A DESCRIPTIVE STUDY ON SPEAKING TEACHING-LEARNING PROCESS AT THE SECOND YEAR OF SMA N 2 SUKOHARJO

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by

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ABSTRACT

This research aims at describing the speaking teaching-learning process at the second year of SMA N 2 Sukoharjo. It describes the teaching-learning process that consists of the technique, material, media, and evaluation implemented in speaking teaching-learning process at the second year of SMA N 2 Sukoharjo, problems faced by the teacher and students in learning speaking, and then the strategies used by the teacher to overcome the problems. The data are taken from event, informants, and documents. The technique of collecting data are conducting interview, observation, and analyzing document in speaking teaching-learning process. Based on the data analysis, it can be concluded that the techniques implemented by the teacher in teaching speaking are brainstorming, information gap, problem solving and decision making. The materials used in teaching speaking are taken from the government, student worksheet and the other sources, it’s like from the other book. The media used in teaching speaking is printed material, but sometimes the teacher used electronic media. And the teacher evaluated the teaching speaking during the process of speaking teaching and learning in classroom of XI.Bahasa using question-answer. The researcher finds the problems faced by the learners, they are nervousness, pronunciation, grammar, and vocabulary. And the problems faced by the teacher are lack of motivation from students, lack of reading habit by the students, and the difficulty to operate the supporting media. Then the problem solving used by teacher are the teacher gives motivation to encourage students, teacher makes an
easy question, teacher promotes the English lesson, and teacher gives the chances to ask anything about English lesson.

Keywords: Speaking, teaching Speaking

1. Introduction

Mastering English is important in our modern society and global area. Human being needs communication to fulfill their needs in their life. People can communicate in written and oral form. They communicate and interact one and another using language in spoken and oral form in daily life. English language as a language for science and technology also becomes an instrument for everyone to broaden and to move beyond particular boundaries.

In learning English language, there are four skills which are important to learn, namely listening, speaking, reading, and writing. Those skills are supported by some components such as vocabulary, grammar, pronunciations, etc. and all of the skills should be mastered by the learners through learning. Harmer (1990:16) states that in the most general way we can identify four major skills: listening and understanding, speaking, reading and understanding and writing. Speaking and writing are obviously skills and involve some kind of production on the language user is receiving written or spoken language.

According Hymes (1972) in Fauziati Endang (2010:15) teaching of speaking skill has become central in foreign language classrooms. The goal of teaching speaking skills is communicative efficiency. This means that all learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Speaking is central of communication and to make it fluency, learners have to practice it everywhere and with the others.

In the speaking class, student’s ability in speaking must be supported by classroom management and strategic in teaching speaking. The goal of
teaching speaking is the student can speak communicatively, because it is not only about accuracy, but it’s about fluency. According to Brown (1994:29) communicative competence is the goal of a language classroom, then instruction needs to point toward all of its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and context, and to students’ eventual need to apply classroom learning to heretofore unrehearsed contexts in the real world.

Communication in classroom is very important in teaching–learning process to get the goal of learning. It’s not only accuracy, but also fluency to make good communication in teaching–learning process. Student also needs to apply speaking English in classroom learning for that reason it’s a habitual. And the goal of teaching speaking is got by learning.

The first researcher related to this study entitled A Descriptive on English Teaching-Learning at the first year of MTs. Terpadu Gondang Wonopringgo Pekalongan in 2010 / 2011 Academic Year. The research is conducted by Hapsari (UMS, 2010). She analyzed on teaching–learning process of speaking and problem faced by teacher and also the students. The second previous research was A Descriptive Study on Teacher – Student Interaction in Speaking Class at the eighth year of SMP Negeri 1 Gemolong in 2010/2011 Academic Year. The research is conducted by Wulandari (UMS, 2011). The result of this research is the teacher – student interaction consists of classroom activities, language use in speaking class and interaction analysis by using Brown’s interaction analysis system. And there were problem faced by the teacher and students, problem faced by the teacher were the students’ indolence and the students are less open-minded and the problem faced by the students were the students get difficulty in vocabulary and grammar mastery and pronunciation.

In English class, speaking teaching–learning process is one of subject which interesting to observe. In this opportunity, the researcher is interested to do the research in SMAN 2 Sukoharjo. It is because SMAN 2 Sukoharjo has
many students that learn English especially in speaking English. The researcher wants to know the process of the English speaking teaching–learning process (which consist of teaching technique which used by the teacher, material which used, media and teacher evaluation), problem faced by the teacher and learner and the solution to overcome the problem. From the description above, the researcher interested in carrying out the study on A Descriptive Study on Speaking Teaching- Learning Process at the Second Year of SMAN 2 Sukoharjo.

Problem statement of this research is English speaking teaching-learning process at the second year of SMAN 2 Sukoharjo which consist of; what is the teaching technique implemented by the teacher in speaking teaching-learning process?, what is the material used by the teacher in speaking teaching-learning process?, what is the media used in speaking teaching-learning process?, how could teacher evaluate the speaking teaching-learning process?, and then what problems are faced by the students and teacher in learning speaking in the second year of SMAN 2 Sukoharjo?, and what are strategies used by the teacher to overcome the problems faced by the student and the teacher?.

Objective of the Study are to describe the speaking Teaching–learning process at the second year of SMAN 2 Sukoharjo which consists of; to describe the teaching technique which used by the teacher in speaking teaching-learning process?, to describe the material which used by the teacher in speaking teaching-learning process?, to describe the media which used in speaking teaching-learning process?, to describe the teacher evaluate in the speaking teaching-learning process?, to describe problems faced by the learners at the second year of SMAN 2 Sukoharjo and then to describe problems faced by the teacher at the second year of SMAN 2 Sukoharjo, and also to find some strategies used by the teacher in teaching speaking problems.

Limitation of the Study limits the study on the speaking teaching-learning process in the speaking class at the second year of SMAN 2 Sukoharjo
2. Underlying Theory

In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.

Speaking is one of the language arts used by people in the world. Teacher have to guide learners to learn speaking skill with their ability in teaching speaking, because in teaching speaking demanding on the teacher ability to manage the learning activities. Rivers (1968:160) states the teaching of the speaking skill is more demanding on the teacher than the teaching of any other language skill.

Rivers (1968:160) states students in a foreign language class will not learn to speak fluently merely by hearing speech, although this is important in familiarizing them with the acceptable forms of the code, the teacher will need to give the students many opportunities to practice the speaking skill; he will need to use his imagination in devising situations which provoke the student to the use of the language in the expression of his own meaning within the limits of what he has been learning. It means that teacher must give many opportunities to the students in practice for teaching speaking, because in teaching speaking, students are not hearing what the teacher said, but the practice of the students in speaking.

Brown (2000:7) states Teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It means that teaching can make leaner easy to learn because there are guide, facilitator and also learning is constructed by teaching style, approach, methods and classroom technique which very influencing the teaching learning process.

Learner should be facilitated by the teacher to learn for that reason learner can learn easier because of there is guide or facilitator. Facilitator gives the direction to the learner and the learner can enjoy it. The teaching
is constructed with the style, approach, methods and certain technique to formulate the teaching learning process. Because the all of formulates will help the learner very much.

Brown (1994:268-270) considers seven principles for teaching speaking; Focus on both fluency and accuracy, provide intrinsically motivating techniques, encourage the use of authentic language, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication, and encourage the development of speaking strategies.

According to Brown (1994:179) there are some activities in teaching speaking to make success; they are games, role-play and simulation, drama, projects, interview, brainstorming, information gap, jigsaw, problem-solving and decision-making, and opinion exchange.

Based on the explanation above, the researcher states that there are many ways in teaching speaking activities. Teacher can use one best of them or using the variety, for example games is liked by the learner, because it’s interesting.

Richard (2001:67) describes learning process were inferred from an examination of learner language protocols, study of learners’ introspections, case studies and diary studies, classroom observations, and experimental studies.

Learning process can be reflected from many things in teaching-learning process in classroom activities. It can be reflected from an examination, learners’ introspections, case studies, diary studies, classroom observations and experimental studies. Edge (1993:1) states that components of teaching and learning process are very essential in order to run a teaching and learning process, otherwise the teaching and learning process will not be able to run. The components of teaching and learning process are learners or students and teachers.

Teaching–learning process can be defined knowledge transferring process through giving and asking through interaction between teacher and
learner who study about certain subject and in the certain place in order to make transferring knowledge directly.

Sweetland (2008) states Inquiry-based teaching is a pedagogical approach that invites students to explore academic content by posing, investigating, and answering questions. Also known as problem-based teaching or simply as ‘inquiry,’ this approach puts students’ questions at the center of the curriculum, and places just as much value on the component skills of research as it does on knowledge and understanding of content.

Inquiry based learning makes student learning by their self, student become a subject and more active in all of activities in class. It can increase the creativity of the student in the real life, because the student must learn independently. And student can enjoy the teaching learning process through the approach.

So, inquiry based teaching is learning approach which focus on student’s priority as a center of learning to increase the creativity of the student.

The rule is made by the minister of national education in Indonesia through Permendiknas No 41 Tahun 2007 about process standard for elementary and middle school. To developing the quality of education in Indonesia, government always evaluates the rule, and now the rule that suitable with this country is written by government through Minister of National Education.

Teaching-learning process is implementation of lesson plans. The realization of teaching-learning process consists of three parts; preface, core learning (exploration, elaboration and confirmation) and closing.

3. Research Method

In this research, the researcher uses descriptive qualitative research. Because of the data are taken by knowing the interaction of the people taken from social context. Creswell (1998) in Herdiansyah (2012:8) states that in this qualitative research, there is a process to understand based on distinct
methodological traditions of human problem or social area. Human problem means problem faced by the human which should be answered through the qualitative research. And then he stated that it should be the natural setting without the setting of the researcher.

Subject of the Research of this research is the students of the second year of SMAN 2 Sukoharjo. And the Object of the Research of the study in this research is the speaking teaching–learning process at the second year of SMAN 2 Sukoharjo.

The data are taken from event, informants, and documents. Method of collecting data are interviewing, observing, and analyzing. The researcher describes the real phenomena that occur in the field without intervention in the data research. The technique for analyzing data is descriptive qualitative research by three steps; data reduction, data display, conclusion and verification.

4. Research Finding and Discussion

In the research observation, the researcher focuses on analyzing speaking teaching-learning process which consists of the technique implemented by the teacher, the material used in speaking teaching-learning process, the media used in speaking teaching-learning process, and evaluation. And then the researcher focuses on analyzing problem faced by the learner and the teacher, and also problem solving by the teacher. All of points are described below,

In the observation of speaking teaching-learning process, some techniques are used in teaching learning process at the second year of SMA N 2 Sukoharjo in order to make students interested in learning the material. The researcher found several technique implemented by the teacher, namely brainstorming, information gap, problem solving and decision making, and opinion exchange.

The material used in speaking teaching-learning process is taken from the government set. The teacher also added the other material from the student worksheet and the other source, the example is from the other book.
By the researcher observation, the researcher found that the media which used in speaking teaching-learning process are printed material, but sometimes teacher used the electronic media such as watching movie, power point, LCD projector, and so on.

Due to the fact in the field, the researcher found that the evaluation is done by the teacher during the process of speaking teaching and learning in the classroom of XI.Bahasa. The teacher used question answer during the process of speaking teaching and learning.

The researcher found 4 problems faced by the students from the observation and interview. The problems faced by the teacher are anxiety, pronunciation, grammar and vocabulary. And the problems faced by the teacher are lack of motivation from students, lack of reading habit by the students, and the difficulty to operate the supporting media.

Problem solving by the teacher are teacher gives motivation to encourage students, asking an easy question, promoting the English lesson, giving the chances to ask anything about English lesson.

Based on the research found through observation and interview, the researcher found that in teaching-learning process, teacher used inquiry-based teaching, there are three steps; opening, teaching learning procedure and closing. In teaching learning procedure, it consists of exploration, elaboration and confirmation.

The researcher found several techniques implemented by the teacher; they are brainstorming, information gap, problem solving and decision making, and opinion exchange. In brainstorming, Teacher guided the students to think about the point of the material as narrative text material, after that teacher asked students about the legends in around of their life. It showed that teacher connected the material with the real life and students explored the knowledge connecting with the material. In information gap, teacher asked the students about the moral message of the text, and then the students answered with their perception each others, after that the teacher guided the students to accumulating the moral message. In problem solving and decision making
technique, teacher asked the students related with the material, and when the students did not know the answer of the question, teacher used the alternative question in order to make students knowing the material. And in opinion exchange technique, teacher gave the opportunities to all of the students answering the question, and then students explore their opinion each others.

The material used in speaking teaching-learning process is taken from the government set. Teacher also added the other material from student worksheet and the other source, its like taken from the other book.

Media used by the teacher in teaching-learning process are printed and non printed media. Printed media are media which used in written form such as book and wring on white board. And then non printed media are media which used unwritten form and usually use the instrument or audio-visual such as watching movie, LCD projector and language laboratory.

Due to the fact in the field, the researcher found that the evaluation is done by the teacher during the process of speaking teaching and learning in the classroom of XI.Bahasa. The teacher used question answer during the process of speaking teaching and learning. Although the teacher had no the criteria in taking the score of students’ speaking ability, but the teacher could manage the process of taking evaluation from the students’ speaking ability well. For example, teacher always evaluates and gives criticism to the students’ failure.

There are several problems faced by the students and the teacher. The problems faced by the students are anxiety, pronunciation, grammar and vocabulary. Nervousness made the students difficult to speaking, for example in answering the teacher’s question. The students also got problem in pronunciation because of there is differences sound between someone and others. The students also got the problem in grammar, grammar was the most difficult phase of learning English and it makes the students fear to speak. And the last problem faced by the students was vocabulary, because the students got new vocabulary which unfamiliar.

The problems faced by the teacher are lack of motivation from the students. Motivation gives the best spirit for the students in learning speaking.
The second problem faced by the teacher is lack of reading habit by the students. Reading habit gives many good effects in learning English, because the student will get the words which unfamiliar. And third is the teacher got difficulty to operate the supporting media in speaking teaching-learning process. Media will help teacher in speaking teaching-learning process, because it gives many good effects in teaching varieties.

Problems solving used are the teacher gives motivation to encourage students. The motivation is needed by the students to encourage and also to build the spirit for learning. The second is the teacher makes an easy question. This is a good way to motivate the students to be active in class. The third is the teacher promotes the English lesson. Many students think that English lesson is not necessary for them, the most priority for them is the exact lesson such as biology, math, physic, chemical, and so on. The purpose of the promotion is to enlight the students that English is necessary in the work. The fourth is the teacher gives the chances to ask anything about English lesson. The goal of this way is to empower students ability in English language.

According Brown, there are seven principles for teaching speaking techniques; first, focus on both flency and accuracy. Second, provide intrinsically motivating techniques. Third, encourage the use of authentic language. Fourth, provide appropriate feedback and correction. And fifth, capitalize on the natural link between speaking and listening. Sixth, give students opportunities to initiate oral communication. And seventh, encourage the development of speaking strategy. The researcher found that only five principles which appropriate in speaking teaching-learning process, they are focus on both flency and accuracy, provide intrinsically motivating techniques, encourage the use of authentic language, provide appropriate feedback and correction, and give students opportunities to initiate oral communication.

As a conclusion from the whole explanation above, the researcher concludes that the speaking teaching-learning process in SMA N 2 Sukoharjo, XI.Bahasa is good depends on the Brown’s criteria in teaching speaking.
5. Conclusion and Suggestion

a. Conclusion

After the researcher discussed in describing and analyzing the data, the researcher makes the conclusion about the data of the research taken from SMA N 2 Sukoharjo. The data can be drawn In speaking teaching-learning process consists of the technique of teaching speaking, the media, material which used in speaking teaching-learning process and the evaluation.

Teaching technique used in teaching learning process at the second year of SMA N 2 Sukoharjo in order to make students interesting and knowing the teaching material. The researcher found several technique implemented by the teacher, they are brainstorming, information gap, problem solving and decision making, and opinion exchange.

The material used in speaking teaching-learning process is taken from the government set. Teacher also added the other material from student worksheet and the other source, its like taken from the other book.

By the researcher observation, the researcher found that the media which used in speaking teaching-learning process are printed material, but sometimes teacher used the electronic media such as watching movie, power point, LCD projector, and so on.

the researcher found that the evaluation is done by the teacher during the process of speaking teaching and learning in the classroom of XI.Bahasa. The teacher used question answer during the process of speaking teaching and learning. Although the teacher had no the criteria in taking the score of students’ speaking ability, but the teacher could manage the process of taking evaluation from the students’ speaking ability well. For example, teacher always evaluates and gives criticism to the students’ failure.

The problems faced by the students are nervousness, pronunciation, grammar mastery and vocabulary. And the problems faced by the teacher are lack of motivation from the students, lack of reading habit by the students and teacher gets difficulty for operating the media. In problem
solving, the teacher gives motivation to encourage the students for learn, teacher makes an easy question, teacher promote the English lesson and teacher gives the chances to ask anything about English lesson.

b. Suggestion

After the researcher discusses the conclusion of the research, the researcher gives the suggestion for teacher, students and other researcher. For the teacher, teacher motivates students to study more, teacher uses the supporting media such as language laboratory, LCD projector maximally, teacher gives more attention in practicing using oral to the students, teacher uses varieties in teaching speaking.

And for the students, students have to increasing their self confidence to be active in class, students have to practice in speaking English in school or out of school, students increase the activeness in the classroom, students have to increase their ability in grammar, vocabulary and pronunciation, students must much reading habit to increase their knowledge. And for the school, school library supply good books to support the English lesson, school controls the media such as language laboratory, LCD projector regularly, school supplies the good material with national standard books.
BIBLIOGRAPHY


VIRTUAL REFERENCES
