

**A DESCRIPTIVE STUDY ON TEACHING SPEAKING TO THE SEVENTH YEAR
STUDENT OF *RSBI* CLASS OF *SMP N 1 LASEM, REMBANG*
IN 2011/2012 ACADEMIC YEAR**



PUBLICATION ARTICLE

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In English Department**

By

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

ACCEPTANCE

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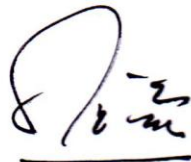
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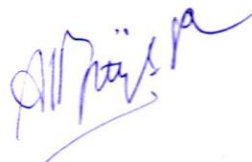
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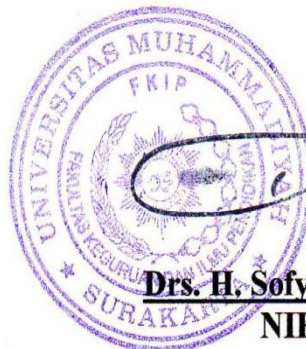
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**A DESCRIPTIVE STUDY ON TEACHING SPEAKING TO THE SEVENTH YEAR
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ABTRACT

This research objectives are to describe process of teaching speaking on the seventh year of SMP N 1 Lasem, Rembang, the problems faced by the teacher, problem solving used by the teacher. The type of this research is descriptive qualitative. The data of this research are the seventh grade student's activities in speaking in SMP N 1 Lasem, Rembang in 2011/2012 academic year, field note and data from interviewing English teacher. The subject of this research is English teacher and the seventh grade students of SMP N 1 Lasem, Rembang. The object of this research is teaching speaking to the seventh year students in SMP N 1 Lasem, Rembang. The methods of collecting the data of the research are observation, interview, and documents. Based on the result of the analysis, the teacher uses BKOF, MOT, JCOT, ICOT as the learning cycles. The objective of teaching speaking is developing and preparing the student's speaking skill. The materials are students work sheet and real situation. The media are picture, realia, and LCD projector. The techniques are role playing, modeling, pair work and discussion, practice and assessment, game, conversations practice, and repetition and translation. The evaluation is conducted by interpreting all of English skills. While the teacher roles are facilitator, counselor, and motivator. The teacher's problems are a) the influence of Javanese in the student's ability, b) the different competence of the students, c) the student's self confident. To solve the problem a) the teacher uses English in learning process, b) the teacher repeated the material and gave example to reinforce their understanding, c) the teacher involved all of the students to support their friend by giving applause and applying pair work discussion to minimize their nervousness.

Keyword: speaking, teaching vocabulary, RSBI class.

I. INTRODUCTION

Human can not live alone, because they are social creature, so they need to interact with other people. That is why, communication is a crucial thing in society to communicate in the world. The communication process can be said successful if they can speak fluently and there are no gaps during the speaking process.

English speaking is important in international conversation. Bailey and Savage (1994:vii) in Fauziati (2010:15) state that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Tarigan (1990:8) also states through oral skill human being is transferring their idea, opines, mind, and desire with assisted by words. It means that teaching speaking is important and needs to deliver our ideas and information to create our relationship in social life's communication by speaking.

Teaching speaking is as not easy as teaching mother language in Indonesia. Education as the wide sector which influences the quality of people becomes the prime attention. The government especially education minister declares a program to advance English in Indonesia. One of the programs is *Rintisan Sekolah Bertaraf Internasional (RSBI)* which has been applied in Indonesia since years ago. Therefore *Sekolah Berstandart Internasional (RSBI)* offer English in every subject in order to create the student's speaking behavior. In this research, the writer chooses *SMP N 1 Lasem, Rembang* because *SMP N 1 Lasem, Rembang* has been applying *Rintisan Sekolah Bertaraf Internasional (RSBI)* for 3 years. This school more emphasizes on speaking skill as the way of improving the student's language skill. The purpose is to develop speaking skill of the students in learning English. The students of *Rintisan Sekolah Bertaraf Internasional (RSBI)* are demanded to master speaking skill better than the ordinary school.

The teacher and the student sometimes found some difficulties in foreign language teaching learning process because English is not their mother language and it is totally different from their habit language. The students have to study about vocabulary, grammar, fluency, and pronunciation to improve their oral skill.

The problem statement of this research are "how is the process of teaching speaking on the seventh year students of *SMP N 1 Lasem, Rembang*?", "what are the problems faced by the teacher in teaching speaking on the seventh year of *SMP N 1*

Lasem, Rembang?” and “how does the teacher solve the problems of the teaching speaking on *SMP N 1 Lasem, Rembang?*”.

The objective of this research are to describe the process of teaching speaking on the seventh year of *SMP N 1 Lasem, Rembang*, indentify the problem faced by the teacher in teaching speaking on the seventh year of *SMP N 1 Lasem, Rembang*, and describe the problem solving used by the teacher to solve the problems in teaching speaking on the seventh year of *SMP N 1 Lasem, Rembang*.

The previous studies about teaching speaking are: Yuni Kurniawati (UMS, 2011) “A Descriptive Study on Teaching Speaking to the First Year Students of *STM Muhammadiyah Tirtomoyo Wonogiri* in 2009/2010 Academic Year”. In her research, she concludes that some methods used to develop the student ability in using English both orally and in written, but the students have low motivation and different capability to learn English. Zening Lilih Avriliani Widayat (UMS, 2011), “A Descriptive Study on English Speaking Teaching-learning Process at the Eight Year Students of *SMP N 1 Boyolali* in 2010/2011 Academic Year”. She concludes that the limitation of vocabulary, pronunciation, grammar, and nervousness become the problem of the teacher. The problem solving are giving advices and motivation about the importance of their activity in speaking class, giving more exercises about grammar to the students, and accepting the consultation from the students about the difficult material out of class.

Based on the explanation above the writer interests to study speaking skill in Junior High School especially *SMP N 1 Lasem, Rembang* through the research entitled **A Descriptive Study on Teaching Speaking to the Seventh Year Student of *RSBI* Class of *SMP N 1 Lasem, Rembang* in 2011/2012 Academic Year**, the writer wants to describe teaching speaking in *SMP N 1 Lasem, Rembang* which is applying *RSBI* class and problem faced by the teacher.

II. METHOD OF COLLECTING DATA

This research is descriptive research which describe the process of teaching speaking to the seventh year student at *SMP N 1 Lasem-Rembang* in 2011/2012 academic year. In this research, the researcher applies in *SMP N 1 Lasem, Rembang* which is located at Jalan Sultan Agung No. 1 Lasem, Rembang. the researcher conducted a research on May, 8th 2012 - 31st 2012. The subject of this research is the English teacher and the seventh year students of *SMP N 1 Lasem, Rembang* in 2011/2012 academic year. The object of this study is teaching speaking in *RSBI* class in the *SMP N*

I Lasem, Rembang. The data of this research are the seventh grade student's activities in speaking in *SMP N 1 Lasem, Rembang* in 2011/2012 academic year, field note and data from interviewing English teacher. The data source of this research is the material, interview script, and the syllabus. In analyzing the data, after collecting data the writer categorizes the data taken from the observation, interview, and document, the writer uses three techniques, they are: data reduction, data display, and conclusion and verification.

III. RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Process of Teaching Speaking to the Seventh Year Students of SMP N 1 Lasem, Rembang

a. The Objective of Teaching Speaking

Based on the interview and observation in the classroom on May 8th, 2012 – May 31st, 2012 at the seventh year students in *SMP N 1 Lasem Rembang*, the purposes of teaching speaking are to develop student's speaking skill and to prepare the students to communicate with others using English correctly. The school which applied *Rintisan Sekolah Bertaraf Internasional (RSBI)*, *SMP N 1 Lasem Rembang* motivates the students to explore their skills and practice their self confident in achieving fluency and good pronunciation in real communication. It would be their preparation before entering the next highest level of education.

b. The Teaching Technique and Media of Teaching Speaking

To make the learning process more interesting, the teacher used some media and techniques. It made the students more enthusiastic to learn the material. The teacher could use pictures, realia or things around the students as the media. The teacher used the real condition as a theme to create the imagination of the students when he taught his students. LCD projector and screen, made the teacher showed pictures from his computer easier. In every session, the teacher tried to maximize the media. Media was necessary for the teacher to teach some new vocabularies in BKOF (Building Knowledge Of Field) to give the students come to their understanding.

The technique used by the teacher in teaching speaking are:

1) Role Play

Role playing is often used by the teacher in teaching speaking

especially transactional expressions. The teacher asked the students to make a conversation related to the material after the teacher explained the material. Then they performed their work together with their partner.

2) Modeling

The teacher gave some examples. He asked his student to perform dialogues related to the theme. They practice it three times. Then he made some questions about the dialogue.

3) Pair work and Discussion

In teaching speaking the teacher used pair work or discussion technique. He asked his students to find the pattern of the expression. Through these techniques the students practiced to work together. These techniques also enabled the teacher to monitor easily the student's work.

4) Practice and Assessment

The students should practice their dialogue in front of the class. They performed it orally without reading their text they made. The teacher assessed their performance in the field of: fluency, pronunciation, and the expression use.

5) Game

Game were an effective technique to make the students happy and interesting to the material. The teacher also implemented this technique in teaching speaking to know the student's ability. The game which the teacher used was "Good and Hoo" game. This game to stimulate student's speaking skill. And all students were actively listening, speaking, and checking their friends. The class seemed very noisy but under controlled by the teacher.

6) Conversation Practice

The teacher practiced conversations. The teacher used English to communicate with the students and the students had to answer it in targeted language. The teacher repeated the question until they answered in complete pattern sentence, because the students seldom answered the question in complete sentence.

7) Repitition and Translation

The teacher gave the vocabulary related to the material and the students had to repeat in good pronunciation then they translated the

vocabulary together. Beside that, the teacher used repetition technique to improve their vocabulary and to practice memorization.

c. The Material of Teaching Speaking

The materials of speaking skill are mentioned in syllabus along with other English skill. The teacher should use the student's work sheet (LKS) to teach their students. Besides the student's work sheet, the teacher uses the real situation to teach speaking skill. The work sheet given by the teacher entitle *The Real English Grade VIIB Junior High School*. The book is completed with the summary of materials, examples, exercises, daily exercises and exercise for examination. In daily teaching, the teacher also adds the material from the real situation around the environment. The material can make the students more enthusiastic in learning English. Based on the writer's observation, the material of speaking skill at the seventh year student of *SMP N 1 Lasem Rembang* was appropriate with syllabus.

d. The Evaluation of Teaching Speaking

In Junior High School the evaluation of English combined all of English skills such as speaking, reading, listening, and writing. But the student's ability in speaking could be measured by their pronunciation, fluency, grammar, and diction. The teacher preferred to practice the student's fluency first then other aspects of speaking skill.

e. The Role of Teacher and Learners in Teaching Speaking

1) The Teacher's Role

a) The Teacher As A Facilitator

The teacher facilitated the student by explaining the material until the students understand. This explanation made the students easy to get the point of the study. For example in teaching speaking he explained the topic carefully. Before the teacher ordered the students to make a dialog to practice the student's speaking skill he listed the vocabulary which might appear in the topic of dialog on the white board. He ordered the students to search the meaning of vocabulary in dictionary and repeated the vocabulary together.

b) The Teacher As A Counselor

The teacher helped the students to explain the material until the students understood the material. The teacher also accepted

consultation out of class. In the class the teacher went around to check the student's work and the students asked the teacher if they got difficulty in vocabulary. The teacher also accepted the consultation out of class if the students had some problems about the material. But the students preferred to take a consultation in the class when the teaching-learning process occurred.

c) The Teacher As A Motivator

To make the students enjoyed the learning process the teacher applied game, such as 'good and hoo' game. This game made the student's motivation to answer correctly without fear in getting the punishment. Besides the teacher motivated the students to answer a question in sentence form and to explore their self-confidence.

2) The Learner's Role

As the learners they had responsibilities in their own learning. The self goal achieving was depending on their exploration in their own ability. The students also became the tutors for the other students, such as the students asked her/his friends if they got difficulty in understanding the material, vocabulary, and grammar.

f. The Process of Teaching Speaking

1) First Observation

The teacher opened the class by greeting and reciting *bismillah* together. The learning procedure used by the teacher are: BKOF, MOT, and JCOT. In BKOF, the teacher gave vocabulary related to the material and built the student's understanding by questioning the students related to the material. MOT stage, the teacher asked the students to open students worksheet and explain the material about asking and giving opinion. In JCOT, the teacher split the class into pair work and asked the students to make a short conversation used expression of asking and giving opinion then perform their work. The teacher closed the class by reciting *khmadallah* and greeting.

2) Second and Third Observation

The teacher started the class by greeting and reciting *bismillah*. The teacher used same material in second and third observation. In BKOF, the teacher open their knowledge about procedure text by asking a question.

The teacher explain the material briefly in MOT stage then enrich the student's understanding by giving examples. In JCOT stage, the teacher created the class discussion and pair work then applied "good and hoo" game. In ICOT, the teacher pointed one of the students to rearrange the procedure text orally. In the end of the class, the teacher finished the meeting by reciting *khamdallah* and greeting.

2. The Problem Faced by the Teacher in Teaching Speaking

a. The Influence of Javanese in Student's Ability

The environment was influence the student's ability to reach the goal of speaking skill. The habits of using Javanese language usually made the students use structure pattern in Javanese pattern not in English pattern. For example when the teacher asked "What about her uniform?" the students answered "she has uniform clean" not "clean uniform ". The teacher had to correct the student's answer in complete sentence and repeated. According the teacher this problem made the learning process did not run well. This is a natural problem, sometimes the students confuse when they study new language, because their environment and habit also influence the language learning process.

b. Different Competences of the Students

The competences of the students were different. The students had different capability in receiving the material. One student was able to receive the material quickly but the others could not. It disturbed the learning process. One student needed one more explanation than others. But when they did not understand the material they did not ask to the teacher so the teacher did not know the students ability. This condition made the teacher's explanation not accepted by all of the students. The teacher should repeat the explanation to anticipate this condition.

c. Student's Self-Confident

The students self-confident became the the problem of the teacher. The students felt afraid to present their work in front of the class. The nervouness of the students happened because the lack of vocabulary or grammar in speaking skill. Although the teacher gave a time to prepare them, they felt nervous and trembled. Then after she/he came in front of the class they felt nervous and took a long time to start presenting their work. The self-

confidence of the students is a common problem for the teacher and the students especially. Nervousness and self-confidence hamper them to develop their ability maximally without encouragement from their selves.

3. Problem Solving Used by the Teacher to Solve the Problem in Teaching Speaking in Seventh Year Students

- a. To solve Javanese influence the teacher used English in learning process to encourage the student's habit to use English grammatically and speak fluently in good pronunciation. When the students faced some problems in grammar, the teacher gave the correct sentence pattern then they practiced to apply the sentence in correct pattern. The teacher also encouraged them to answer the question in complete sentence.
- b. The second problem faced by the teacher was different competence of the students. To solve this problem, the teacher repeated the material and drilled the students by giving some examples. The pair work discussion became one of solution used by the teacher to solve this problem. The pair work discussion helped the student to discuss their problem together with their friends.
- c. The third problem faced by the teacher was student's self-confident. Sometimes the self-confident of the students was influenced by lack of vocabulary. In the opening session, the teacher predicted the difficult vocabulary related to the material and repeated the vocabulary until the students memorized all of the vocabularies. The pair work discussion helped the students to minimize their self-confident. The teacher also used games to make the class situation more comfortable for them. When they felt nervous, the teacher waited for them until they were ready to speak and gave applause.

B. Discussion

Based on the result of the observation conducted by the writer, she knows that the process of teaching speaking in *SMP N 1 Lasem, Rembang* are quite good. The teacher concerned the student's ability in learning English speaking as the foreign language. The media and the technique used by the teacher were facilitated the students to able express their ability both transactional and interpersonal conversation. The learning procedure applied by the teacher to explore all of the student's English skill. Role play as the technique of evaluating the students in field of pronunciation, vocabulary, fluency, grammar and expression use in

achieving the indicators of learning process are mentioned in syllabus along with the basic competence. Base on the observation, the teacher taught speaking skill suitable with basic standard and the principle of teaching speaking.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

1. Process of Teaching Speaking in the Seventh Year Students of *SMP N 1 Lasem-Rembang* :
 - a. The goal of teaching speaking in *SMP N 1 Lasem-Rembang* was to develop their speaking skill and prepare the students to communicate with others using English correctly by indicating the student's ability to respond transactional and interpersonal in daily conversation. It is appropriate with the basic standard mentioned in syllabus.
 - b. The media used by the teacher were pictures and real thing around the students. The teacher also used LCD to show the picture. The teacher used variation techniques such as role play, pair work and discussion, modeling, practice and assesment, game, conversation practice, and repetition and translation. All of the techniques created attractive learning process and the students could enjoy receiving the materials.
 - c. The material was taken from work sheet which contents brief explanation and exercises. The teacher gave an example based on the reality to enrich their knowledge. The materials are mentioned and appropriate with the syllabus and the purpose of teaching speaking.
 - d. The fluency became the first evaluation in teaching speaking. By asking the students to make a conversation related the material and practiced in front of the class; the teacher assessed them in field of speaking aspect. The evaluation also practiced their ability in fluency and accuracy, suitable with principle of teaching speaking.
 - e. The roles of the teacher were as a facilitator, counselor, and facilitator.
2. The learning procedure in teaching speaking were Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Contraction of Text (JCOT), and Independent Contraction of Text (ICOT). The learning procedure explored the student's speaking ability in responding a transactional and interpersonal

conversation, limiting the teacher talk and expressing the meaning of text in short monolog fluently and accurately.

3. The problems faced by the teacher were: a) the influence of Javanese in the student's ability, b) the different competence of the students, c) the student's self confidence.
4. The problems solving used by the teacher were: a) to solve the influence of Javanese in the student's ability, the teacher used English in learning process. b) to solve the second problem, the teacher repeated the material and gave example to reinforce their understanding. c) to solve the student's self confidence, the teacher involved all of the students to support their friend by giving applause. The pair work discussion also used by the teacher to minimize their nervousness.

B. Suggestion

1. To the teacher
 - a. The textbooks are also needed by the students to enrich their material.
 - b. The teacher should motivate the students to be more expressive to express their idea in teaching-learning process not only in English but also all of subject.
 - c. The individual exercises are also added by the teacher in order to evaluate the students individually.
2. To the students
 - a. The students have to ask the teacher if they do not understand the material.
 - b. They have to explore their own capability in expressing opinion and build their self confidence when perform in front of the class.
 - c. All of the students should be involved to make the class more active in achieving the goal of the learning process.

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