A STUDY ON THE METHOD OF TEACHING SPEAKING

AT THE FIRST YEAR OF SMPN 2 JUMAPOLO

IN 2012/2013 ACADEMIC YEAR

PUBLICATION ARTICLE

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by

Dyah Sholihati Rahayu
A320090221

SCHOOL OF TEACHER TRAINING AND EDUCATION

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School of Teaching Training and Education

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on June ...,2013

Consultant :

1. **Drs. Djoko Srijono, M.Hum.** (   )
   (First Consultant)

2. **Siti Fatimah, S.Pd., M.Hum.** (   )
   (Second Consultant)

Dean,

Dra. Nining Setyaningsih, M.Si.

NIK. 403

UNIVERSITAS MUHAMMADIYAH SURAKARTA
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Surat Persetujuan Artikel Publikasi Ilmiah

Yang bertanda tangan dibawah ini pembimbing skripsi/tugas akhir:

Nama   : Drs. Djoko Srijono, M.Hum.   (Pembimbing I)

NIP/NIK   : 19590601198503 1 003

Nama   : Siti Fatimah S.Pd., M.Hum.   (Pembimbing II)

NIP/NIK   : 850

Telah membaca dan mencermati naskah artikel publikasi ilmiah, yang merupakan ringkasan skripsi (tugasakhir) dari mahasiswa:

Nama   : Dyah Sholihati Rahayu

NIM   : A320090221

Program Studi   : Pendidikan Bahasa Inggris

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Surakarta, 17 Juli 2013

Pembimbing I

Drs. Djoko Srijono, M.Hum.
NIP: 19590601198503 1 003

Pembimbing II

Siti Fatimah S.Pd., M.Hum.
NIK: 850

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Dyah Sholihati Rahayu
A320090221
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
dyah.dingding@gmail.com

ABSTRACT

This research aims at describing the method of teaching speaking at the first year of SMPN 2 Jumapolo in 2012/2013 academic year. The objectives of the study are to describe: 1) the English teaching method applied by the teacher to improve students' speaking skill during the lesson, 2) the problems faced by the students during English speaking class, and 3) method/ techniques used by the teacher to overcome the problems. The research is a descriptive research. The writer collets the data by observing teaching-learning process, conducting the interview, and documenting some important data that support to this research. The data are from interview script, field note, syllabus, text book, and lesson plan. The methods of collecting data are observation, interview, and documentation. The techniques of analyzing data are reduction the data, data analysis, display the data, and conclusion and verification. The result of the research are: 1) the method implemented by the teacher in teaching speaking are role play, circle chat games, and guessing game technique; 2) the approach adopted by the teacher in learning proces is constructivism theory; 3) The roles of the teacher were as a planner, manager, facilitator, and motivator. While the students became the subject of the learning process; 4) The most problems faced by the students are the lack of vocabulary, the difficulty in pronounciation, and the students' nervousness and shyness; 5) To overcome the problems faced by the students, the teacher asked the students to write the new word on a whiteboard; created a learning situation that is chalanging, stimulated the students by using games, discussion, and role play; created a pleasant relationship between teacher to students and students to students; and asked the students to repeat the teacher in pronouncing some words to justify the pronounciation.

Keywords: speaking, method, describe, problem

A. INTRODUCTION

As English is the language used in international communication, mastering it has become important for societies and individuals who want to participate in the global interaction. English has become common language used in the world of technology, education, politics, trade, and others. Formerly, English language was considered as a difficult subject at school. But as the development of technology increased, people needs to acquire English as the foreign language. The curriculum in Indonesia is also starting to change. Based on Government Regulation No. 22 Permendiknas 2006, English learning goal at junior level aims at making learners have the ability as follows:

a. Develop the competence to communicate in oral and written form to achieve the literacy level of informational.

b. Have an awareness of the nature and importance of the English language to enhance the nation's competitiveness in the global community.

c. Develop an understanding about the relationship between language and cultue.

Teaching speaking is not an easy job. There are many problems in teaching speaking. First, it relates to the condition of the students who are lack of vocabulary that will make them unable to say words during speaking class. Second, most of the students are not confident to use English in speaking class. Sometimes the students feel not confident to

speak because they have difficulty in pronounciation. Third, the students'
nervousness and shyness.

Dealing the phenomenon above, teachers are supposed to be
creative in developing their teaching-learning process. Ever growing
English as the world's international language have given priority to
finding more effective ways to teach English. During teaching speaking,
teachers need the method that is suitable with the students.

This study is focused on the method of teaching speaking at the
first year of SMPN 2 Jumapolo in 2012/2013 academic year. The writer
observed the English teaching learning process directly in SMPN 2
Jumapolo and drawing a conclusion.

B. RESEARCH METHOD

This study is a descriptive qualitative research, because the writer
has a purpose to describe the the method of teaching speaking at the first
year of SMPN 2 Jumapolo, to describe the most problem faced by the
students in during the lesson, and to describe a method/techniqes used by
the teacher to overcome the students' problems.

The writer observed the English teaching learning process directly
in SMPN 2 Jumapolo and drawing a conclusion. The writer hold some
interview to the classroom teacher and some students in order to get the
data. The writer also used curriculum, syllabus, lesson plan, handout

books, student's work sheet (LKS) and recording interview as the document.

The writer analyzed those using following steps: Reduction of the data, the researcher selects the data related to the research problem taken from source of data. Then the researcher focuses on each problem, then simplifies the data; Presentation/ display the data, the data which is obtained by the researcher are then arranged and then described to make conclusion; Verification/ drawing conclusion, the writer draws conclusion and gives suggestion about the result of this research.

C. RESEARCH RESULT AND DISCUSSION

1. The Techniques for Teaching Speaking

    The writer found some methods implemented by the teacher in teaching speaking. They are role play, circle chat games, and guessing game technique.

    a. The Result of the Observation

    1) The Result of the First Observation (February 26, 2013)

        The writer found that the teacher used a role playing in teaching speaking. In this activity the the students worked together in groups to make drama situation about the materials. As it stated by Fauziati (2010) that this technique gives opportunities to the students to make and read the dialogue.

The teacher asked the students to look at the picture and a dialogue in "Look Ahead" book pages 91. The teacher then read the dialogue while the students were listening to him.

After that the teacher asked the students to make a group in pairs. The teacher asked them to make a dialogue about like and dislike. The teacher gave the students time to make and discuss the dialogue and then practiced it in front of the class. The teacher asked Doni and Vina to read their dialogue.

Doni   : Hey, Vina, may I borrow your pen?

Vina   : Okay, here you are

Doni   : Wow nice pen. I like the picture on it.

Vina   : Really? I don't like it, you know. That's why I
             never use it.

This technique is effective because it gives the students opportunity to practice verbal abilities by practicing what they have learned. But this technique has weakness too that is the students are not innovative because they only read and make the dialogue from a book.

2) The Result of the Second Observation (March 18, 2013)

The writer found that the teacher used a game in the material of teaching speaking. The teacher used circle chat games to teach describing people.

The teacher divided the students into four groups based on their seat. The teacher then determined the first and third group to described an artist, while the second and fourth group described a singer. Then the teacher gave the students' times to make a descriptive text, while the teacher walked around the class. He controled the situation and help the students' difficulties. After several minutes the teacher asked a representative from each group to stand up and read the sentence. And the teacher asked to other groups to guess it.

For example:

Student 1 : He is a famous artist in Indonesia.

Student 2 : He is a handsome man.

Student 3 : He is tall and slim.

Student 4 : He has a short black hair.

Student 5 : He has a pointed nose.

Student 6 : He has thin lips.

Student 7 : His profession is a professional chef.

Student 8 : He is a jury in Master Chef Indonesia.

Student 9 : He has some tattoo on his body. He looks fierce.

      Do you know him?

Other groups answered "Chef Juna".

3) Third Observation

At the third observation the writer found guessing game technique. This technique gives opportunities to the students to guess the expression in the dialogue. In this observation the teacher asked the students to listen to the dialogue read by the teacher, and asked them some questions.

First Dialogue:

Mrs Anwar   : Luki, come here.

Luki   : Yes, Mom. What's the matter?

Mrs Anwar   : Luki, can you get me some chillies from the

   refrigerator please?

Luki   : Yes, sure Mom. What are you making

    anyway, Mom?

Mrs Anwar   : I will make rendang, Luki. Your father likes it

   very much.

After reading the dialogue, the teacher asked a question *"Apa maksud dari dialog tersebut?"* (What is the meaning of this dialogue?). The students answered *"Meminta bantuan"* (Asking a help). Then the teacher explained that the dialogue was about the ways of asking for a help expression.

4) Approach adopted by the teacher in learning process

Based on the observation, the writer concluded that the teacher used constructivism theory in which the students are required to participate and discuss in the class. They trained to build creative thinking, problem solving abilities, and self-confidence.The role of teacher here according to Fauziati (2009, 61) is only creates an effective learning environment.

5) Teacher's and students' role

Based on the observation above, the writer concluded that the teacher's roles are as planner, manager, facilitator and motivator.

1) Teacher's Roles

In speaking activity, the teacher has his roles in the classroom. According to Richard and Lockhart (1994:58) in Richard (1999: 105), the teacher' roles are as follows:

a. Planner

The teacher is planning and structuring the learning activities as the fundamental teaching and learning process.

The writer found that the teacher did the following things before teaching:

- The teacher made a plan before teaching in the class such the material, method, task, etc.

- The teacher made a prediction about students's difficulty.

b. Manager

The teacher's role is to organize and manage the classroom environment and student's behavior in such a way that will maximize learning. During teaching learning process, the teacher managed the situation in the classroom by doing the following things:

- *Anak-anak minta perhatiannya sebentar, jangan rame dulu.* (Student attention please, don't be noisy)

- *Sekarang dengan teman sebangkunya berdua membuat kelompok dan membaca dialog didepan kelas.* (Now, together with your friend make you make a group to practice the dialogue in front of the class)

c. Quality Controller

The teacher's central task is to maintain the quality of language use in the classroom. Correct language use should be reinforced and incorrect use

should be decreased. Based on the writer's observation the teacher was regarded to the correctness of the students' structure who actively participate. The most important thing is to make students active during teaching-learning process.

d. Facilitator

The teacher' role is to help students discover their own ways of learning and to work independently. Based on the writer's observation the teacher tried to facilitate the students. The teacher walked around the class during the teaching learning process, and always asked to the students after explaining the materials by asking the following things:

- *Adakah kesulitan?* (Are there any problems?)

- *Ada pertanyaan?* (Do you have any question?)

- *Apakah penjelasan dari bapak tidak jelas? Bagian mana yang kurang jelas?* (Do I make my self clear? In which part?)

e. Motivator

The teacher seeks to improve students' confidence and interest in learning and building a classroom climate that will motivate students.

Based on the writer's observation the teacher tried to motivate the students by doing the following things

- Giving praise to students who want to actively participate in class.

- Giving points to students who want to actively participate in class.

f. Empowerer

The teacher tries to take as little control or direction during he lesson as possible and lets the students make decisions about what they want to learn and how they want to learn it.

Based on the writer's observation the teacher tried to put himself as much as possible by being not too dominant in the classroom in order to make the students more active. But because the rate of students' confidence in English especially speaking made the

students being passive, so the role of teacher was to empower the students to be more silent were not found during the observation.

2) Students' Role

The students became the subject of the learning process and they received the material from the teacher.

b. The Problems Faced by the First Year Students in Learning Speaking of SMPN 2 Jumapolo.

1) Limited vocabulary

Limited vocabulary is one of the students' difficulties. Every student has different level of vocabulary mastery. For example the students got difficulty in speaking when they didn't know the meaning. It made them difficult to deliver their speech well.

2) The Difficulty in Pronounciation

Pronunciation is one of the students' difficulties. Every student has different capabilities in pronouncing words.

3) Nervousness and Shyness

Nervousness and shyness is one of the students' difficulties. Sometimes the students feel nervous, shy, and

afraid when they are asked to speak English in front of the class.

c. Method or Techniques for Overcoming the Problems Faced by the Students.

1) To overcome students' difficulties in vocabulary the teacher asked the students to write the new word on a whiteboard.

2) The teacher created a teaching learning situation that is challenging and stimulating the students by using games, discussion, and role play to overcome students' nervousness and shyness.

3) The teacher created pleasant relationship between teacher to students and students to students.

4) The teacher asked the students to repeat the teacher in pronouncing some words to justify the pronunciation.

D. CONCLUSION

After describing and analyzing the data, the writer draws some conclusions based on the result of observation of Teaching Speaking at the First Year of SMPN 2 Jumapolo in 2012/2013 Academic Year as follows:

1. Techniques for Teaching Speaking used by the teacher are:

   a. Role Play

   Role plays are important in teaching speaking because they give students an oportunity to practice communicating in different social contexts and in different social roles.

   b. Games

   A game is one of the activities which can help creating dynamic, motivating classes. Game helps and encourages many learners to sustain their interest and work. Game makes the student fun and creative, game can also provide enjoyable situation and became an interesting way to help the student to acquire the language that is used to communicate.

2. Approach Adopted by the Teacher in Learning Process

   Based on the observation, the writer concluded that the teacher used constructivism theory in which the students were required to participate and discuss in class and trained to build creative thinking, problem solving abilities, and self-confidence. The role of teacher here

according to Fauziati (2009, 61) was only created an effective learning environment.

3. The roles of the teacher were as a planner, manager, facilitator, and motivator. While the students became the subject of the learning process.

4. The most problems faced by the first year students in learning speaking of SMPN 2 Jumapolo were the lack of vocabulary, the difficulty in pronounciation, and the students' nervousness and shyness.

5. To overcome the problems faced by the students, the teacher asked the students to write the new word on a whiteboard; created a learning situation that is chalanging, stimulated the students by using games, discussion, and role play; created a pleasant relationship between teacher to students and students to students; and asked the students to repeat the teacher in pronouncing some words to justify the pronounciation.

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