PUBLICATION PAPER

TEACHING- LEARNING PROCESS OF SPEAKING TO THE EIGHT
GRADE STUDENTS AT SMP N 2 COLOMADU
IN 2011/ 2012 ACADEMIC YEAR

by:

EPRI LIANISARI

A 320 070 011

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012
APPROVAL

TEACHING- LEARNING PROCESS OF SPEAKING TO THE EIGHT
GRADE STUDENTS AT SMP N 2 COLOMADU
IN 2011/ 2012 ACADEMIC YEAR

PUBLICATION PAPER

by:

EPRI LIANISARI
A 320 070 011

Approved by Consultants

Approved to be Examined by Consultant

Consultant I
Anam Sunoro, S.Pd, M.Hum
NIK:849

Consultant II
Arvati Prasetvarini, S.Pd, M.Pd
NIK:725
The research paper aims at describing the generally teaching learning process of speaking and focused the objectives of the learning, the material of speaking, the teaching technique of speaking, the media in speaking, the procedure in teaching speaking activities, the evaluation, the problem faced by the teacher and the students. In this study, the writer employs a descriptive qualitative research which describes about the teaching learning process. The subject of this research is the eighth grade students of SMP N 2 Colomadu. The writer takes 8A class as the subject on the study. Then, the methods of collecting data are observation, document, and interview. And the techniques for analyzing data are reduction, display, and conclusion drawing.

The results of the research show that: 1) the objectives of learning, 2) the material of speaking, 3) the teaching technique of speaking are role play, discussion, and dialogue, 4) the varieties of teaching media are as follows: pictures and images, board, computer, video, radio, and tape recorder, 5) the procedure in teaching speaking activities the writer finds that the classroom procedure uses three phases namely: exploration, elaboration, and confirmation. The activities in exploration are asking question, giving explanation, and giving example of the text, in elaboration, the activities is makes a group and confirmation activities are giving explain material clearly in every meeting and giving the task as homework, 6) The evaluation, 7) problems faced by the teacher are managing the time, classroom management, and the students’ capability, 8) the problems faced by the students in speaking are limited vocabulary, pronunciation, grammar, and anxiety in the process.

Key words: Teaching Learning Process, Speaking, in Junior High School.
1. Introduction

Language is a communication tool to interact among people. Language also has an important function for human. Human being needs communication to fulfill their needs in their life. People can communicate in written and oral forms. They communicate and interact each other using language in spoken and oral form in daily life. English language as a language for science and technology also become an instrument for everyone to broaden and to move beyond particular boundaries.

Speaking is one of the language skills that should be mastered to interact. With speaking people can communicate to the others. For most people mastering the art of speaking is the most important aspect of learning a second or foreign language. The success of language learner is measured by their ability in carrying out a conversation in daily life. Therefore speaking is the main part of language because the fluent speaking gifts a positive impact for all people in studying language. Hence, in teaching and learning of language, speaking should be the first purpose in developing language in all levels of education whether elementary school, junior and senior high school, and even in a university.

According to Solahudin (2008: 16) speaking is an ability to speak in studying language. It will help the learner or human beings to be more fluent in using language. The main point of speaking is being able to deliver some speech in every context of communication. And mastering speaking in studying language is the most important part because people can be said of having a good language when he/ she speak fluently. In other words, speaking is real evidence to language learner in mastering it. However, there are some obstacles in having a good ability in speaking. They will influence the learners in using language, especially language. It is also be a big problem in teaching speaking for the beginner such as student of junior high school. They feel that speaking is a difficult subject of all because they should devote all their idea and feeling.

In the process of speaking teaching learning, teacher needs to implement methods or techniques that can make the students consider that English is not a difficult subject matter. Teaching learning process especially in junior high school should explore students’ motivation, rather
than force them to learn. Actually there are several methods in teaching English as a foreign language to increase students’ motivation. These methods are used to increase the student attention to the lesson material. However, not all methods are helpful for the students. The method used in teaching should be adjusted with their characteristic.

The problems exited by the teachers. They are must apply some methods to teach English in order to make students interested. Teaching learning at junior high school can be done in many ways. The common way usually used by the teacher is role play and dialog. The dialogue have relation with this observation because in the speaking teaching learning in SMP N 2 Colomadu at the study in class often using that, so the students can learn to speak English fluently. They can be courage and high self confident to show up in front of their friends, they also can give ideas or opinion. It will make student more active in the classroom. The teacher should be able to give interesting and various materials. Usually, the learners will get bored if they get the some topics and methods. It makes the students lazy to speak English in their daily activities.

Every school has different style in teaching speaking. For examples: the teacher uses CLT to teach speaking. In the classroom, the teacher asked the students to tell about their experience in front of the class one by one. Then, the other students give questions. Teacher knows that the students more difficult in teaching learning process, so the teacher want to improve the learners’ communicative competence. The students are more creative in English speaking. From the result of observation in the SMP N 2 Colomadu especially in class 8a the writer it’s known that students’ ability in speaking is very low.

**Problem Statement** the problem of the study is “How is the process of teaching-learning speaking to students at SMP N 2 Colomadu”.

**Limitation of the Study** in order that this research is focused, the subjects of the research are limited to the eight grade students SMP N 2 Colomadu and the object of the research is the teaching learning process of speaking at SMP N 2 Colomadu in the second semester in 2011/2012 academic years. The object of the research is focused only on the process of teaching speaking.
Objectives of the Study based on the problem that has been stated above, the objectives of the study are as follows: (1) The learning objective, (2) The material of speaking, (3) The teaching techniques of speaking, (4) The teaching media of speaking, (5) The procedures, (6) The evaluation, (7) The problems are faced by teacher, (8) The problems are faced by students in SMP N 2 Colomadu.

Previous Study the first study about the method of teaching speaking, is conducted by Hartiyah (UMS, 2007) entitled “Language Laboratory in Teaching Speaking to the Second Year Students of MTsN Assalam Sukoharjo 2006/ 2007”. In this paper the study shows the result of her data analysis showed that there is significant difference in students speaking ability before and after using language laboratory.

The second writer is conducted Laily (UMS, 2008) entitled “Teaching Speaking using Natural Approach to the Second Year student of SMP Al- Islam 1 Surakarta in 2007/ 2008 Academic Year”. In this research she focused on interaction between teacher and student in teaching speaking using natural approach and the student’s ability in learning speaking using natural approach.

The difference study between this research and the previous researches are in this study, the writer focuses on teaching learning process of speaking and problem faced by the teacher and students. But, in this research the writer has same object with the previous researchers. The previous researchers and the writer observe in Junior High School.

Research Method in this research, the writer uses a descriptive qualitative method to described type of teaching learning, to classify data, and describe data.

Data of this research are field note, interview script, and syllabus. The data are taken from the result of teaching learning process. The sources of data in this research are event, informant, and document.

In this research, the writer has three kinds to method of collecting data. There are observation, documentation and interview. Then, the techniques for analyzing data are data reduction, data display, and conclusion drawing.
2. Theoretical Review

a. Notion of Speaking Skill

According to Chaney (1998: 13) speaking is the process of building and sharing meaning through the using of verbal and non-verbal symbol in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just a repetition of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve student’s communicative skills, because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

b. Teaching Speaking

Teaching speaking is sometimes considered as a simple process of commercial language school around the world, which people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is everything but simple (Nunan, 2003: 48). The goal of teaching speaking is communicative skill achievement. Speaking skill is not merely speaking but it is more than talking, therefore, language learners should be able to use their thought and sensitivity. So teaching speaking is showing or helping someone to do something, giving instruction, giving in the study of something, providing with knowledge, causing to know and understand in conversation with the use of thought and sensitivity to the students.

c. The Element of Teaching-learning Process

The teaching of English as a system needs some components to prepare in order that the processes run well. The elements are as follow:

a. Objective
b. Curriculum
c. Syllabus
d. Technique of speaking. Then the techniques of teaching speaking used by teacher are as follows:
1) Acting from a script
2) Discussion
3) Games
4) Song
5) Role Playing
6) Teacher’s Role
7) Learner’s Role
8) Learning Activities, Task and Experience
9) Instructional Materials
10) Evaluation

d. Teaching-learning Process of Speaking

Charles Reigeluth in http://gurupembaharu.com/home/?p=187. Now there are three faces in process teaching English. They are:
a. Exploration

Initial efforts to build knowledge through increased understanding of a phenomenon (American Dictionary). Strategies used to expand and deepen their knowledge by applying active learning strategies.
b. Elaboration

Of the theory of instructional design with the basic argument that the subject matter to be organized from simple to complex with the hope of developing an understanding on a more meaningful context to develop into an integrated ideas.
c. Confirmation.

Something that is currently considered to be true could change if new facts are later found to conflict with the concept. Therefore, the attitude of science is always open to improving the previous knowledge on the latest discoveries.

3. Research Finding
a. Objective of Teaching Speaking

The goal of language teaching is to develop the communicative competence of the students in four language skills and one of them in
speaking. The researcher asked Mrs. Nuning, the English teacher about the objective of the speaking answered:

“tujuan dari pengajaran speaking disini adalah untuk lebih mengembangkan pola pikir atau ide dari pada siswa dalam menuangkanya kesehuah tulisan. Siswa dapat lebih mengembangkan kemampuan bahasa inggris mereka sebagai salah satu alat komunikasi”

(The goal of teaching speaking is to improve the student’s idea in making a composition. Student can improve their English competence as a means of communication)

Based on the interview, the researcher knows that objective of teaching speaking in SMP N 2 Colomadu is to enable students to express their ideas in the form orally in English. Besides that, the goal is to develop their competence in communication using English.

b. The Material of Speaking

Material is a very important thing in English teaching learning process. The material should be appropriate with the syllabus. Material should be able to develop the students’ ability and knowledge. The material should help the students comprehending the lesson easily.

The materials used by the teacher and students are appropriate with the syllabus of junior high school especially for eighth grade. The materials used by the teacher are; handbook and students’ workbook entitled Functional English as handbook and the student’s workbook Practice Your English Competence.

Based on the writer observation, the materials of speaking at the eighth year of SMP N 2 Colomadu are appropriate with the competence standard in the teacher’s lesson plan.

c. The Teaching Technique of Speaking

In this section, the writer explains that the teaching technique of often using in speaking at SMP N 2 Colomadu. Namely are role play, discussion, and dialogue.

a. Role Play

Role play which gives a way to involve the whole class, encourages the students to speak up without worrying about set patterns, gets them to use their imaginations, and creates an amusing atmosphere that would make them forget that they are in the classroom.
Based on the writer observation this technique encourages the students to apply spontaneously the grammar they have already learned.

b. Discussion

In this technique, there is exchange of different ideas or opinion to get a similar among the students. By using discussion method, the students have bravery and creativity to express their ideas. One important thing, the students will learn to be responsible toward the result of thinking together. For example:

In the classroom, the students are divided into 4 or 5 groups; each group consists of four students. They can work to solve the problem or to finish activities using new information or skills they have just got. The discussion about “How to develop our speaking”

Based on the writer observation concluded that discussion have a important think can be used in the process teaching- learning of speaking because this technique makes the student more active in the follows of learns in the classroom activities.

c. Dialogue

In this research, the teachers should know the way to apply this technique. When they choose who should come out to the front of the class, we need to be careful not to choose shiest the student first, and we need to work to create the right land of supportive atmosphere in the class. We need to give students time to rehearse their dialogues before they are asked to perform them. Where the whole class is working on the same dialogues, we can go through the script as if we are the directors, drawing attention to appropriate stress, intonation, and speed.

Based on the writer observation that dialogues often used in the teaching- learning process of speaking, because this technique can helped the students can learn to speak English fluently. They can be courage and high self confident to show up in front of their friends, they also can give ideas and opinion.

d. The Media in Teaching Speaking

Language teachers may use a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity
“media is everything which can be used to channeled message from consignor to receiver, so could be mind stimulus, feel, attention, and enthusiasm and also student attention in such a manner so that process to learn happened”.

Based the explanation above, the writer concludes that here are some similar perceptions about media. Media has such things that can be used to distribute the message from sender to receiver to stimulate the sense, mind, attention, and the student’s interest to build the teaching-learning process. The varieties of teaching media are as follows: pictures and images, board, computer, video, radio, and tape recorder.

e. The Procedures in Teaching Speaking to the SMP N 2 Colomadu

Based on the writer’s observation done for three times; they are on January 10, 12 and 13, 2012 and interview with Mrs. Nuning Aryati S.Pd the writer found that the teaching learning process in the school well. In class 8A there are 33 students, 21 males and 12 females in 2011/2012 academic years. The class was noisy so that it is and difficult for the teacher to control this class. the writer concludes that the teacher always used three phases, namely exploration, elaboration and confirmation.

1) Pre-Teaching

In this section, the writer concludes that the teacher used similar steps in pre-teaching. First, the teacher came to the class and led the students to pray together. Then she greeted and asked the students about their condition, for example: “Good morning students how are you today?” After that, the teacher asked who absent was that day. Then she gave a chance to the students to prepare their material book or LKS and dictionary. It was done by the teacher in all meetings.

Based on the observation in three meetings, the writer concludes that the teacher was monotonous in doing pre-teaching. For example, she always greeted the students by saying “Good morning” or “How are you?”. Maybe it can be changed by using “Hello class”, “Nice to meet you”. So the students can enrich their knowledge about greeting.
2) While Teaching
   a. Exploration

   In this section the teacher started teaching speaking material by texts transactional and interpersonal. The teacher called one of the students to answer the question, for example: do you lending me a novel? After that the teacher just reviewed the material not in detail because the type of text was explained the previous meeting. In the second meeting the teacher still explained same theme but different topic, the material about grammar practice, it discussed about the using on the right of/on the left of. After that the teacher just reviewed the material not in detail because the type of text was explained the previous meeting and the last meeting the teacher still discuss some material with different topic. In second and last meeting the students discussed about grammar practice for example: how far your school from your home? Then the teacher continued by giving explanation about the using of the right of, how long and how far. She also gave the students chances to ask some questions that they did not understand yet. Some students raised their hand and asked her the questions related to the topic. Then the teacher answered while re-explaining the material slowly. After that the teacher gave assignment to the students for conducting a location of the place with the same topic and also divided the students in several group works. Every group consisted of 2-3 students. Each group work made a passage about the answer and question about location of place.

   The second is Elaboration after getting the instruction from the teacher; the students started discussing the task, firstly: they decided texts transactional and interpersonal who wants to be described; they used of the texts transactional and interpersonal. Finally, they developed those ideas into sentence and wrote down on a note. The last is confirmation. In this section, each member of a group work tells their passage continually. Each member gave opinion that their work was not complete yet or the meaning was vague. The gathered opinions were used as reverences for enhancing the work and then they reconstructed their work together and the teacher asked to the students made the text based on the theme and then the teacher
asked to the students one by one to the in front of class by using their language..

a) Exploration

In this section the teacher started teaching speaking material by texts transactional and interpersonal. The teacher called one of the students to answer the question, such as: “Do you lend me a novel?” After that the teacher just reviewed the material not in detail because the type of the text was explained in the previous meeting. In the second meeting the teacher still explained the same theme, but in different topic. The material was about grammar practice. It discussed about the using of “on the right of/on the left of.” After that the teacher just reviewed the material not in detail because the type of text was explained in the previous meeting and in the last meeting the teacher still discussed some material with different topic. In the second and the last meeting the students did grammar practice, such as: “How far is your school from your home?” Then the teacher continued by giving explanation about the use of “on the right of”, “how long” and “how far”. She also gave the students chances to ask some questions that they did not understand yet. Some students raised their hand and asked her some questions related to the topic. Then the teacher answered and re-explained the material slowly. After that the teacher gave assignment to the students for conducting a location of some places with the same topic and also divided the students in to several groups. Every group consisted of 2-3 students. Each group work made a passage containing answer and question about location of place.

b) Elaboration

In this section, the teacher gave the students opportunities to practice and apply the knowledge and skills they have just got. The students started discussing the task. Firstly, they decided what transactional and interpersonal texts to be describe. Secondly, they used the transactional and interpersonal texts. Finally, they developed those ideas into sentences and wrote down on a note.

The purpose of elaboration section was to enable students to elaborate their understandings of the material into a simple conversation. This is also to make students active in speaking activities through
discussion; it means students have to think a lot of the topic. Here, the students focused on the topic given. Automatically, this helped the teacher in managing the class; teacher always divided the class into several groups. Each group consists of two students who made a short conversation based on the topics provided by the teacher from the hand out and in a piece of paper. Each group took a piece of paper then they made conversation based on the topic taken from the materials. For example: post office, it means students who got this topic have to make conversation about this. This topic could be used in two ways: asking for information or direction and giving opinion. It means that one topic given by the teacher could be done for asking the direction or opinion. For example: When the students got post office, they could describe how the post office is or where the post is located. Although the activities were similar in every different material, it was still fun and enjoyable because students could make conversation with their friends in couple.

c) **Confirmation**

In confirmation activity, the teacher helped students who got difficulty in presenting their work or doing conversation. In presenting their discussion result, they were not allowed to use a note. They have to remember and memorize what they have discussed then they have to present the result. When students had difficulties in memorizing or remembering a word or sentence, teacher gave correction or feedback directly.

Teacher also gave a time for discussion with the students about the topic, such as the difficulty in understanding the topic in answer question section. Teacher invited the students to ask to teacher what they didn’t understand. Then teacher explained the material or topic once more if the students still got difficulty. Finally, teacher evaluated and gave feedback to the dialogues presented and comments about the dialogues. The teacher always drew conclusions by giving summary of the materials learned and encouraged the students to improve their speaking.

3) **Post Teaching**

The last step used by the teacher in every meeting was closing the class. The teacher always used similar step in closing the class. Before she
closed the meeting, the teacher asked the students to carry their works in her desk. The teacher evaluated their works by asking the same questions related to the draft and component of the text. The teacher also gave the same correction of their texts, it was required to get them understand. Before the time was over, she summarized the material discussed. The teacher also gave information about material that will be learnt in the next meeting. She did not forget to give homework to the students. Then she appreciated the students’ attention and participation then she closed the meeting by wishing “hamdallah” and “wassalamualaikum.”

f. The Evaluation

In this evaluation, the teacher asked the student about what is the difficult about the material of teaching learning in every meeting, and then teacher give explanation which relation with the previous teaching. In here teacher use more Indonesian language to make them easier to accept the material. Several students ask a lot by using Indonesia language.

Based the observation the writer concluded that the evaluation for the teacher herself in teaching speaking there will be the difficulties. The difficulties faced the teacher is class management, managing the time, different capability of the students and unstable motivation of the student. The difficulties faced by students, there are grammar, vocabulary, pronunciation, and anxiety.

g. The Problems Faced by the Teacher in Teaching Learning Process of Speaking

There are some problems in teaching learning process. It occurs in this school. The following are some problems faced by the teacher in teaching learning process of speaking. Namely are managing the time, classroom management, and the students’ capability.

h. The Problems Faced by the Students in Teaching Learning Process of Speaking

Based on the observation, there are some problems faced by the students in teaching learning process of speaking. Here, the writer presents the problems faced by the students in speaking class in SMP N 2 Colomadu. The writer describes that the problems faced by the students are as follows: limited vocabulary, pronunciation, grammar, and anxiety.
4. Conclusion

After describing and analyzing the data, the writer draws some conclusions based on the result of observation of English teaching speaking process to eight grade students of language programs in SMP N 2 Colomadu as follows:

The process teaching learning of speaking to the eight grade at SMP N 2 Colomadu in 2011/2012 academic year is clear and good. The students are able to express the meaning and the point related to teaching speaking, simple by using the accurate oral languages. It is suitable with the purposes of base competence. The process achieved by the student showed that they are more interested in speaking; the material makes the student able to follow the lesson without any problems.

The teacher lesson does not only use textbook as the source of material but also uses worksheets to make the students understand the source of material more. In the classroom procedure of teaching speaking teacher used three phases. They are pre-teaching, while teaching consists are exploration, elaboration confirmation, and post-teaching.

The teaching technique which often used on the teaching learning process are role plays, discussion, and dialogue. And then The varieties of teaching media are as follows: pictures and images, board, computer, video, radio, and tape recorder.

The problems faced by the teacher in teaching speaking in eight grade students of language program in SMP N 2 Colomadu are; managing the time, classroom management, and students’ capability. And then the problems faced by the students in learning speaking are limited vocabulary, difficult to pronounce word, grammar and anxiety.
BIBLIOGRAPHY


