

**TEACHING SPEAKING CLASS BY NATIVESPEAKER
OF THE FIRST SEMESTER STUDENTS OF ENGLISH
DEPARTMENT OF MUHAMMADIYAH UNIVERSITY
OF SURAKARTA IN 2011/2012 ACADEMIC YEAR**



**Submitted as Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

PUBLICATION ARTICLES

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2013**

APPROVAL

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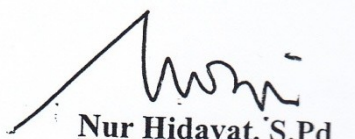
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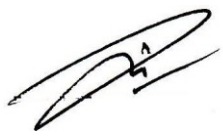
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ABSTRACT

Nuryanti. A 320 060 387. TEACHING SPEAKING CLASS BY NATIVE SPEAKER FOR THE FIRST SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2011/ 2012 ACADEMIC YEAR. Research Paper. Muhammadiyah University of Surakarta. 2013.

This research paper is intended to 1) analyze the procedure of native speaker that teaches speaking for the first semester of English Department in Muhammadiyah University of Surakarta, 2) describe the problems for the teacher and students in speaking class for the first semester of English Department in Muhammadiyah University of Surakarta.

This research is descriptive qualitative which does not include any calculation or statistic procedure. Method of collecting data involves observation and interview. The data are taken from the subject of this research in the form of observation, interview and document. Subject of the study is limited on the first semester of English department students in 2011/2012 academic year. She took class C that consists of 18 students.

The result of this study shows that 1) the procedure of teaching speaking by the teacher are effective. Because, by using that procedures are being more confident and relaxing to practice speaking in the speaking class activity. The native speaker procedures are opening, core learning and closing. The opening as the gate to deep comprehension, core learning is the essence of learning and closing is the conclusion of the learning. The teaching learning speaking activity are; games, drama, dialogues, and individual assessment, 2) there are some problems that appear from the implementation of the teaching procedure faced by the students and the teacher. From the students there are, lack of grammar, pronunciation, vocabulary, and self management (shy, nervous, and unconfident to say). From the teacher are the social background between the teacher and the students and the different speaking level (heterogeneity) of the students. The class condition didn't improve the speaking class because the class is too large and wide and not balance with the number of the students consisting of 18 until 25 students, resulting no clear voice acceptance, no supporting atmosphere because no concentration, difficult to be handled by the teacher.

A. INTRODUCTION

Background of the Study speaking is one of four basic skills. It is very important in teaching and learning English. Because of this importance, the native speaker is one of alternative to develop speaking ability for students. So that the role of English Native Speaker teacher as a person who hoped to help the students to learn English more naturally holds an important part in the successful of teaching and learning process. But in this case, many problems find out in teaching learning of speaking. One of the problems is in teaching speaking to the teacher and achievement to the students.

Brown (1994:254-255) states four part to learning speaking English of oral communication skill: the place of the pronoun teaching, accuracy and fluency, affective factors, and the interaction effect. In Muhammadiyah University of Surakarta, native speaker is very important part to improve the teaching learning process and student's ability. It can give the quality of the students graduate. As we know that native speaker ability in pronounce, grammar, vocabulary and fluency is well. So, it can make motivate to the students especially in speaking ability.

Problem Statement

1. How is the implementation of teaching speaking class by native speaker for the first semester of English Department in Muhammadiyah University of Surakarta in 2011/2012 academic year?

2. What are the problems faced by the students in the learning speaking by native speaker to the first semester of English Department in Muhammadiyah University of Surakarta in 2011/2012 academic year?

3. What are the problems faced by the teacher in teaching speaking to the first semester of English Department in Muhammadiyah University of Surakarta in 2011/2012 academic year?

4. What are the problems solving applied by the teacher in the speaking class to the first semester of English Department in Muhammadiyah University of Surakarta 2011/2011 academic year?

Limitation of the Study The writer limits the study to the native speaker and the students of speaking class about their problems in teaching learning process of speaking. This class consists of 18 students of the first semester of English Department student in Muhammadiyah university of Surakarta in 2011/2012 academic year.

Objectives of the Study In this study, the writer has objectives in order this study give understanding not only the writer but also the readers. The objectives of the study are as follows: to describe the implementation of teaching learning speaking by native speaker, to find out the problems faced by the students of speaking class by native speaker for and to find out the problems faced by the teacher for the first semester of English Department in Muhammadiyah University of Surakarta in 2011/2012 academic year, and to find out the problems

solving applied by the teacher in the teaching speaking class for the first semester in English Department in Muhammadiyah University of Surakarta in 2011/2012 academic year.

Benefit of Study The writer hopes this research gives contribution to the English teaching and learning. Well in the theoretical benefit and practical benefit.

B. RESEARCH METHOD

1. Type of Research

In this research, the writer uses a descriptive qualitative research. It is a type which does not use any calculation or enumerating (Moelong, 1995:2). It is quite important to use the right method for getting a good understanding about the problem faced by the native speaker and the students of speaking class, the material given to the students, and the implementation of speaking activities.

2. Subject of The Research

In this research, the subject of the study is limited to students in the first semester of English Department in Muhammadiyah University of Surakarta especially of the speaking class which consist of five classes. In determining the sample writer chooses one class and the writer gets the class IC to be the subject. It consists of 18 students consisting of 18 male. It is the good class management, easy to evaluate the oral or written work to the learner.

3. Place and Time

The time of the research consists of three times observation and interviewing:

- a. Monday, 12th December 2011 to observe the speaking class.
- b. Tuesday, 13th December 2011 to interview with native speaker.

- c. Monday, 19th December 2011 to observe the speaking class.
- d. Monday, 19th December 2011 to interview with students.
- e. Wednesday, 12th January 2012 to observe the speaking class.

4. Data and Data Source

In this study, there are two sources of data; (1) event, the teaching learning process of speaking in the classroom activities of the first semester in Muhammadiyah University of Surakarta. (2) informant, the Native Speaker as English lecturer and the students of the first semester in Muhammadiyah University of Surakarta. The writer ask about the problems of teaching and problem solving to the speaking English faced by the Native Speaker, and the problem faced by the students.

5. Method of Collecting Data

The technique of analyzing data of the writer is descriptive qualitative. In analyzing qualitative data the writer:

a. Reduces Data

In this steps the researcher describing the process of teaching learning speaking in the English department students in Muhammadiyah University of Surakarta.

b. Displays the Data

The writer describes and disusses the finding of the research in the echievement of students speaking competence.

c. Draws Conclusion

In this study, conclusion will be drawn continously throughout the course of study. The writer tends to accumulate and formulate his interpretations as the go along. She is likely to writer not only what she sees each day but also her interpretations. Of those observations, the curriculums drawn gets after the writer presents the data. In other word, conclusion is summary of the description.

d. Collects of Data

The researcher writes of the collecting data such as:

- a) Collecting data taken from observation and interview.
- b) The writer collecting data by using recorder and take a photo.
- c) Analyzing data from the result of observation and interview.
- d) Concluding the data and giving suggestion.

C. RESEARCH FINDING

1. The Procedures of Teaching Speaking

The speaking class is located in the I.4.5 classroom, where the research was conducted located in the north side in the 4th floor. The class is too large.

In teaching learning process, classroom activity is very important thing. Actually, classroom activities are designed to accomplish specific goal of the teaching and learning. Classroom activities are all about the activity occurred during the teaching learning process in this speaking class of the first semester students in Muhammadiyah university of Surakarta. The English teacher's name is Rachel Wisthuff. The teacher used two kinds of hand book materials; Communicating in English it is written by Walter Matreyek and Atlas: Learning Centered Communication it is written by Nunan.

The description of each observation can be explained as follows:

a. Opening

The teacher and the observer entered the class. The students looked enthusiastic because it was the first time the teacher entered the class with the observer. The teaching learning process started at 08.40 until 10.20 a.m on class C. In this session the writer saw the teaching learning speaking class activity.

The teacher checks the pronunciations of the students speak, and gives the correction directly. The teacher used opening section to signify that the teaching learning process is ready to start, so the students should prepare themselves.

b. Core Learning

First of all, the study section was started by the teacher with giving question to the students related to the discussed material and that way to the students can mentally prepare. Next, she always prepared a small warm up activity that related to the lesson but she does not take a very long time. Usually this activity is a partner activity. For example, she teaches a lesson on expressing emotions and uses imperatives and commands. The warm up activity for this lesson is simple. The example, the students (in partner) ask the question “What makes you feel happy?” Then after she has gives them in 2 minutes (1 minute for each partner to respond), she will call on the students to give their partner’s answer. [Example: Wulan, what makes Titik feel annoyed].

In this speaking class, she tries to avoid individual presentations or speeches because the class lost focuses if they speak English individually. The teacher tries to develop the speaking ability with giving task to perform in grouping or in pairs.

The students arrange their seat with their partner and then they made a short dialogue with their expression. This dialogue spends few minutes. With those arranging their seat, teacher can handle the students speak and correct them orally. The students felt that it can improve and motivated their speaking ability like the native speaker.

The teacher has implemented the core learning in good way and correctly. By asking the students work individually the

teacher has done in good way of teaching speaking. The teacher also made some jokes to relax the situation in the class. Consequently, the students are easier in understanding the teaching material.

c. Closing

Before she closed the meeting, she usually writes the active students in the class and asked their students about the difficulties by the material. She also gave the conclusion of the materials. The teacher closed the meeting by saying “good afternoon students and thank you for your coming”.

2. The Problems Faced by the Teacher in Muhammadiyah University of Surakarta

Those are as follows:

a. Physically

The classroom condition does not support the teaching learning process to the speaking class. The classroom is too large and the chairs are not good arrangement. It is not effective for the teaching learning with students consisting of 18 until 25 students. So, the teacher must move around to the class and make her speech loudly.

b. The different speaking level (heterogeneity) of the students

The different speaking level among students is showed in the vocabulary and pronunciation of the students in speaking English. So, it's the biggest problems faced by the teacher to make everybody understand about the material.

c. The self managements

The students are shy, nervous and unconfident to speak English. The students felt shy and afraid when presenting in front of class or stand up when the teacher ask them. Moreover, the students are difficult to pronounce, understand vocabulary, fluency and students have many mistake of grammar.

d. The social background

For the teacher, it is the first time to teach speaking English to the foreigner. The mother tongue by the teacher and the students are different so it can make the reason of the teacher to teach aloud.

Beside these problems above the teacher has different social background, it means that the teacher is native speaker but the students are non-native speaker. So, the teacher is difficult to make the students understand about her speech. In fact, the teacher usually speaks fast but in that class she must speak slowly.

2. The Problems Faced by the Students in Speaking Class.

a. The students have lack of self management

They usually felt shy and nervous to speak English orally, moreover with native speaker. They never practice in their daily activities and try to speak, so it can make unconfident and uncomfortable.

b. Limited of Vocabulary, Grammar, and Pronunciation.

Limited vocabulary becomes the main problem for the student for having speaking class. The choice of words or discussion in the sentence is an important thing because it can influence the meaning of sentence. In speaking class, limited vocabulary made the students got difficulty in expressing their idea. Based on the interview several students get difficulty in changing the Indonesian words into English, losses of the word, and didn't understand new word. They did not know how to answer the question in appropriate English. The native speaker can't speak Indonesian so it can make difficult to the students to understand.

Another problem faced by the students was grammar mastery. English is not perfect without grammar. In this case the students had limited knowledge of grammar. Most of the students got difficulties in arranging words into good grammatical structure sentence to speak.

The students also got difficulty in pronunciation. Unfamiliar words also made them confused. The students become unconfident to practice their English because they did not know how to pronounce words correctly. The dialect between the students and teacher are different, so it can make the students confused of pronunciation.

c. The Class Situation

The students felt that the situation in the classroom made bored and did not motivate them. The class is too wide and larges. It's not suitable with the number of students' and number of the class. The learning activity is conducted only in the classroom and it made the students bored. The teacher used the language laboratory just in the final exam or mid semester.

2. The Problems Solving Done by the Teacher

Based on interview and observation, the writer tried to find out the problem solving done by the teacher. The results are as follows:

a. The Classroom Managements

The teacher manages the chair of the students in row and circle. With this setting the teacher felt effective and easy to control students so that the classroom is not crowded. Usually the teacher used the seat of row if she explained the materials. She used seat of circle if she gave task of grouping to the students, it can reduce the student's' stress and create good atmosphere in classroom the teacher can change of seat the material in the class procedures of a group of discussion, interviewing and presenting.

b. The Vocabulary

The teacher usually gave the speaking practice. She gave a simple topic in early meeting. Then, the students speak orally and she corrects it. If the students felt difficult meaning in the speaking

class, she gave illustration. It is better for the students to read magazine or English book frequently. They can open their dictionary when they find new words. However based on the observation there were only few students who brought their dictionary in teaching learning process.

c. The Pronunciation

To solve the problem of pronouncing faced by the students, she asked students to pronounce word individually and the teacher corrects the mistake of the students. Teacher usually knew this mistake from speech. The teacher wrote the phonetic symbol in the board if the students have difficulties and gave the true of pronounce orally after that the students repeated the teacher said. Therefore, the implementation of Native Speaker is useful to develop student's pronunciation. By listening to the real Native Speaker, automatically they can imitate how to pronounce words correctly. The teacher spell them exactly they are written, it is wrong and the teacher gives an example of the correct one, after that the students repeat after his.

d. The Grammar Problems.

In this case, grammar is not essential. The teacher encourages first the ability for speaking, express their idea in a nice flow of conversation.

If the students do some mistakes in grammar the teacher do not emphasize on this matter. Because the students are still at first semester, they have lots of mistake. If the teacher focuses also on grammar, the flow of conversation and expressing idea will not be reached. So that, they will be shy and stop in the conversation.

However, sometimes the native do correction in grammar application in a right way to make the flow going on way well and naturally. But sometimes, the teacher suggests to the students of

their problems to send on her blog and she corrects their mistake on her blog.

e. The Self Managements Problems

Students are usually shy or afraid when presenting in front of class when the teacher gave task for them to give their answer. So, the teacher sets the class in several groups or work in pairs and they have to work with their pairs in order to make students active in practicing speaking. For example the teacher divided the class into two groups and asked them to work in pairs and express their idea, such as explaining what emotion someone uses when ordering, or warning someone. It aims to make the students confident to express their idea because they can express what they want and get the support and motivation from his friends and teacher to perform in the class.

D. DISCUSSION

Based on interview and observation, the writer found that in teaching- learning process, the teacher had some interesting materials in the classroom activities. Those interesting material are ordering [menyuruh], urging [mendesak], scolding [memarahi], warning [memperingatkan] and make a mini-drama. The teaching learning process was not always done in the classroom but the teacher also used language laboratory. Studying in laboratory gave deferent atmosphere to the students. It attract the students and doesn't make bored for them. The teacher applied three steps of classroom activities; opening, core learning, and closing.

Both of the teacher and the students had several problems in having interaction in class. The problems faced by the teacher were the classroom condition, the different speaking level, the self management from the students and the social background. Those problems gave influence to the students' activity in the class. Meanwhile, there were

many kinds of problems faced by the students, such as; students self managements, students' limited vocabulary, grammar mastery, students pronunciation difficulty, and also the class situation.

E. CONCLUSION

After describing and analyzing the data based on the observation and interview about the implementation of teaching speaking by native speaker of the first semester students of English department of Muhammadiyah university of Surakarta in 2011/2012 academic year, the writer draws conclusion as follows:

1. The procedure of teaching speaking by native speaker that was implemented in learning process for the first semester students of English department of Muhammadiyah university of Surakarta in 2011/2012 academic year are effective because by using that procedures students are being more confident and relaxing to practice speaking in the speaking class activity.
2. The problem faced by the students is lack of grammar, pronunciation, vocabulary, and fluency. And also the students' problems are about self management such as nervous, shy and unconfident to say. They feel that the situation on the class made bored because too large and inflexible room.
3. The problem faced by the teacher is that about the students self management (vocabulary, pronunciation, grammar and fluency). The classroom management didn't improve the speaking class. The important thing faced by the teacher is trying to make the students understand. It is caused by deference speaking level between the students and the teacher.
4. The solution problem from the teacher to the teaching speaking problems of the first semester students is as follows; she always

gives practicing speaking in every meeting, she always correct directly about the students mistake and sending the mistake to the teacher blog and correct them. The teacher used the method of grouping makes a dramas, short dialogue, and game. The teacher manages the classroom with sit in row in mini arrange.

This research conducts that teacher in Muhammadiyah university of Surakarta still has problems but she makes the students increase the speaking and be confidents. She gives that to improve the speaking ability.

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