

**A DESCRIPTIVE STUDY ON TEACHING SPEAKING AT THE FIRST
SEMESTER OF ECONOMY FACULTY OF MUHAMMADIYAH
UNIVERSITY OF SURAKARTA
IN 2012-2013 ACADEMIC YEAR**



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by

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ACCEPTANCE

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A DESCRIPTIVE STUDY ON TEACHING SPEAKING AT THE FIRST SEMESTER OF ECONOMY FACULTY OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2012-2013 ACADEMIC YEAR

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This research is to describe the teaching speaking at economy faculty Muhammadiyah University of Surakarta in 2012/2013 academic year. It is conducted to know how the process of teaching speaking and what are the methods that used the teacher to teaching the students during teaching-learning processs. 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: 1) the method on teaching speaking used by the teacher are natural approach, direct method, audio-lingual method. 2) the goal of teaching speaking is to develop the communicative competence of the students in speaking skills. 3) speaking materials that are given to the students are business letter and explaining about the descriptive and procedure. 4) teaching-learning process is implemented by using four phase procedure: BKOF, MOT, JCOT, ICOT as the learning procedure 5) teaching media used by students is text book Preparing Test of English Proficiency (TOEP). This work sheet is designed for the first level in the university. It was published by CV. Era Pustaka and written by LC and teams. The book is completed with the summary of materials, examples, exercises, daily exercises and exercise for examination. This book is also integrated English skills such as listening, speaking, reading, and writing. 6) teaching evaluation is giving the exercise such answering question related the material by written or oral, students' assignment, and making presentation independently.

Keyword: Taching speaking, method

I. Introduction

Teaching English consists of four skills, they are: teaching listening, teaching writing, teaching reading, and teaching speaking. Each skill is important to master English. In Indonesia, English as the foreign language should be taught to face the global era.

One of the four language skills that must be learnt by the students is speaking. Speaking helps the students to communicate in the target language. In developing the learners' communicative proficiency, conversation practice is probably the most important variable needed by people for communication.

Speaking skills is the ability to perform the linguistic knowledge in actual communication. Its function is to express one idea, feeling, thought and needs orally. Speaking is one of language arts that are most frequently used by people all over the world. Richards and Rodgers (1993: 9-10) state that the spoken language is primary and that this should be reflected in an oral-based methodology. Furthermore, oral method was very important in the classroom, especially in the early stages of learning (Howatt, 1985: 9-10).

Teaching speaking is giving instruction to a person in order to communicate. Teaching speaking is not easy, because speaking is one of the language skills which is quite difficult to master. Some reasons may account for it. They are anxiety, nervousness, stress, clumsy tongue, etc. Thus, English teachers should consider the characteristics of their learners in order to apply the suitable method to the students. In this case, the researcher conducts a research in Economy faculty of Muhammadiyah University of Surakarta.

To make the students to speak in the classroom is not easy. The difficulties of students to speak may be caused of some reasons such as students' reluctance, lack of motivation, uninteresting teaching technique, etc. In addition, the using of English for speaking is not simple, because speaker also should master several elements which are important such as: pronunciation, grammar, vocabulary, fluency, and comprehension. Teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the students' speaking skill, give the attention on the elements of speaking, and make the English lesson more exciting.

Based upon the situation above, the writer is inspired to conduct deeper about a study entitled *A Descriptive Study on Teaching Speaking at the First Semester of*

Economy Faculty of Muhammadiyah University of Surakarta in 2012-2013 Academic Year.

II. Research Method

The type of this research is descriptive research. The goal of descriptive research is to make the description about the factual phenomena in teaching so it is useful to get the information. The research is built with report's detail views of informants and conducted on the study of natural setting.

The research was conducted in the Economy Faculty Muhammadiyah University of Surakarta. The observation was held three times in the classroom on September 24th, 2012– October 15th, 2012. The subject of this research is the English teacher and the learners of Economic Faculty UMS in 2012/2013 academic year. The object of this study is teaching speaking in Economic Faculty in Muhammadiyah University of Surakarta. The data of this research are the utterances of students in the first semester of Economic faculty *Muhammadiyah University of Surakarta* in speaking class and data source of this research is the material, student's work sheet, lesson plan, and the syllabus. 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

III. Research Finding and Discussion

A. Research Finding

1. The Process of Teaching Speaking at the first Semester of Economy Faculty Muhammadiyah University of Surakarta

a. The Objective of Teaching Speaking

Based on the interview and observation in the classroom on Sept 24th, 2012 – Oct 15th, 2012 at Economy Faculty in the First Semester of Muhammadiyah University of Surakarta, the goal of teaching speaking is to develop the communicative competence of the students in speaking skills.

b. Teaching Technique and the Media for Teaching Speaking

In Economy faculty each class had LCD projector and screen, so it was very easy for the teacher to show pictures from her notebook. 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 techniques used by the teacher in teaching speaking are:

1) Role Playing

Role playing is often used by the teacher in teaching speaking especially transactional expressions.

2) Game

Games are used by the teacher to teach the students in the class with the purpose in order to make the students happy and not bored

3) Problem Solving

The technique is to share some information that is in the topic. Here, the teacher asks the students to do simulation according to the material.

4) Discussion

The discussion technique is used by the teacher to explain the material about going to the bank and post office.

c. The material for teaching speaking

The materials for speaking skill are mentioned in syllabus along with other English skill. The teacher should use the hand book and student's work sheet to teach their students. Besides the hand book and student's work sheet, the teacher uses the real situation to teach speaking skill. The hand book uses to the student for learning something, the student can adopt a thing from it. The work sheet is a book that used the teacher and also the student to practice some exercises. The work sheet given by the teacher entitles Preparing Test of English Proficiency (TOEP). This work sheet is designed for the first level in the university. It was published by CV. Era Pustaka and written by LC and teams.

d. The Evaluation of Teaching Speaking

The teacher give evaluation of the material given such answering question related the material in written form and orally, students' assignment, and making text then present it in the front of class. Type of the evaluation is the multiple choice and presentation.

e. The Role of Teacher and Learners in Teaching Speaking

1) The Teacher's Role

Based on the interview and the observation, the writer concludes that the teachers' roles are as facilitator, source of information, counselor, and the motivator for the students.

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 they asked the teacher

f. The Process of Teaching Speaking

The observation was done four times to gathering the information about teaching English in Economy Faculty of Muhammadiyah University of Surakarta. In this major, the schedule of English is 2x50 minutes every week. The teacher should manage the time effectively to achieve the goal of teaching learning process. Because the object of the research is student of University so, the students who attend in the class are always different in every meeting. Sometime every class consists of 48 students, sometimes 50 students and sometimes more than 50 students. The facilitate which can be used such as air conditioner, LCD projector, LCD screen, and OHP. This section will describe the activity of the English class during observation. This is the description of each observation:

1) **First Observation**

The first observation was conducted on October 1st, 2012 at 08.40 a.m - 10.00 a.m. The lesson began at 08.40 am in the economy class. The teacher opened the class by greeting to the students before entering to the material. Then, the teacher continued checking the attendance of the students through read the list of the students. After checking the attendance of the students then the teacher continued to begin the lesson. Before entering to the material, the teacher asked to the students to prepare their book. Then the teacher is giving questions to the students related to the discussed material. The discussed material

that day were about a letter and how to make a letter in the business. The teacher showed the difference between the business letter and the other letter. The teacher explains how to make a business letter and explains what the contents that have to write in the business letter. Then the teacher gives the example of a letter that included as a kind of business letter after that the teacher asked to all of the students to practice to make a business letter. The teacher only give 20 minutes to do that. The students could ask the teacher or opened the dictionary when they got difficulty in vocabulary. Then the teacher pointed some students to come in front of the class. The teacher and students gave applause to support them to read the letter that was done by them. Finally, the teacher summarized the discussed material that day and ask the leader of the class lead praying together. The teacher closed the meeting by wishing "wassalamu'alaikum".

2) Second Observation

The second observation was conducted on October 8th, 2012 at 08.40 a.m - 10.00 a.m. The teacher came to the class and greeted the students, then checked the attendance before she gave the materials. In this stage, the teacher delivered the material by relating their knowledge about the material. The materials were about describing the picture. Then the teacher explained the materials. The teacher asked the students to open the " TOEP " book on page 60. Then, the teacher explained about descriptive and the students paid attention. The teacher ordered the students to memorize some criteria about the picture that was given by the teacher before. The teacher gave 15 minutes to describe the picture. After that, the teacher pointed one of some groups and ask the students to describe one picture that he/she want to describe in front of the class. Because the limited time, the teacher finished the English class. The teacher ordered the students to study the next material from the book.

3) Third Observation

The first observation was conducted on October 15th, 2012 at 08.40 a.m - 10.00 a.m. The lesson started at 09.00 a.m. In the third observation, the lesson was done in the same class but different media

that used the teacher. The teacher greeted and the students answered the greeting. The main activities in that meeting was listening tape. It was an interesting material for the students because it was the new experience for the students. They look so happy when the teacher said that they would listen the tape. The teacher explained many material include speaking, listening, reading, structure etc. The teacher also gives the direction how to answer the question in TOEP test. The students were busy discussed and shared the way to do the TOEP Test. Until the time was up, then the teacher asks to the students back to their chair . Then the teacher closed the meeting by whising *Wassalamualaikum*.

2. The Method Used in Teaching English Speaking

1) Natural Approach

The techniques and classroom procedures in natural approach are adopted from some other methods. From the observation the writer saw the classroom activities dealing with natural approach

2) Direct Method

The writer finds that some principles in direct method are used in teaching English speaking process in the first years students of language program of Economy faculty Muhammadiyah University

3) Audio-Lingual Method

The principle in Audio-lingual Method that used in teaching English speaking in the first year student of economy faculty muhammadiyah university of surakarta is that the students listen to a model dialogue. In this case the students repeat an utterance as loud as possible after hearing from the the cassette. They do this without looking at a printed text.

4) Discussion

Through the observation, the writer sees the students are very enthusiastic when the teacher teaches speaking through a discussion. The students can expose their opinions, make them fluent in speaking and a lot of new vocabularies are received by the students, and when the teacher asks about their opinions, the students also have a great attention to the teacher.

IV. Conclusion and Suggestion

A. Conclusion

After describing and analyzing the data, the writer draws some conclusions based on the result of observation of English teaching speaking process to the first level student of Economy Faculty of Muhammadiyah University of Surakarta as follows:

1. The goal of teaching speaking in Economy Faculty Muhammadiyah University of Surakarta was to develop the communicative competence of the students in speaking skills 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
2. The media used by the teacher were pictures and real thing around the students. Every class had been equipped by LCD projector and LCD screen, and the teacher used those media. The teacher used variation techniques such as role play, pair work and discussion, modeling, practice and assessment, game, conversation practice, and repetition and translation. All of the techniques had been used by the teacher to create attractive learning process and the students could enjoy receiving the materials.
3. The material used by the teacher 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 used by the teacher are mentioned and appropriate with the purpose of teaching speaking.
4. The roles of the teacher were as a facilitator, source information, counselor, and motivator.
5. The learning cycles in teaching speaking were Building Knowledge of Field (BKOF) which is built the student's understanding related to the material by questioning the student using transactional and interpersonal conversation, Modeling of Text (MOT) which is explaining the material, Joint Construction of Text (JCOT) divided the teacher in pair work to practice their ability in working together with their friend and limited the teacher talk, and Individual Construction of Text (ICOT) which demanded the students to express the meaning of procedure text in short monolog fluency and accurately. The purpose of this procedure was exploring the student's ability in speaking skill.

6. The method used in teaching speaking in the first year student of Economy faculty Muhammadiyah Universiti of Surakarta are: Natural Approach, Direct Method, Audio-lingual Method, and using strategy of Discussion.

B. Suggestion

Based on the conclusion above, the writer gives some suggestions as follow:

1. For the teacher. The teacher should improve the students' motivation in the classroom, because motivation is a great solution for the students' boredom. In this case, the teacher should create some interesting classroom activities and improve them. Besides, the teacher ought to make the students more active.

The teacher should apply another trick to dig the students' skill especially in speaking skill and make the situation of teaching speaking as free atmosphere in order to make student free to expose their ideas and their knowledge.

2. For the students, they can give some helpful feedback to the teacher or practice with their friends. For example is by giving extra attention or even by practicing the material much more with their friends either in the classroom or outside of the classroom.

