

CHAPTER I

INTRODUCTION

A. Research Background

The one goal of Vocational school (SMK) is educate Human Resources has the view of work and competency international standarization (<http://www.ditpsmk.net/?page=content;3>)¹. The word of International focused that students of vocational graduation had to have English speaking skill. Language skill includes speaking skill, reading skill, listening skill, and writing skill

English speaking skill is language skill for students must be mastered of SMK students can communicate at internatioal area. By speaking skill very well, students of SMK graduation can communicate with their ideas, read manual, or operate global machines. English speaking skill is a language skill to be mastered, because the success of students in learning the language. With good language skills mastered, students can communicate their ideas to others both in school and outside.

Based on this statement above, according to communicative approach, language learning is study using a language to communicate exchanges messages among two people or more. This message can be question, information, praise, order, greeting etc. As stated by Widdowson in

Nurkamto, Joko, at all (2011:1) that language learning means learning to ask, inform, praise, rules, and greet others in the target language.

Similar views expressed by Willis (Nurkamto, at all 2011:1) that in learning languages (especially foreign languages) the important thing is to use that language. Thus, based on the theory of learning of communicative approach, language learning is learning to speak the language to convey an idea/ideas to achieve a particular goal.

One of the biggest vocational schools (SMK) in Blora is SMK Muhammadiyah 1 Blora. It is located 1 km from the town of Blora, precisely in the Kajangan village, Blora district. This school is located in an area of its private land and the width of this school is 8000 m² and the building is 7270 m². At first, this school only consists of 2 classes with automotive engineering technique, then it has light vehicle engineering and electronics engineering, and now it includes audio video technique. It has 41 classes consisting of 30 classes of light vehicles engineering and 11 classes of audio video technique. SMK Muhammadiyah 1 Blora has 1573 students, 67 teachers, and 23 administrative staff.

Based on observations made on students, found that students who do not have the speaking skills/inadequate. Problems found including language fluency, accuracy and Problems smoothness students tend to stutter or hesitate in expressing their ideas. When they asked or were asked to express their ideas, they tend to be quiet long and thought 'how to express their

ideas. The pronunciation, problem students often make mistakes their pronunciation and spelling.

Motivation of students during the process of learning and teaching is not good enough. If do not treated immediately will cause new problems. they preferred to speak off topic outside of learnings. When one of them present in front of the class, students are less likely to be noticed. This is the reason outcomes of Students learning is low. It is necessary for Management of English Speaking Learning at SMK Muhammadiyah 1 Blora.

Management/management is a form of business to set/control an activity to achieve a particular goal.

Gunawan (2012: 239) said that management is :

“Utilization and empowerment of all resources (human and other resources), through a process and approach in order to achieve objectives efficiently and effectively. The process includes: planning (*planning*), organizing (*organizing*), implementation (*actuating*) and monitoring (*controlling*). The essence of management is to work with others in order to achieve the expected results. Through management, made the process of integrating a variety of resources and tasks to achieve the intended purpose. In relation to the management of learning in school, the purpose of the question is formulated based curricular institutional purposes and educational purposes”.

Learning is a process of teaching and learning activities to achieve a goal that

has been set. Gunawan (2012: 246), says that :

“The process of learning in the educational unit held an interactive, inspiring, fun, challenging, motivating learners to actively participate and provide enough space for innovation,

creativity, and independence according to their talents, interests, and physical and psychological development of students by example of educators”.

Newman in his book Administrative techniques of Organisation and Management, in Masjid (2012:15) argues that "Planning is deciding what to do". Planning the learning process includes learning the syllabus and the implementation plan (RPP), which contains at least the purpose of learning, teaching materials, teaching methods, learning resources and assessment of learning outcomes as well as the follow-up assessment.

Meanwhile teaching can be mean as the process that done by teacher in counselling, helping, and guide to students to have learning experiences. In other hand teaching is the way how to prepare learning experiences for students. (Jones at. in Sumantri, (Masjid, 2012:16).

Implementation of the learning process should be learner-centered, students develop creativity, creating a fun and challenging conditions uncharged values, ethics, aesthetics, logic and, kinestitic, and provide a variety of learning experiences.

Sudjana (1989:1) says that "the assessment includes three principal objectives, namely (a) educational program (b) teaching and learning (c) the results of learning."

Assessment of learning outcomes should include the program, the process and results. The extent to which learning experiences are achieved by students, and the results of learning both individual and group.or collective.

Learning English should be defined as the process of literacy education in the English language. English is a tool to communicate verbally and in writing. Understanding of communication is understanding and ability to understand and/or produce oral texts and/or writing is realized in the four language skills namely listening, speaking, reading, and writing.

Related to that, Hadmmond (Nurkamto, at all 2011:43) states that literacy education is language education that prepares students to be able to participate in the life of modern society. Therefore, English language education should be a life-skills education.

Speaking is revealed various (interpersonal meaning, ideational, textual) in various spoken text with communicative goals, text structure, and certain linguistic traits.

Speaking skills in English is a language skill that needs to be controlled properly, because the skills are an important indicator for the success of students in learning the language. With a good mastery of language skills, students can communicate their ideas, both in schools with foreign speakers, and also maintain good relations with others/communicating with others.

According to Wells in Nurkamto, at all (2011:43) there are four levels of literacy: (1) formative, (2) functional, (3) informational, (4) epistemic. In the formative level people can read write and speak with the use of symbols. In functional languages are expected to meet their daily lives, the level of

information, access to knowledge and language, and at the level of epistemic knowledge can transform the target language.

Based on this matter above, the researcher is interested in doing research about Management of English speaking learning at SMK Muhammadiyah 1 Blora entitled MANAGEMENT OF ENGLISH SPEAKING LEARNING AT SMK MUMAHAMMADIYAH 1 BLORA.

B. Research Focus

Based on previous background, the focus of this study is 'How to manage English speaking learning at SMK Muhammadiyah 1 Blora? It can be divided into four subfokus :

1. How is planning of English Speaking Learning at SMK Muhammadiyah 1 Blora?
2. How is implementation plan of English Speaking Learning at SMK Muhammadiyah 1 Blora?
3. How is evaluation of English Speaking Learning at SMK Muhammadiyah 1 Blora?
4. How does the implementation of follow-up assessments of English Speaking Learning at SMK Muhammadiyah 1 Blora?

C. Research Objective

1. General Objectives

The general objective of this study is to describe the management of English speaking learning at SMK Muhammadiyah 1 Blora.

2. Specific Objectives

The specific aims of this research are as follows :

- a. To describe the learning plan of English speaking Learning at SMK Muhammadiyah 1 Blora.
- b. To describe the implementation of English speaking Learning at SMK Muhammadiyah 1 Blora.
- c. To describe the evaluation of English speaking learning at SMK Muhammadiyah 1 Blora.
- d. To describe the follow-up assessment of English speaking learning at SMK Muhammadiyah 1 Blora.

D. Research Benefit

This study has several benefits, both theoretical and practical benefits.

a. Theoretical Benefit

Theoretical benefits of this research is to contribute to the field of education in order to enhance students' ability to speak in public and speaking skills in English) in particular. In addition, this study can also be used as a reference for further research.

b. Practical Benefits

Practical benefits of this research will be useful for teachers, students and schools. For teachers, this study can be used as a reference for solving

problems related to improved teaching of speaking skill. For students, this study can provide the experience speaking in English and can improve the ability to speak English and increase the mindset of students' ability to solve problems. For schools, the study is expected to be an effort to improve the quality of teachers, students, and schools.

E. Key Items

1. Management ; the set of all activities referring to a collaborative effort between two or more persons for the intended purpose.
2. Learning ; a process of teaching and learning activities to achieve specific competencies that have been defined.
3. English ; foreign language to communicate in international forum.
4. Speaking ; essentially a current skill system produces sound articulation to convey the will, needs feelings, and desires to others.