speech. According to Peter Smith, Structured Dyadic Method is a third category of cooperative tasks that may not require group goals and individual accountability is tasks that are so structured that learning is likely to result if students engage in them, regardless of their motivation to help their partners learn.<sup>29</sup> So this method is intended to provide courage to students to express opinions and motivations in group learning

From theory above, we can get the conclusion that Structured Dyadic Method is a method of cooperative approach. Structured Dyadic Method focuses on learning in pairs between students to improve the spirit and courage in speaking English.

### b. The Implementation of Structured Dyadic Method

This method is different from the cooperative learning approach in general. In general, cooperative learning using groups consisting of 3-5 members of the group, in this method only use 2 people in one group. According to Slavin, while most cooperative learning methods involve groups of about four members who have considerable freedom in deciding how they will work together, there is an increasing body of research on highly structured methods In which pairs of

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<sup>29</sup>Peter K Smith, *Psikology Of Education* (USA: Taylor And Prancis Group, 2000), 551

students teach each other.<sup>30</sup> In this method just use two members that role as tutor and listener. The role is to explore talent and ability of student to active in speaking process.

There are some steps of Structured Dyadic Method:

Step 1:

The first to practice SDM is making small groups that consist of two member.<sup>31</sup> From theory above, the first step of Structured Dyadic Method is make small group that consist of two students.

Step 2:

Second step of Structured Dyadic Method is giving material by teacher. A teacher can make variation to give material in this method. For example in next day, teacher teaches a lesson on sound. Student join with their groups to discuss what they have learned and to try to apply their knowledge to the bottle problem<sup>32</sup>. Variation to give material can help student to understand easily. Giving material can be given orally or using LCD media.

Step 3 :

After the giving of materials is the application of Structured Dyadic Method methods. Each group is told to go forward to the class, and then one member explains the material that the teacher has explained before, while the other members listen. The activity is done alternately in order to provide experience in speaking English in turn<sup>33</sup>

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<sup>30</sup> Robert E Slavin, *Education For All* (Usa:Swet&Zeitlenger Publisher, 1996), 24-25

<sup>31</sup> Ibid 25

<sup>32</sup> Ibid 26

<sup>33</sup> Ibid, 26

Step 4:

The final step of Structured Dyadic Method is evaluation. A teacher gives evaluation according to performance of students. The evaluations consist of expression, vocabulary, grammar and attitude while teaching process.

c. Strengths and Weaknesses of Structured Dyadic Method

There is a great deal of support for the idea that peer interaction can help non-conservers become conservers. Many studies have shown that when conservers and non-conservers of about the same age work collaboratively on tasks requiring conservation<sup>34</sup>.

There are some advantages of Structured Dyadic Method. Structured Dyadic Method gives some motivation to student in teaching speaking. Students are more active in learning, pay attention to the material given by the teacher and give a lot of student's time to practice the ability to speak English.

The weakness of this method is the contribution and the low achieving students become less and the students who have high achievement will lead to disappointment. This is because they have to help their low-skilled friends. In addition, long preparation is required in applying this method

d. The fluencing factors of Structured Dyadic Method

In the application of every method in learning is always influenced by many factors. In this method several factors that influence are as follows:

1) *Motivational*

Motivational perspectives on cooperative learning focus primarily on the reward or goal structures under which students operate. From a

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<sup>34</sup> Ibid, 29

motivation perspective, cooperative incentive structures create a situation in which the only way group members can attain their own personal goals is if the group is successful<sup>35</sup>. In SDM there are internal factors that influence include the spirit and ability of students

## 2) *Development*

The fundamental assumption of the developmental theories Is that interaction among children around appropriate tasks increases their mastery of critical concepts defines the zone of proximal development as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance *or in* collaboration with more capable peers” (emphasis added).<sup>36</sup> The development of a teaching method influences the success rate of that method. A teacher must be able to adjust the class conditions and methods used, so that the method can be applied well and acceptable by students,

## **B. PREVIUOS RESEARCH FINDINGS**

1. Thesis with the title *The Effectiveness Of Using Structured Dyadic Method (Sdm) In Teaching Reading Narrative Text: An Experimental Study At The First Year Students Of Sman 2 Aikmel In Academic Year 2013/2014* by DiahAfriani from IKIP Mataram. This research is quantitative research. The collection of date use questioner. The researcher found the deviation score between *to* and *tt* was 0.174. Based on facts

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<sup>35</sup> Rachel Heart, *Interaction In Cooperative Group* (USA: Cambridge Press, 1992), 157

<sup>36</sup> *Ibid*, 27-28



above, the researcher concluded that Structured Dyadic Method (SDM) is effective in teaching reading narrative text for the first year students of SMAN 2 Aikmel in academic year 2013/2014.

2. Thesis with the title *Perbandingan Hasil Pembelajaran Kooperatif Tipe Structured Dyadic Methods (SDM) Dan Tipe Think Pair Share (TPS) Pada Materi Senyawa Turunan Alkana Menggunakan Media Pembelajaran Molymod Pelampung Pancingby Winda Wiranata* from Bengkulu University. This research is qualitative research. The collection of data used observation, interview and documentation. In this research, SDM and TPS give positive effect to students. In teaching process, they more active, focus in material and active to build social character. In last, SDM more effective to build social character.
3. Thesis with the title *Implementing The Show And Tell Technique To Improve The Speaking Skill Of Grade VIII Students At SMP Pembaharuan Purworejo* by Yogi Endarweni From UIN Yogyakarta. From the reconnaissance stage, it was found that the speaking learning process of Grade VIII students has not been well executed. The first problem was the speaking learning process (teaching activity) was poor. This research is qualitative research. The collection of data use observation, interview and documentation. This activity could give the same opportunity to the students to practice speaking. Such a way could facilitate both high-ability and low-ability students appropriately. The students could recognize their own learning ability and explore it maximally, and they were able to be active to practice speaking well.

This study has similarity with previous research. This study aims to provide a good teaching method and provide solutions from a variety of teaching

problems. The difference of this research with other research is difference of research location. In addition, the difference of this study is on the subject of research. This method is used in teaching speaking



## CHAPTER III

### RESEARCH METHOD

#### 1. Research Design

The research approach is a way of thinking the researcher about how the research form was made and how the research will be done. In this research, researcher use qualitative research. Qualitative research involves the studied use and collection of a variety of empirical materials case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals' lives<sup>37</sup>.

From these theories, Qualitative research is a study aimed at describing and analyzing the phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals and groups

This research also applied a descriptive research. A descriptive research does not examine a hypothesis. In a descriptive research, the data analysis is presented inductively. It means that the data analysis is presented in a form of this description of the phenomenon as it is.

This research explains how the application of a teaching method (structured dyadic method) applied in a class. This study describes the application of structured dyadic method based on direct observation of the researchers in the class when this method is used. Researchers only observed the application of structured dyadic method with 32 affecting the application of the method.

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<sup>37</sup>HelleNergard, *Handbook Of Qualitative Research* ( USA: Edward Elgar, 2007), 5

## 2. Researcher's Role

Researcher's role may vary depending on whether the focus of the study is specific or diffuse.<sup>38</sup>The role of researchers in this study to observe the application of structured dyadic method is necessary, therefore the presence of researchers is needed because as a direct observer.

According definition above, the role of researchers in this study is to observe and record all events in place of research; therefore the presence of researchers cannot be represented.

The researcher will come to the research location to observe the application of teaching method, and then record the phenomenon that happened in that class. In addition, researchers also observed factors that influence in this method.

## 3. Research Location

Location of MTsN Pulosari is on Al-Basyariah street no. 113, Pulosari village, Jambon district, Ponorogo regency. MTsN Pulosari Jambon is one of the public high schools in jambon sub-district. This school became one of the favorite schools in ponorogo city. This is because this school produces outstanding students every year. In addition to the road to the school is very good, can be passed all the vehicles, making it easier for students to learn.

This research was conducted at MTsN Pulosari Jambon Ponorogo. The reasons for selecting the school are:

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<sup>38</sup> Catherine Mrashall, *Design Of Qualitative Research* ( USA: Sage Publishing, 2011), 114

- a. Structured dyadic method used in school, particularly in teaching English.
- b. The school is reachable. It enables the researcher to conduct the research more effectively.

#### D. Data Source

The data source is the person or object that provides the data naturally to the researcher. According to Aep Saiful Hamdi, "The data source is a reasonable situation, meaning that the researcher collects data based on reasonable observation, as the data produced is natural, without being deliberately affected"<sup>39</sup>

The data sources in this research are:

- 1) Human, including Head master, Mrs. Eny as English teachers, and seven of eight grade students.
- 2) Nonhuman, including documents from administration staff of MTsNPulosari Jambon Ponorogo (vision, mission and goal, geographical location, organization structure, condition of teachers and students, facilities and infrastructure) and photos about process of implementation structured dyadic methods in teaching speaking at MTsNPulosari

#### E. Technique of Data Collection

This research applies a qualitative approach. This research used observation, interview and documentation to collect the data. According to Cristine Daymon ,

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<sup>39</sup>Aep Saiful Hamdi dan Bahrudin, *Metode Penelitian Kuantitatif Aplikasi Dalam Pendidikan* (Yogyakarta : Depublish, 2014), 9.

“Qualitative methods will use data taken through interviews, field observations, or existing documents”<sup>40</sup>

a. Observation

Observations are common in many types of qualitative research, such as in case studies, ethnographies, and qualitative action research studies. Observations take place in the setting where the phenomenon of interest, naturally occurs rather than a location designated for the purpose of interviewing<sup>41</sup>

By doing observation, the researcher know the process of implementation of structured dyadic methods in teaching speaking to eight grade students of MTsN Pulosari academic year 2017/2018. Data obtained from observations include the student is behavior, how the teacher in teaching, learning materials, and classroom conditions.

b. Interview

The method of interview is used very extensively in every field of social research. In interview, a social scientist or someone authorized by him for the purpose meets individuals to interrogate them about various things. An interview is a direct method of enquiry. The purpose of interview, however, is not to collect superficial detail about the interviewee but is rather to probe into the inner life of the interviewee. Therefore, the method of interview is direct as well as in depth study. The interview may be regarded as a systematic method by which a person enters more or less imaginatively into the inner life of a comparative stranger<sup>42</sup>.

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<sup>40</sup>CristineDaymon Dan Immy Holloway, *Metode Riset Kualitatif Dalam Public Relation* , 67.

<sup>41</sup>Sharan Merian, *Qualitative Research* (USA: Jose Base, 2016), 137

<sup>42</sup>Rajendra Sharma, *Sociological Method* ( New Delhi: Atlantic, 2008), 20



This research used in depth interview. It means the researcher gives some question intensively about focus of the research. So, many data can be gathered maximally by this technique. There are some informants interviewed in this research. The researcher interviews head master, a English teacher, and seven of eight grade students of MTSNPulosari about the implementation of structured dyadic methods

c. Documentation

According to Ninit Alfianika, “Documentation is derived from the word document which means the written items. In carrying out the method of documentation, researchers investigate written objects, such as books, magazines, and so forth.”<sup>43</sup>

In this research, documentation is used to get the history ,organization structure, vision, mission, and goal, number of students and teachers of MTSNPulosari. Besides, photos about process of teaching English using structured dyadic method

F. Data Analysis

Data analysis is an effort or a way to process data into information so that the characteristics of the data can be understood and useful for solution problems, especially problems related to research. This activity is done to change the result data from research into information which later can be used in taking conclusion. Data analysis consists of:

1. Data Reduction

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<sup>43</sup>Ninit Alfianika, *Metode Penelitian Pengajaran Bahasa* ( Yogyakarta: Deepublish, 2016), 120.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription<sup>44</sup>.

So data reduction is the process of collecting data related to the research. These data are collected thoroughly for selection at a later stage

## 2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action<sup>45</sup>.

So the data display collection of information that allows researchers to organize the preparation of data collection and taking action. Display is useful to help understand what's happening so that the researcher performs an analysis or subsequent action based on the content of the information.

## 3. Verification data

### 1. The third stream of analysis activity is conclusion drawing and verification<sup>46</sup>.

According to Yuana Agus, "peneliti yang kompeten menyusun kesimpulan ini secara ringan, memelihara keterbukaan dan skriptis, tetapi kesimpulan masih tetap ada, dalam taraf permulaan dan samar-samar pada awalnya, kemudian menjadi eksplisit dan tertanam"<sup>47</sup>.

From the above theories, the third stage of data analysis is data verification or conclusion. This verification draws a conclusion from all of the previously collected research data

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<sup>44</sup>Matew Miles And Michael Huberman, *Qualitative Data Analisis* (New Delhi: Sage Publition, 1994), 10

<sup>45</sup> Ibid, 11

<sup>46</sup> Ibid 11

<sup>47</sup>Yuana Agus Dirgantara, *Pelangi Bahasa Sastra Dan Budaya* (Jakarta : Garudhawaca, 2012), 65.

## G. Checking of Data Validity

For the qualitative researcher validity is not focused on the data collection instrument because the researcher is, for all practical purposes, the instrument. Instead, validity has to do with the extent to which data can be corroborated and this is generally attempted by one of two ways. Triangulation involves the use of multiple sources or multiple approaches to see if the same pattern or conclusions would be drawn from the data.<sup>48</sup>

In qualitative research, the credibility of data is vetrificated using diligence observation and triangulation. The diligence observation in this research is to do intensive observation toward it the effectiveness of structured dyadic method in teaching speaking at eight grade of MTSNPulosari

This research uses triangulation technique as a source. It means the researcher uses the way:

- a. The comparison between result of observation of implementation of Structured dyadic method in teaching speaking especially eight grade of MTSNPulosari in academic year 2017/2018 and result of interview with Head master, Mrs. Eny as English teachers, and seven of eight grade students.
- b. The comparison between public opinion ( Head master and seven of eight grade students) and individual opinion (English teacher)
- c. The comparison between result of interview with English teacher, students of MTSNPulosari and related document.

## H. Research Procedure

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<sup>48</sup> David Royse, *Research Method In Social Work* ( USA: Thompson, 2008), 156

In this researcher, there are four procedures of research that will do:

- a. Pre – research phase. Those are: arrange structure of research, choose the place of research, get license letter, observe place condition of research, choose and use informant, prepare equipment of research.
- b. Research phase. Those are: understand background of research, enter into research field, and join in the research with collection of data.
- c. Data analysis phase. Those are: as long as analysis and after collection of data.
- d. Speaking of report research phase.<sup>49</sup>



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<sup>49</sup>*Ibid.*,185-103.

## CHAPTER IV DESCRIPTION DATA

### A. The Description of General Data

#### 1. The Brief History of MTsN Pulosari Jambon

The Madrasah is named "Madrasah Tsanawiyah Negeri Pulosari Ponorogo or MTs Negeri 5 Ponorogo". It is located in Pulosari Village, Jambon Subdistrict, Ponorogo Regency of East Java Province, precisely in Al-Basyariah street 113 one complex with burial of Basyariah, wife of Kyai Ageng Basyariah (Raden Mas Bagus Harun), a scholar broadcaster of Religion of Islam in ponorogo at the time of the kingdom of Mataram, location of school ± 12 km west from the Office of Regency Ponorogo.

MTs Negeri 5 Ponorogo is one of the Madrasah Tsanawiyah which implement K13 Curriculumin PonorogoRegency and also predicated as Adiwiyata madrasah. Although many achievements have been obtained but not satisfied until here. Madrasahs still try to improve themselves to become madrasah that has superior level of East Java.

#### 2. The Geographical Place

Researcher will provide general information of MTsN Pulosari Jambon .

School identity:

- a. School name : MTsN Pulosari Jambon
- b. Address : Al-Basyariah street no. 113
- c. District : Ponorogo
- d. Province : East Java

This school is located in very strategic area which is precisely located on the north side of Somoroto's market and Kauman's clinic. This school is very easy to be reached by private and public transportation because it is located on transportation routes out of town.

### 3. The Visions and Mission

Based on documentation data from school profiles, there are vision and mission of MTsN Pulosari Jambon :

#### a. Visions

Noble character, superior in achievement, and environmental care<sup>50</sup>.

#### b. Mission

- 1) Creating a school based on religious values, empathy, and intellectuality that fosters appreciation and practice of the teachings of Islam, having a noble character with national nuances.
- 2) Encouraging mastery of skills and technology development so that they have the ability to face life's challenges in the future.
- 3) Implementing learning and guidance effectively, creatively, and innovatively so that they can develop their potential.
- 4) Intensively fostering a spirit of excellence for all school in both academic and non-academic achievements.
- 5) Encouraging and help school residents to recognize their potential, so that they can develop optimally.
- 6) Instilling a sense of responsibility towards yourself and others.

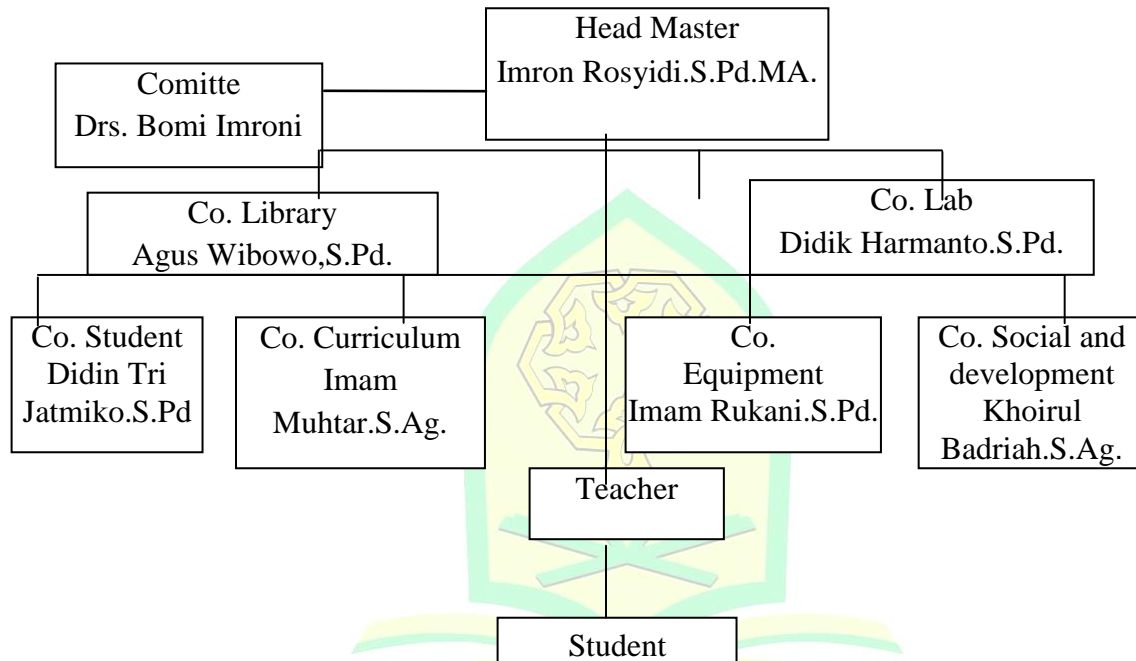
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<sup>50</sup>Look at Documentation Transcript number: 021/ D / 13-V/ 2018

7) Instilling a clean, green, healthy and beautiful attitude of life (clean, green hygiene, and beautiful)<sup>51</sup>.

#### 4. The Structure of Organization

##### The Structure of Organization of MTsN Pulosari Jambon



#### 1. TheCondition of Teachers and Students

##### a.The Condition of Teachers

The Staff of the teachers who work at MTsN Pulosari Jambon are 44 people. They consist of a headmaster, his name is Imron Rosyidi, MA, 29 people of the teachers are male, and 15 people of the teacher are female. The education backgrounds of the teachers at MTsN Pulosari Jambon are vary

Table 4.1 The Condition of Teacher

<sup>51</sup>Look at Documentation Transcript number: 021/ D / 13-V/ 2018



NO	Name	Sex	Place Of Birth	Background	Position or Teacher of
1.	Imron Rosyidi.S.Pd.Ma.	L	Pati	Universitas Negeri Malang	Head Master
2.	Drs. Bomi Imroni	L	Ponorogo	Universitas Negeri Malang	Steering committee
3.	Agus Wibowo,S.Pd.	L	Ponorogo	Universitas Negeri Malang	Co. Library
4.	Anik Trisnawati	P	Ponorogo	Universitas Negeri Malang	Social science
5.	Didik Harmanto.S.Pd.	L	Ponorogo	Universitas Negeri Malang	Co. Lab
6.	Didin Tri Jatmiko.S.Pd	L	Ponorogo	Universitas Negeri Malang	Co Student
7.	Edy Haryanto.S.Pd.	L	Trenggalek	Universitas Negeri Malang	Social science

8.	Mochamad Lukman	L	Ponorogo	Universitas Negeri Malang	Social science
9.	Imam Muhtar.S.Ag.	L	Ponorogo	Universitas Negeri Malang	Co. Curriculum
10.	Imam Rukani.S.Pd.	L	Ponorogo	Universitas Negeri Malang	Culture Ed
11.	Imam Subardini.Se.	L	Ponorogo	Universitas Negeri Malang	Religion Ed
12.	Dra.Istirokah	P	Ponorogo	Universitas Negeri Malang	Civic
13.	Khoirul Badriah.S.Ag.	P	Ponorogo	Universitas Negeri Malang	Co. Social and development
14.	Khusnul Fatimah.S.Ag.M.Pd.I.	P	Ponorogo	Universitas Negeri Malang	Geography
15.	Ngainin Mufidati.S.Pd.	P	Pacitan	Universitas Negeri	Biology

				Malang	
16.	Nurul Bidayah.S.Ag.	P	Ponorogo	Universitas Negeri Malang	Math
17.	Sumari.S.Ag.	L	Ponorogo	Universitas Negeri Malang	Math
18.	Siti Muflikah.M.Pd.I.	P	Ponorogo	Universitas Negeri Malang	Math
19.	Suwarti.S.Pd.	P	Ponorogo	Universitas Negeri Malang	Arabic language
20.	Taqiyudin Ahyari.M.Pd.I	L	Ponorogo	Universitas Negeri Malang	Psychal education
21.	Yuli Amaliyah.S.Ag.	P	Tulungagung	Universitas Negeri Malang	Psychal education
22.	Mutazim Fadil,S.Ag.M.Pd.I	L	Ngawi	Universitas Negeri Malang	History

23.	Nur Rohmawati.S.Pd.	P	Ponorogo	Universitas Negeri Malang	History
24.	Zaenal Arifin.S.Psi.	L	Ponorogo	Universitas Negeri Malang	English Teacher
27.	Asas Kuncoro Aji.S.Kom.	L	Ponorogo	Universitas Negeri Malang	English Teacher
28.	Umi Mahmudah.Ss	P	Ponorogo	Universitas Negeri Malang	Geography
29.	Siti Maesaroh	P	Ponorogo		Staff
30.	Eny Mukarromah, S.Pd	P	Ponorogo	Universitas Negeri Malang	English Teacher
31.	Rusdianto	L	Ponorogo		Staff
32.	Tri Nur Cahyanto	L	Ponorogo		Staff
33.	Katimun.S.Pd.I	L	Ponorogo	Universitas Negeri Malang	Biology

34.	Dra.Retno Sri Utami	P	Ponorogo	Universitas Negeri Malang	Civic
35.	Drs.Samsuri	L	Ponorogo	Universitas Negeri Malang	Economy
36.	Artin Fitriana.S.Pd	P	Ponorogo	Universitas Negeri Malang	Math
37.	Boini.S.Pd	P	Ponorogo	Universitas Negeri Malang	Civic
38.	Anisatullatifah.S.Pd.I	P	Ponorogo	Universitas Negeri Malang	Geography
39.	Imron Sugeng Widodo.S.Pd.I.	L	Ponorogo	Universitas Negeri Malang	Psychal education
40.	Tedy Prasetyo.S.Pd.	L	Ponorogo	Universitas Negeri Malang	Religion Ed
41.	Siti Umi Kalsum	P	Ponorogo	Universitas Negeri	Religion Ed

				Malang	
42.	Nuriratno	L	Ponorogo	Universitas Negeri Malang	Art
43.	Wawan Krisdiarto	L	Ponorogo	Universitas Negeri Malang	Craft
44.	Ahmad Dadik Elyfendi	L	Ponorogo	UIN Malang	Art
45.	Antunia Rokhmatul Hidayah.S.Pd	P	Ponorogo	Universitas Negeri Malang	Information Technology
46.	Zahrotur Rizqiyah	P	Ponorogo	Universitas Negeri Malang	Information Technology

b. The Condition of the students

The students are important part that is necessary. It is important duty to give some attention to them. MTsN Pulosari Jambon has 12 classes. They consist of 4 classes for each grade. Each class consists of 35 up to 44 students. So, there are totally 386students.

Table 02. The Condition Of Students

Grade	Male	Female	Total
VII	90	69	159
VIII	63	55	118

IX	90	74	164
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c. The School Facilities and Infrastructures

The infrastructures found in MTsN Jambon can be seen from the table below:

Table 03. The Condition of Infrastructures in MTsN Jambon

No	Name	Total	Condition
1.	Classroom	17	Good
2.	Tables Of Students	143	Good
3.	Chairs Of Students	441	Good
4.	Tables Of Teachers	17	Good
5.	Chairs Of Teachers	17	Good
6.	Lesson Books	4057	Good
7.	Labolatory Cabinets	3	Good
8.	Solar System Model	1	Good
9.	Magnifying Glass	1	Good
10.	Rod Magnet	1	Good
11.	Chair Of Leadership	1	Good
12.	Table Of Leadership	1	Good
13.	Office Chair	30	Good



14.	Workbance	25	Good
15.	Mosque	1	Good
16.	Medical Room	1	Good
17.	Student Latrine	8	Good
18.	Teachers Latrine	5	Good
19.	Warehouse	1	Good

## B. Description of Specific Data

### 1. Reason for Implementation of Structured Dyadic Methodin Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo

According to Mrs Eny Mukarromah as English teacher, she chose this method in learning speaking is as follows:

Initially, I had difficulties in learning speaking, because there are many students, who are busy in learning; do not pay attention to the material. Besides, when I teach them, they just keep quiet. Even more so, during weekly or monthly replication, their value does not reach the KKM. Finally I read the book and found this method, although initially hesitant, I try to apply and it turns out positive results. They are more active in learning, good grades and instead they learn to socialize with classmates. Besides, the selection of this method is adjusted to the demands of learning that want students to have good character. The characters developed in this method help students to learn to care with friends, help in difficulties. This character is in line with the demands of the current character education curriculum.<sup>52</sup>

Based on the results of the interview, the application of this method is because the teacher has difficulty in learning difficulties. This is because many students, who are busy in learning, do not pay attention to material, are less active in learning. The most serious problem is when students do weekly, or monthly tests, their grades do not reach the KKM

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<sup>52</sup>Look at Interview Transcript number: 01/1-I/F-1/13-V-2018

## 2. Implementation of Structured Dyadic Method in Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo

Based on the results of observations conducted by researchers on May 13, 2018, researchers saw that the teacher performing three stages in the application of methods, namely preparation, implementation and evaluation. Preparation is done by the teacher before this method is used by students. Implementation is carried out by the teacher while in class, while evaluation is carried out after the method is applied.<sup>53</sup>

### a. Preparation of Structured Dyadic Methods

Based on the results of the interview with the teacher on May 13, 2018, there were several preparations for implementing this method. According to Mrs Eny Mukarromahas the teacher of speaking subjects in eight grade students MTsN Pulosari Jambon Ponorogo, in carrying out structured dyadic method needed some preparation.

For the preparation of structured dyadic method, as a teacher I have to make lesson plan firstly. This lesson plan contains the planning that I will carry out in teaching process. It also contains everything that I need to prepare of teaching process. In this lesson plan including the materials that I will teach in the class that is from LKS books. Besides I divided into groups that consist of two students<sup>54</sup>.

Besides preparation of material to be used in the class, the teacher needs socialization for students to prepare themselves. This is according to Mrs Eny Mukarromah's statement

"Besides I make preparation, I give some information to students that we will do teaching process with small group that contain of two persons. I divide the students into small group that contain of 2 students. Every group consists of heterogeneous it is from ability, gender, and social background".<sup>55</sup>

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<sup>53</sup>Look at Interview observation number: 01/1-O/F-1/13-V-2018

<sup>54</sup>Look at Interview Transcript number: 02/1-I/F-2/13-V-2018

<sup>55</sup>Look at Interview Transcript number: 03/1-I/F-2/13-V-2018

From the description of Mrs Eny Mukarromah, the preparation of structured dyadic method need lesson plan that will be used in the application of structured dyadic method, and socialize to the students so that the students prepare themselves, so the activities run smoothly.

According to Fina Aulia's statement, a student of eight grade students

“Teacher divided the students into small groups of two students. Each group received a different theme to be discussed with a group friend. The rules of each group are every member of the group must teach the contents in front of the class”.<sup>56</sup>

According to the interview with English teacher and a student, we get information that preparation of structured dyadic method consists of make a lesson plan, make themes of discussion and dividing the student into small group.

#### b. Implementation of Structured Dyadic Method

According to Mrs Eny Mukarromah as the English teacher of eight grade students, the first step of implementation of structured dyadic method is dividing the student in small group that consist of two student and start delivering the material.

"For opening of teaching process, I asked the students to gather with the group. This group has been divided the previous day so that students immediately act quickly gathered with friends of the group<sup>57</sup>".

According to the observation at May 13, 2018, the researcher saw that the teacher ask the of together with their group members who had been predetermined<sup>58</sup>

This is reinforced by the information of Fina Aulia, a student of eight grade of MTsN Pulosari Jambon Ponorogo

"At that time the teacher's asked us to join with friend of my group that had been divided a few days earlier<sup>59</sup>".

After the students join with their group, Mrs Eny Mukarromah entered in the next stage of material delivery.

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<sup>56</sup>Look at Interview Transcript number: 019/2-I/F-2/13-V-2018

<sup>57</sup>Look at Interview Transcript number: 04/1-I/F-2/13-V-2018

<sup>58</sup>Look at Observation Transcript number: 01/1-I/F-1/13-V-2018

<sup>59</sup>Look at Interview Transcript number: 06/2-I/F-2/13-V-2018

"At the beginning of my lesson, I delivered materials in class through presentation. I usually used direct speaking method. At presentation in the class, I ask my students to pay attention to the material submitted by me, because it will help students when they discuss in the group. I present the material in the class make some variations method. Some time I use L CD (audio visual), but some time I direct speaking method<sup>60</sup>".

According to information of Deni Taufansyah as an eighth grade student of MTsN Pulosari Jambon Ponorogo:

"The teacher says that we will learn in small group. At first moment, the teacher gives material in the class, then the teacher say that the material of discussion is this material"<sup>61</sup>.

According to the observations, the researcher saw that teacher gave the material in the and asked the students to pay attention to the material submitted because it will be used in the discussion<sup>62</sup>

After the teacher gave the material in front of the students, the teacher asks the students to discuss in their group about the material just taught by the teacher.

"After I delivered the material, I asked the students to discuss with their group. The students learn in the group to discuss the material of the lesson. In this learning, the students should try understand about material. Every member of the group must help their friends who have difficulty in understanding of the material. The reason of it is if I ask to student about materials that they do not understand, they just silent. So with this discussion, I hope the students have the brave to ask their friend to help them about difficult material."<sup>63</sup>

According to information of Mely Rodiyah, eight grade student of MTsN Pulosari Jambon Ponorogo.

"After the teacher's give materials she asked us to discuss in the group, then we must discuss about material. When we get problem about material, we can ask to friend in the group to give solution of the problem"<sup>64</sup>.

After the discussion, the teacher asks each group to explain the material in front of class.

"After the discussion of students, I started ask to the students to learn to explain my material in the class. The time used for every group about 5 minutes. After one group

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<sup>60</sup>Look at Interview Transcript number: 07/3-I/F-2/13-V-2018

<sup>61</sup>Look at Interview Transcript number: 08/4-I/F-2/13-V-2018

<sup>62</sup>Look at Observation Transcript number: 03 / O / 13-V/ 2018

<sup>63</sup>Look at Interview Transcript number: 08/1-I/F-2/13-V-2018

<sup>64</sup>Look at Interview Transcript number: 09/4-I/F-2/13-V-2018

member explains the material, the other members becomes a listener and give questions " <sup>65</sup>.

According to information of Indah Pratiwi as a student of eight grade students MTsN Pulosari Jambon Ponorogo.

"After we discussion in the group, we must explain the material in front of class. After one group member explained the material, the other friend becomes a listener and gives questions" <sup>66</sup>.

The implementation of structured method dyadic method used by Mrs Eny Mukarromahis also strengthened by Mr Imron Rosyidi as headmaster of MTsN Pulosari Jambon Ponorogo.

"Asa headmaster, I always go around the classroom to monitor the learning in each class. I am quite interested in the structured dyadic method of learning that applied by Mrs Eny Mukarromah. I saw the students in teaching, then they discussed with the group model, after that they practiced speaking in front of class, they seemed eager to do the discussion <sup>67</sup>".

According Mrs Boini, S.Pd as a science teacher, after seeing the implementation of this method has the following opinion:

"I see students discuss in a small group. The students learn each other in speaking English, then they learn to explain the material in front of class. Students exchange roles in front of the class to become instructors and listeners. This method is very interesting because it makes students active in language learning." <sup>68</sup>

According to the observation done by the researcher, the students did discussions and simulate in groups. After finishing the simulation, each pair of groups go to the front of the class to explain the materials in English <sup>69</sup>.

Based on the theory in chapter 2 about the application of the Structured Dyadic method, there are suitable application between the theory about

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<sup>65</sup>Look at Interview Transcript number: 10/1-I/F-2/13-V-2018

<sup>66</sup>Look at Interview Transcript number: 11/5-I/F-2/13-V-2018

<sup>67</sup>Look at Interview Transcript number: 13/7-I/F-2/13-V-2018

<sup>68</sup>Look at Interview Transcript number: 27/10-I/F-2/23-IX-2018

<sup>69</sup>Look at Observation Transcript number: 03 / O / 13-V/ 2018

implementation of Structured Dyadic method according Slavin and Structured Dyadic method practiced in front of class or peoples. In the implementation includes preparation, implementation and evaluation. The member of group consists of 2 students. The difference between theory and practice is the type of theme that is shared in each group and the amount of time used in the implementation of the method. This is understandable because each school has different characteristics. In this case shows that this method can adjust to every school

#### c) Evaluation of Implementation of Structured Dyadic

The evaluation of structured dyadic method evaluation is done by calculating the score obtained by each student when they explained the material and answered afrom question fromother group. This is in suitable with the description of Mrs. Eny Mukarromah

"After all groups practice in explaining the materials in English in front of class, I give motivation to continue learning to speak English well and correctly. For assessment include ability of speaking, giving the material and the ability to answer the question<sup>70</sup> ".

Besides evaluation of the results of the discussion, the teacher gave another evaluation as a complement to the above evaluation. This is based on the statement of Mrs Eny Mukarromah

"Evaluation of learning done at the beginning of the lesson as a pretest, during learning, as well as student learning outcomes both individuals and groups. During the learning process, evaluation is done by observing the attitude, skills and ability to give argument. The sincerity of doing tasks, exploration, critical thinking and logical thinking in providing views or arguments."<sup>71</sup>

Based on the results of interviews with teachers on 13 May 2018, the evaluation of this method is group evaluations based on the groupperformance. Besides , it is also based on individual evaluations which include written tests for each student.

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<sup>70</sup>Look at Interview Transcript number: 14/1-I/F-2/13-V-2018

<sup>71</sup>Look at Interview Transcript number: 15/1-I/F-2/13-V-2018



According to Ahmad Baihaqi's, the students eight grade of MTsN Pulosari Jambon Ponorogo

"After each group explain to the front of the class, the teacher motivated us to continue learning to speak English, do not be afraid to make mistakes, speak with a clear intonation, and improve our vocabulary and enjoy doing it together<sup>72</sup>."

This is suitable with observations at 13 May 2018. After all groups explained material in the class, the teacher gave motivation to always speak in English. The teacher gave spirit to the students that they must not be afraid to speak English. The teacher explained material used well intonation, vocabulary and fluency in speaking. This is similar with information of Mr Imron Rosyidi as headmaster of MTsN Pulosari Jambon Ponorogo

"At the end of the activity, I see the teacher give motivation to the students by giving knowledge about the aspects of speaking such as intonation, vocabulary, and fluency in speaking<sup>73</sup>."

Based on the interviews with the teacher, the headmaster and students on 13 May 2018, the evaluation of the teacher included fluency in speaking, intonation in speaking, vocabulary, and gestures in speaking.

So we can get conclusion that the evaluation of this method included fluency in speaking, intonation in speaking, vocabulary, and gestures in speaking.

### 3. Strengths and Weaknesses of Implementation of Structured Dyadic Method

#### a) Strengths of Implementation of Structured Dyadic Method in Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo.

According to Mrs Eny Mukarromah statement, structured dyadic method has many advantages

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<sup>72</sup>Look at Interview Transcript number: 16/8-I/F-2/13-V-2018

<sup>73</sup>Look at Interview Transcript number: 17/4-I/F-3/13-V-2018



"By applying the structured dyadic method, give some advantages for student such as student get more the time for increasing speaking ability. The structured dyadic method model not only makes students smart but learners with lower academic ability are active and have an important role in the group. Students can practice socializing with others friends. Students have high motivation in teaching process. In building character, this method improving kindness, sensitivity, and tolerance, enhancing emotional and self-esteem also increase attendance at school".<sup>74</sup>

Based on interview with the teacher, the model of the structured dyadic method not only makes students smart in learning, but also learners with lower academic abilities are also active and have an important role in the group. Besides the learning process takes place with student activity and educates students who are educated to practice socializing with others friends. Besides students have high motivation to learn.

Mr Imron Rosyidi explains that the some advantages of structured dyadic method according to his version

"This is a unique method. This method develop cognitive, psychomotor and affective abilities of students. I saw no children sleeping; they were enthusiastic during the learning. They learn to work with their groups, learn to solve common problems, and learn together".<sup>75</sup>

According to information of Ahmad Baihaqi as an eight grade student of MTsN Pulosari Jambon Ponorogo

"We are very excited to be taught speaking in this method. We feel eager to learn together with our friend. We also learn to help each other with friends that have problem of material".<sup>76</sup>

Based on the results of interviews with the teacher, the headmaster and students, this method gives student the spirit to learn together. Students become more daring to ask because they are do exercise with their friends. Other things that are increasing character to help each other and tolerance in opinion

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<sup>74</sup>Look at Interview Transcript number: 18/1-I/F-3/13-V-2018

<sup>75</sup>Look at Interview Transcript number: 19/4-I/F-3/13-V-2018

<sup>76</sup>Look at Interview Transcript number: 20/8-I/F-3/13-V-2018

c) Weaknesses of the Implementation of Structured Dyadic Methods in Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo

According to Mrs Eny Mukarromah, this method also still have weaknesses in the implementation.

"In this method, it should take a very long time. Teachers should prepare this method well before it is applied. For example teachers should know the academic sequence of students from the highest to the lowest. The difficult is divide students who have academic heterogeneity ability. The other weakness of this method needs full control of the implementation.<sup>77</sup>".

In this teaching method, teachers must choose subjects that are appropriate for this method. The teacher must prepare this method carefully before it is applied. Grouping of students who have academic heterogeneity is quite difficult, this weakness can be overcome if the teacher who acts as the holder of careful control in determining the division of the group.

The other information is added by Mr Imron Rosyidi:

"In my opinion, the application of this method needs a long time and much preparation. The allocation of time is quite a lot in the application, if teachers are not careful to run out of time"<sup>78</sup>

The other information of Indah Pratiwi as an eight grade students,

"Sometimes at the time of discussion, many students are discussing outside the material that it will be not comfort. Sometimes the student makes a joke. It's boring if a friend who is difficult to learn, so we spend time to teach our friends"<sup>79</sup>

From result of the teacher, the headmaster and student's interviews, application of this method needs a long and much preparation. Sometimes at the time of discussion, many students are discussing outside the material that it will be not comfort.

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<sup>77</sup>Look at Interview Transcript number: 21/1-I/F-3/13-V-2018

<sup>78</sup>Look at Interview Transcript number: 22/4-I/F-3/13-V-2018

<sup>79</sup>Look at Interview Transcript number: 23/5-I/F-3/13-V-2018

#### 4. Influencing Factors of Implementation of Structured Dyadic Method in Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo

According to Mr. Eny Mukarromah, there are several factors that influence the success and failure in the application of structured dyadic method

"Factors that influence of structured dyadic method consist of two factors. The internal factor is from the teacher who must prepare the learning. It is need more energy, thinking and time. If prepared carefully then the result will be good, but if prepared bad the results will be fail. Another factor is the student's character. When all students are active then the learning will run in balance. External factor is time allocated to learning are also very influencing. If the condition in the class is noisy or the students are slightly influenced. When discussion, sometimes dominated by someone, this resulted in other students become passive. External factors are closely related to classroom conditions, if the weather is hot or very cold, students tend to be passive in this activity<sup>80</sup>".

According to the interview with teacher, the inner factor is from the teacher who must prepare the learning that need more energy, thinking and time. If prepared carefully, the result will be good, but if prepared bad the results will be fail. External factors are closely related to class conditions, if the weather is hot or very cold, students tend to be passive in this activity

According to Mr Imron Rosyidi, the factors that influence the application of structured method dyadic method :

"I think there are many factors that influence structured dyadic method methods, such as the ability of teachers in manage the class, preparation of materials, and weather conditions. This method is more suitable to apply in the morning when children are fresh and still spirit<sup>81</sup>".

According to Ahmad Baihaqi, students of eight grade said the factors that influence in structured dyadic method are as follows:

"I think, if the method practice at the morning or after the break, it can be nice, if the method practice at afternoon, I think it is not effective, because the weather is hot, especially if it is crowded even make no focus<sup>82</sup>".

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<sup>80</sup>Look at Interview Transcript number: 25/1-I/F-3/13-V-2018

<sup>81</sup>Look at Interview Transcript number: 26/4-I/F-3/13-V-2018

<sup>82</sup>Look at Interview Transcript number: 28/8-I/F-3/13-V-2018

According interview with the headmaster and students, influencing factor of structured dyadic method such as the ability of teachers in manage of the class, preparation of materials, and weather conditions also give affect. When the weather is hot, we usually get less excited.



## CHAPTER V

### ANALYSIS

#### A. Analysis of Reason for Implementation of Structured Dyadic Method in Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo

In selecting the method of a teaching, a teacher must find the problems of teaching. Once teachers find problems, the teacher thinks of a solution of the problem. In selecting the method in teaching, Mrs Eny Mukarromah uses the principle of problem solving.

According to the experience of Mrs Eny Mukarromah, she gets some problem of her teaching process. Many students play with the friend at teaching process. They do not pay attention to the material when teaching process. Besides, many students just be passive at teaching process. The serious problem is students get value under of KKM. Finally the teacher read the book and found this method, although firstly the teacher feel hesitant, after she applied this method, she gets positive result. Students are more active in teaching process, get value better and they learn social skills with classmates.

To choose the method that is applied in teaching process, the teacher must do observation to find the problem. After a teacher gets the problem of the teaching, a teacher must find solution of the problem. The solution can come from reading the book or sharing with other teacher. In this case, the teacher get solution by reading a book, then she applied steps of method and she get much positive improvement of the student in teaching process. This is reasons of teacher choose Structured Dyadic

Methodin Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo.

B. Analysis of Implementation for Structured Dyadic Methodin Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo

1. Analysis Preparation of Structured Dyadic Methodin Teaching Speaking to The Eight Grade Students of MTsN Pulosari Jambon Ponorogo

The first step of teaching, a teacher must do the preparation before go to the class and deliver the material. The preparation has an important role to keep teaching in accordance with the purpose of education. The preparation consists of learning plans, learning tools, methods and evaluation. From the reasons above, it should be understood that the preparation lesson plan is attempt to synchronize between components of complete teaching and student characteristics.

For the preparation of structured dyadic method, as a teacher Mrs Eny have to make lesson plan first. The lesson plan contains the planning that she will carry out in teaching process. It also contains everything that she needs to prepare of teaching process. In this lesson plan including the materials that she will teach in the class that is from LKS books. In the lesson plan of Mr Eny Mukarromah consist of basic competency, purpose of teaching, time for teaching, material of teaching, method of teaching and evaluation. The topic in this method used about daily activity such as daily activities after get up and activities at home before go to school. Besides she divided into groups that consist of two students

The preparation of structured dyadic method needs lesson plan that will be used in the application of structured dyadic method. The first step of preparation is socialization to the students so that the students prepare themselves

The preparation of structured dyadic method that applies by Mrs Eny is suitable with the theory in the structured dyadic method. According to Slavin, this method is different from the cooperative learning approach in general. In general, cooperative learning consist of 3-5 members of the group, in this method only use 2 people in one group.

If a teacher uses the theory correctly, she will get result that suitable with purpose of method. The preparation gives dominant effect for the next step of implementation of a method. In this research, the teacher applies the preparation correctly.

## 2. Analysis of Implementation for Structured Dyadic Method in Teaching Speaking to The Eight Grade Students of MTsN Pulosari Jambon Ponorogo

For opening of teaching process, Mr Eny asked the students to gather with the group. This group has been divided the previous day so that students immediately act quickly gathered with friends in their group. At the beginning of the lesson, Mr Eny delivered materials in class through presentation. Mr Eny usually used direct speaking method. At presentation in the class, she asked the students to pay attention to the material submitted, because it will help students when they discuss in the group. She presented the material in the class make some variations of the method. Some time she use LCD (audio visual), but some time she direct speaking method



After Mrs Eny delivered the material, she asked the students to discuss with their group. Then the students learn in the group to discuss the material that delivered by Mr Eny. In this learning, the students should try to understand about material. Every member the group must help their friends who have difficulty in understanding the material. The experience of Mrs Eny, after she delivered the material, the student just silent without give questions about material. So with this discussion, she wished the students have the bravery to ask their friend to help them about difficult material.

After the discussion of students, Mrs Eny asked to the students to learn to explain her material in the class. The time used for every group about 5 minutes. After one group member explains the material, the other members becomes a listener and give questions

According to Slavin, Second step of Structured Dyadic Method is giving material by teacher. A teacher can make variation to give material in this method. For example in next day, teacher teaches a lesson on sound. Students join with their groups to discuss what they have learned and to try to apply their knowledge to the bottle problem. After the giving of materials is the application of Structured Dyadic Method methods. Each group is told to go forward to the class, and then one member explains the material that the teacher has explained before, while the other members listen. The activity is done alternately in order to provide experience in speaking English in turn.

In practice of Structured Dyadic Method, Mrs Eny Mukarromah applied the steps that is suitable the theory. She gives material to student and

asked the students to discuss with their group. She asked the student to practice in front of the class. There are some innovations that practiced by Mrs Eny such as time management that suit with student's condition, and that used in discussion in every group.

### 3. Analysis of Evaluation for Structured Dyadic Method in Teaching Speaking to The Eight Grade Students of MTsN Pulosari Jambon Ponorogo

The evaluation of structured dyadic method evaluation is done by calculating the score obtained by each student when they explained the material and answered question from other group. After all groups practice in explaining the materials in English in front of class, Mrs Eny gives motivation to continue learning to speak English well and correctly. The assessment includes the ability of speaking, giving the material and the ability to answer the question. According to Mrs Eny Evaluation of learning done at the beginning of the lesson as a pre test, during learning, as well as student learning outcomes both individuals and groups. During the learning process, evaluation is done by observing the attitude, skills and ability to give argument. The sincerity of doing tasks, exploration, critical thinking and logical thinking in providing views or arguments

According to Slavin, the final step of Structured Dyadic Method is evaluation. A teacher gives evaluation according to performance of students. The evaluations consist of expression, vocabulary, grammar and attitude while teaching process.

### C. Analysis of Strengths and Weaknesses for Structured Dyadic Method in Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo

1. Analysis of Strengths for Structured Dyadic Methods in Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo

By applying the structured dyadic method, give some advantages for student such as student get more time for increasing speaking ability. The structured dyadic method model not only makes students smart but make the students become ability are active and have an important role in the group. Students can practice socializing with others friends. Students have high motivation in teaching process. In building character, this method improving kindness, sensitivity, and tolerance, enhancing emotional and self-esteem also increase attendance at school

This is a unique method. This method develops cognitive, psychomotor and affective abilities of students. he saw no students sleeping; they were enthusiastic during the learning. They learn to work with their groups, learn to solve common problems, and learn together

According to theory of Slavin, there are some advantages of Structured Dyadic Method Structured Dyadic Method gives some motivation to student in teaching speaking. Students are more active in learning, pay attention to the material given by the teacher and give a lot of student's time to practice the ability to speak English.

From the theory and practice, this method gives student the spirit to learn together. Students become more daring to ask because they are do exercise with their friends. This method gives two advantages for teacher and student. For teacher, she can get purpose of teaching process and easy to delivered material. For

students, they can learn easily to understand the material. Besides, the student learn social character between the students.

## 2. Analysis of Weaknesses of Structured Dyadic Methods in Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo

In this method, it should take a very long time. Teachers should prepare this method well before it is applied. For example teachers should know the academic sequence of students from the highest to the lowest. The difficulty is dividing the students who have academic heterogeneity ability. The other weakness is they need of full control in the implementation. The application of this method needs a long time and much preparation. The allocation of time is quite a lot in the application, if teachers are not careful in managing of time

According to Slavin, The weakness of this method is the contribution and the low achieving students become less and the students who have high achievement will lead to disappointment. This is because they have to help their low-skilled friends. In addition, long preparation is required in applying this method

From the practice and theory, in this teaching method, teachers must choose subjects that are appropriate for this method. The teacher must prepare this method carefully before it is applied. Grouping of students who have academic heterogeneity is quite difficult, this weakness can be overcome if the teacher who acts as the holder of careful control in determining the division of the group.

## D. Analysis of Influencing Factors of Structured Dyadic Methods in Teaching Speaking to the Eight Grade Students of MTsN Pulosari Jambon Ponorogo

Factors that influence of structured dyadic method consist of two factors. They are the internal and the external factor. The internal factor is from the teacher who must prepare the learning. It needs more energy, thinking and time. If prepared carefully then the result will be good, but if prepared bad the results will be bad. Another factor is the student's character. When all students are active then the learning will run in balance. External factor is time allocated to learning are also very influencing. If the condition noisy, the students are slightly influenced. When discussion, sometimes dominated by someone, this resulted in other students become passive. External factors are closely related to classroom conditions, if the weather is hot or very cold, students tend to be passive in this activity.

According Slavin, in the application of every method in learning is always influenced by many factors. In this method several factors that influence are as follows:

### 3) *Motivational*

Motivational perspectives on cooperative learning focus primarily on the reward or goal structures under which students operate. From a motivation perspective, cooperative incentive structures create a situation in which the only way group members can attain their own personal goals is if the group is successful<sup>83</sup>. In SDM there are internal factors that influence include the spirit and ability of students

### 4) *Development*

The fundamental assumption of the developmental theories Is that interaction among children around appropriate tasks increases their mastery of

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critical concepts defines the zone of proximal development as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance *or in* collaboration with more capable peers” (emphasis added).<sup>84</sup> The development of a teaching method influences the success rate of that method. A teacher must be able to adjust the class conditions and methods used, so that the method can be applied well and acceptable by students,



## CHAPTER VI

### CONCLUSION

#### A. Conclusion

Based on the resulted data, the researcher concludes the research as follows:

1. Reason for Implementation of Structured Dyadic Methodsis teacher has difficulty in learning process such as many students play with their friends, and do not pay attention to material and passive in learning. The most serious problem is when students do weekly, or monthly tests, their scores do not reach the KKM
2. Preparation of structured dyadic method consists of making lesson plan, make themes of discussion and dividing the student into small groups. The implementation consists of give material to student and ask the students to discuss with their group. Teacher asked the student to practice speaking material in front of class.The evaluation consist of grammar, intonation of speaking, vocabulary, and gestures of speaking
3. The strength of this method is givestudents the spirit to learn together. Other things are increasing character in help each other and appreciating other's opinion. The weakness of this method is the teachers must choose subjects that are appropriate for this method. The teacher must prepare this method carefully before it is applied
4. Influenced Factors for Structured Dyadic Method are the teacher must prepare the learning that needs more energy, thinking and time. If the teacherprepared carefully, the result will be good, but if prepared badly the results will be failing. External factors are closely related to class conditions, if the weather is hot or very cold, students tend to be passive in this activity



## B. Recommendations

Based on the result of this research, some suggestions are enclosed as follows:

1. For the English Teacher

- a. The English teacher should use Structured Dyadic Method in their teaching learning, because it can create interesting, fun, and it improve student's ability.
- b. The English teacher should know the students' needs. So the learning activity has useful to the students next day

2. For MTsN Pulosari Jambon Ponorogo

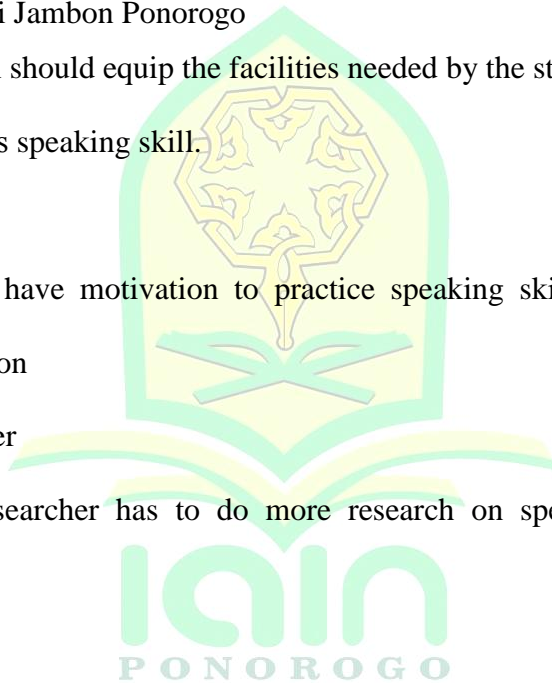
The institution should equip the facilities needed by the students to develop their skill especially student's speaking skill.

3. For students

The students have motivation to practice speaking skill and they must brave to express their opinion

4. For other researcher

The other researcher has to do more research on speaking to help students in teaching speaking



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