A DESCRIPTIVE STUDY ON SPEAKING TEACHING – LEARNING PROCESS AT THE SECOND YEAR OF SMK MUHAMMADIYAH I SUKOHARJO IN 2010/2011 ACADEMIC YEAR

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ABSTRACT

The research paper aims at describing the teaching learning process of speaking and focused the objectives of learning, the material of speaking, the procedure and activities in teaching speaking, the problem faced by the teacher and the problem faced by the students. In this study, the writer employs a descriptive qualitative research which describes the teaching learning process. The subject of this research is the eleventh grade students of SMK Muhammadiyah 1 Sukoharjo. The writer takes TKR2 class as the subject on the study. Then, the methods of collecting data are observation, interview, and document.

The results of the research show that: 1) the objectives of learning speaking is the writer finds that to enable the students in understanding English as a means of communication and to enable the students in being active in being active in prating English in oral form, 2) the material of speaking is the materials of speaking at the eleventh year of SMK Muhammadiyah 1 Sukoharjo are appropriate with the competence standard in the teacher’s lesson plan, 3) the procedure and activities in teaching speaking 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, 4) problems faced by the teacher are managing the time, classroom management, and the students’ capability, 5) the problems faced by the students in speaking are limited vocabulary, pronunciation, grammar, the performance, nervousness.

Key words: Teaching-Learning Process, Speaking
A. Introduction

Mastering English language is important in our modern society and global area. Human beings need communication to fulfill their needs in their life. People can communicate in written and oral form. They communicate and interact with each other 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.

Because of that, people should be able to communicate in English as well as possible. In Indonesia, this language constitutes a foreign language that should be mastered by everyone, especially for the students. Realizing this importance, the government decides that English should be learned from elementary school to university in order to improve the quality of human resources in Indonesia.

For Indonesia, to understand English speaking is difficult. This is because their mother tongue is not English. To make easy in learning English, this has been taught integrally to achieve in integrated language skill. Teaching English in Indonesia focuses on the ability of communication of the students. The learners should be capable in our skills—listening, speaking, reading, and writing (Depdiknas, 2003:6). Beside the language skills, English has some aspects which can be taught to the students. Those aspects are vocabulary, pronunciation, spelling, and structure.

The 1999 National Curriculum of Modern Foreign Language identified the educational purposes of teaching a modern foreign language (English) among several other things. This statement can be seen below. To develop the ability to use the language effectively for purposes of language and attitudes required for further study, work, and leisure (Keith, 2000: 56). The emphasis on the use of the language and the identifying of purposes for which language foreign language (English) should be taught is important because English primarily an academic study to the idea that the practical ability to communicate was more important.

The objectives of the study in this research are as follows. describe the teacher’s techniques in teaching speaking at SMK Muhammadiyah 1 Sukoharjo classify the problems faced by the teachers and describe the ways of problem solving used by the teacher to overcome the problem faced by the students in learning.

The writer hopes that the result of research is useful for teachers or readers, in order that they can use it in the teaching-learning process, to make the students more interested in studying English especially to speak English.
B. Research Method

In this research, the writer uses descriptive qualitative method to described type of teaching learning, to classify data, and describe data. Descriptive qualitative have are four major types, namely; Phenomenology, ethnography, case study research or grounded theory and historical research (Johnson (2005) in Kunjojo (2009:16)). This research belongs as ethnography research which is a form of qualitative research that focused on teaching learning process.

This research has been hold for the purpose of understanding the phenomena of teaching learning employed by the students of speaking in its natural context; due to the purpose of the research the writers determine this research uses qualitative method.

Qualitative research aims to understand phenomena that happen to the subject of the research. Such as behavior, perception, motivation, action etc. it explains the phenomena holistically by words description in a natural context using scientific method (Moleong, 2004: 15). The writer conducted this research at the second year of SMK Muhammadiyah 1 Sukoharjo. The observation was held three times in the classroom. Since On 21st March, 23rd March, 25th March, 2011. The subject of this study is the second year students and teacher at SMK Muhammadiyah 1 Sukoharjo. The object of the study is English teaching and learning process of speaking at the second years students of SMK Muhammadiyah 1 Sukoharjo in 2010/2011 academic year. The content of the object of the study is the problems faced by the teacher in teaching speaking and the problems faced by the students.

There are two types of data; primary data were taken from the first resource through the direct observation, while the secondary data are taken from the second resource that can be a documentation data. In this study there are two source of data: (1) event of the English speaking teaching-learning process. There is no manipulation all activities in the classroom during the teaching process. (2) informant, the English teacher of second grade class at SMK Muhammadiyah 1 Sukoharjo. The secondary data are document, speaking materials, and syllabus.

In this research, the writer uses three kinds of methods in collecting the data, namely observation (the researcher observe directly the classroom to collect the data by closely watching, and noticing, classroom events happening, or interaction during the teaching learning process), interviewing (the teacher and students to get informations), document (the researcher has gathered a variety of written data and documents such as report, material, the handbook, a students worksheet which used in class and anything).
To analyze data the writer uses the following procedures: analyzing the process of English teaching-learning, analyzing the problem faced by the teacher in the process of English teaching-learning, analyzing the problem faced by the student in the process of English teaching-learning, then drawing conclusion and suggestion.

C. Research Finding and Discussion

In this section the writer show and discuss the research finding during the observation and interview with the teacher of English.

The observation was done three times: On March 21, 23, 25, 2011. The English teacher in SMK MUHAMMADIYAH 1 Sukoharjo, Mr. Taofik Ridwan, S.Pd, always tried to make their students learning English well even if the teacher knew the student who was naughty and not good enough in English. The teacher used good procedure to teach their students until their students understand the lesson.

1. The Procedures in Teaching Speaking to the SMK Muhammadiyah 1 Sukoharjo

Based on the writer observation, the writer concludes that the teacher always used three phases, namely exploration, elaboration and confirmation.

a. 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.

b. While Teaching

1) 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.

Based on the explanation above the writer concludes that the teacher always explain material clearly in every meeting. The teacher also gave the students changes to ask some question that they did not understand yet. If students raised their hand and asked to her the question related the topic, then the teacher answered while re-explaining the material slowly.

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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.

2) 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.

3) 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.

Based on the explanation above the writer concludes that the teacher always explained the material clearly in every meeting. The teacher also gave the students changes to ask some questions about what they did not understand yet. If students raised their hands and asked to her questions related to the topic, the teacher answered and re-explained the material slowly.

The analysis is suitable with the learning that design beside oriented pillars PAKEM, must also consider the minimum activities that must exist in learning process in accordance with the standard message (the game RI no 41, 2007 concerning standard process).

**c. 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.”

In this section, the writer concludes that the teacher gave homework to make the students mastering the material better. She also gave some information about material that would be learnt next meeting to give change to the students to prepare and learn the next material. So, it will be easier for the teacher to teach the new material that will be given in the next meeting.

2. Problem Faced by the Teacher in Teaching –Learning Speaking at SMK Muhammadiyah 1 Sukoharjo.

Based on the observation and interview, there are three problems in teaching learning process at second year in SMK Muhammadiyah 1 Sukoharjo the following are problems faced by the teacher in teaching speaking process.

a. Managing Time

The English schedule in this school is 4x45 minutes in a week. This time is used to teach all language skill, namely; listening, reading, speaking, and writing. So, the time is not enough for speaking skill. However, the numbers of the students make the teacher more difficult to manage the time, for example, when the teacher asked the students to present their work in front of the class, not all students can present their work because limited time.

Based on the observation the writer concluded that the limited time is one of the problems that occur in teaching learning process. The teacher must be able to manage the time by coming in the classroom on time and give extra time to English lesson in/ out the schedule.

b. Classroom Management

In this research, I’m observe class are consists of 36 students. That amount of the students is noisy. It made teacher gets difficulties to manage the class. For example, when the teacher gives the students an exercise, the teacher explains about the materials and the teacher uses group work activity. However, the teacher gets difficulties to control all of the students’ activities. Some students participate actively and the other doesn’t participate actively. They are noisy and activities
such as gossiping so they disturb their friends. The writer analyzes that the effectiveness of teaching learning process especially speaking can be created if the amount of the class not more than 15 students. Whereas, the agreement should be made before the class was begun in order to control the class during the teaching learning process.

c. The Students’ Capability

Each student has capability in receiving the material. The most of them learn the material slowly. This situation will make the teaching learning process do not run well. For example, when the teacher explains the materials, the students don’t understand about the material, because they have low intelligences. The writer analyzes that this is natural problem because everyone has ability to serve the material.

3. Problem Faced by the Students in Teaching –Learning Speaking at SMK Muhammadiyah 1 Sukoharjo.

Based on the observation and interview, there are five problems in teaching learning process at second year in SMK Muhammadiyah 1 Sukoharjo the following are problems faced by the teacher in speaking class in SMK Muhammadiyah 1 Sukoharjo.

a. Limited Vocabulary

Much of the vocabulary used in speech may already know by the foreign listeners, but it doesn't mean that the learners are familiar with the new vocabulary. The choice of words or diction used in the sentence is important thing, because it can influence the meaning of sentence. The example when they make sentence “Harry Potter is good film because the player is handsome.” The writer analyzed that most of students have limited vocabulary so they get difficulties how to say that word in English. They also have a problem how to arrange the sentences in good order. So, the teacher should give them list of vocabulary and then asked them to memorize those words.

b. Pronunciation

The problem which is often faced by is students are about pronunciation. They feel difficult to pronounce some words. the writer concludes that the students less practice how to pronoun word. Unfamiliar words also make them confuse. It can be anticipated by asked the students to read aloud some sentences in order to check the pronunciation.
c. Grammar

In this case students have limited knowledge of grammar. The limited knowledge of grammar makes them arranges the sentences ambiguity.

From those explanations above, the writer concludes that the students less creative to find out the others sources or material that support their lesson. They just depend on the teacher given. Whereas, grammar is difficult to understand if they less practice and learn continually.

d. The Performance

The students make a group or pair consists of 2 students. They can choose their friends to be his/her groups. Each student in a group brings adictionary. They have time to discuss for getting the conclusion from the different of the student's opinion. The students will work appropriately according to his or her duty. There are the tender social-emotion leader, tension release, information provider, and control negative. The readiness and awareness of the students to study are not very good. This unread ness and awareness are caused by the background of the students themselves.

e. Nervousness

In this case, the students are often afraid to perform the dialogue. It happens in all beginner level. They feel that they can't comprehend the materials. Therefore, they are afraid or nervous if they are wrong in practicing the dialogue.

The writer analyzed that most of students in SMK MUHAMMADIYAH 1 Sukoharjo have problem in self-confidence. They are afraid if they are asked to speak up and express their opinion. They are afraid if they make mistakes. Although the teacher had to motivated them to practice, they still nervous, but it is natural condition in early period.
D. Conclusion

Finally, the writer presents the result of the data which have been collected from observation and interview in conclusion. After describing and analyzing the data, the writer draws conclusion; the process of teaching-learning in second year of SMK Muhammdayah 1 Sukoharjo. The technique used by the teacher in teaching speaking at SMK Muhammdayah 1 Sukoharjo, in 2010/2011 academic year are exploration, elaboration, and confirmation. The Problems faced by the teacher teaching - learning speaking in SMK Muhammdayah 1 Sukoharjo are: a) management time, b) classroom management, c) the students’ capability. But, problems faced by the students are: a) limited vocabulary, b) pronunciation, c) grammar, d) the performance, 5) nervousness.


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