

**A DESCRIPTIVE STUDY ON TEACHING SPEAKING
METHOD TO THE SEVENTH YEAR STUDENT
OF SMP NEGERI 3 BATURETNO**



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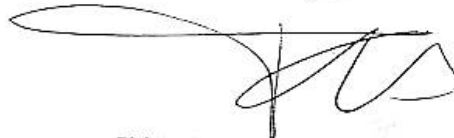
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METHOD TO THE SEVENTH YEAR STUDENT
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ABSTRACT

This research paper is intended to describe “ A Descriptive Study on Teaching Speaking Method to The Seventh Year Student of SMP Negeri 3 Baturetno”. Speaking is one of the fundamental skills essential to master in learning a foreign language. Not only does it bear a highly communicative value, but also it is generally regarded as the parameter of one’s proficiency in a foreign language. There are five components in speaking skill; they are pronunciation, grammar, vocabulary, fluency, and comprehension. The writer focuses the English teaching-learning process, on the seven year student. The purpose of this research is to know the implementation of teaching speaking method to the seventh year student of SMP Negeri 3 Baturetno. The data are taken from all elements of teaching-learning process committed by the teacher and the students and other sources such as books, students practice, lesson plan, etc. To this research paper she describes the methods are used by teacher in teaching speaking, the strengths and weaknesses of the methods used by teachers in teaching speaking, and the problems faced by teacher and students in speaking class. The result of the research is the implementation of teaching speaking is divided into two main sections; (1) Teacher activity consists of all preparations of the teacher in teaching speaking, (2) Students activity consists of all the materials in the teaching speaking and (3) The elements of speaking course.

Keywords: teaching, speaking skill, the strengths and weaknesses of the method, and the problems faced in speaking class.

A. Introduction

Speaking is one of the fundamental skills that is essential to master in learning a foreign language. Not only does it bear a highly communicative value, but also it is generally regarded as the parameter of one's proficiency in a foreign language. Owing to such as a prestigious status, student's being able to produce language becomes the ultimate goal of teaching of the spoken language.

Mastering the art of speaking is the most important aspect of learning a second or foreign language. The success is measured in term of the ability to carry out a conversation in the language. Bailey and Savage (1994: vii) state that:

“Speaking in a second language has often been viewed as the most demanding of the four skills”.

Learning English subject involves 4 (four) skills, they are reading, listening, speaking and writing. Learning English means learning language aspects and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language aspects. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students.

Brown and Yule (1983: 1-3) make a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain

social relations, and interactional function, which focus on the exchange of information.

One of the four language skills that must be learned by the students is speaking. Speaking helps the students to communicate in the target language. In doing workshops and designing materials teachers, use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): *talk as interaction; talk as transaction; talk as performance*.

Making students speak in the class is not easy because most students assume English is very difficult. The difficulties of students to speak are caused by some reasons such as students' reluctance, lack of motivation, uninteresting teaching technique, etc. In addition, the use of English for speaking is not simple, because speaker should also master several elements which are important such as: pronunciation, grammar, vocabulary, fluency, and comprehension.

The function of the teacher is not to tell the students what they should learn, but to help them select what they want to learn. The teacher becomes a facilitator of learning personal and social change by assisting the developing person at those points where help is requested.

Making students understand the message clearly and accurately is the central focus, rather than the participants and how they socially interact with each other.

“ . . . talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding (Jones, 1996:14).”

Teacher should have at their fingertips a set of exercises, task or activities that they can use with their classes whenever they need English. It is really exciting and positive experience to try various classroom activities because successful lessons depend on the use of variety of teaching methods.

Based on the situation above, the writer is inspired to conduct a study entitled **A Descriptive Study on Teaching Speaking Method to the Seventh Year Student of SMP Negeri 3 Baturetno.**

B. Research Method

In this research, the writer uses the descriptive research to describe the teacher and students in speaking class at SMP N 3 Baturetno. Descriptive research is a type of research which does not use calculation or numerating (Moleong,2007: 3)

The subjects of this research are English teachers and the seventh year students of SMP N 3 Baturetno in teaching - learning process of speaking in 2013 / 2014 academic year

The object of the study is the teaching method of speaking class of SMP N 3 Baturetno in 2013 / 2014 academic year.

The sources of the data of this study are all elements of teaching learning process committed by teacher and the students and other source such as books, syllabus, lessons plan, interview script, field note, teaching and learning process.

In conducting this research the writer does some ways to collect data, such as doing observation, analyzing document, and employing interview.

1. Observation

This technique is used to investigate the methods of English teaching. The observation is done eight times by observing the teaching speaking in the classroom

2. Content Analysis

The writer analyzed the document such as field note, interview script, and syllabus. They will be used as the data in analyzing descriptive study on teaching speaking class.

3. Interview.

The process of interview is face to face process. In this section the writer tries to get information from the teacher about the methods the used in teaching speaking.

In analyzing the data that have been collected, the writer uses “descriptive qualitative research”. By using this technique, the writer collects the data, arranges the data and presents the data. The qualitative method is a kind of research without using any calculation or statistic procedure. To know

the teaching speaking method in SMP N 3 Baturetno, the writers have some steps as follows:

1. The writer presents the detail description the methods used by teachers in teaching speaking method to the seventh year students of SMP Negeri 3 Baturetno.
2. The writer presents the detail description of the strengths and weakness used by teacher in teaching speaking.
3. The writer presents the detail description of the problems faced by teacher and students in speaking class.

C. Research Finding and Discussion

1. Description of SMP Negeri 3 Baturetno

It is located on jalan Raya Baturetno Wonogiri. The headmaster is Mr. Dwi Marwoto, S. Pd and the vice of the headmaster is Mr. Drs. Sutrisno. The school has 40 teachers. There are 18 classrooms, headmaster and teacher's office, the unit of medical school, counseling office, computer laboratory, the room of arts, library, mosque, basket field, volleyball field, parking area of teacher and student's area and canteen.

In the classroom, there are two lamps in the roof and a watch is hanging in the wall of the classroom. The tables and chairs are arranged look out on the south and west. It consists of four rows and each row consists of six lines, so the whole numbers of the tables are 24 tables and

each table is used by two students. There are two white boards in front of the class and the pictures of garuda, president and vice president are above the whiteboard.

Table and chair for the teacher are placed in front of the class in the left side. The group work board and schedule list board are hanging in the wall look out in the main door near of the teacher's table. In the back of teacher's table, there is a calendar that is hanged out in the wall look out the students' tables. And also, there are Idioms in English written form.

2. Finding of the Study

a. Teaching Method of Speaking Used by the English Teacher in SMP Negeri 3 Baturetno

➤ Goal of the Teaching

Based on the Teaching Guideline in the KTSP curriculum, the general objective of the language teaching at the junior high school is to develop the four language skills. The specific objective of the language teaching-learning process at SMP Negeri 3 Baturetno is to make the students active and responsive in the language class both in oral and written, and to apply the four language skills.

The goal of teaching speaking by Communicative Language Teaching (CLT) in SMP Negeri 3 Baturetno is divided into two objectives, they are:

➤ The General Instructional Objectives

The general objective of teaching speaking by Communicative Language Teaching (CLT) is to give the first level in the junior high school of oral and aural facility in basic elements with the simple topic of the target language.

➤ The Specific Instructional Objective

The specific objective of teaching speaking by Communicative Language Teaching (CLT) is the students are able to understand, comprehend more vocabularies, fluently in speaking and be able practicing it in daily communication or they are able to tell their daily activities individually.

➤ Syllabus

The syllabus is the description of the material or table of contents that should be taught to the students. The teacher should look upon the syllabus before make a lesson plan for teaching so that he can make the English teaching learning process efficient and meaningful. The syllabus design of teaching speaking is focused on teaching vocabulary items, grammar, pronunciation, also fluency and comprehension, so the students have already known the words.

➤ The Teaching Material

The material of teaching speaking consists of handbook and workbook. They are *Let's Talk* (descriptive, narrative and recount) as a handbook. It is written by *Joko Siswanto, Yuniarti Dwi Arini and Wasi Dewanto.2005* and it is published by Pakar Karya Bandung, 2005. As the workbook, it is *Bahasa Inggris* by Tim *MGMP Kabupaten Wonogiri 2013-2014* and it is published by *CV. Grahadi, Solo, 2013*.

➤ Teaching Learning Method

The success of the process of teaching and learning may also depend on the degree to which the teacher can provide the content or create the conditions for successful language learning. In teaching experiment, the writer did the observation six times.

b. Strength and Weakness of Communicative Language Teaching Method.

Communicative Language Teaching is language teaching method which emphasizes that the goal of language teaching is to achieve communicative competence in the classroom.

By implementing CLT, there are some benefits :

- The students become more active during the teaching-learning process in the classroom.
- The students become more involved in the classroom.

- The students can add their knowledge during the teaching-learning process in the classroom.
- The students become more interested in the materials.
- It is relevant to a target group of learners through an analysis of genuine, realistic situations.

Although CLT has some benefits, but it also has some weaknesses.

- During groupwork activity, the teacher cannot control all the language used, so the students sometimes make mistakes.
- The teacher gets difficulties to control the class and noisy classroom.

Because the class is suddenly student-centred and not teacher-centred.

- The students use mother tongue because when they speak, they do not know the words in English. When the students use mother tongue, the teacher tells the words in English.
- The time is not effective, because the timing of a speaking activity in the class can be important sometimes.
- The students need selection of vocabulary, because the student does not understand the functional language use in every sentence.

c. Problems Faced in Teaching – learning Speaking

1. The Problems Faced by Teacher

The urgent problems faced by the teacher are less of the materials. Because many kinds of the materials must be presented to the students. But the student did not understand about the meaning. So the teacher should translate word by word. And about the time, the teacher need a lot of time to translate a sentence.

2. Problems faced the students in speaking activities:

➤ Students Inhibition.

Learners are often inhibited about trying to say things in a foreign language in the class. They are worried about making mistakes, fearful of criticism or losing face.

➤ Nothing to say

Even if they are not inhibited, we often hear learners complain that they cannot think of anything to say students.

➤ Low participation.

Only one participant talks at a time or he or she dominates the group while others speak very little or not at all. In a large group each member gets very little talking time.

- Mother-tongue use.

In classes where all or a number of the learners share the same mother tongue, they are likely to use it. It is easier and it feels unnatural to speak to one another in a foreign language.

- The students have problem with grammar.

Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce grammatically correct sentences. Realizing that the grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally.

3. Discussion of the Finding

The objectives of teaching speaking at SMP Negeri 3 Baturetno are to improve students' understanding of the English language skill and English is as a means of communication and to enable the students to be active in practicing English language.

The communicative approach is deemed a success if the teacher understands the student. But, if the teacher is from the same region as the student, the teacher will understand errors resulting from an

influence from their first language. This observation may call for new thinking on and adaptation of the communicative approach. The writer observed that the percentage of teaching speaking at this school. It can be said that speaking is less because the more priority on reading and writing lessons. The percentage of teaching speaking in the first year students only 50% of the total material available. It is about 50% because speaking is the second skill that must be mastered by the students. As the result, speaking skills cannot be neglected in the composition of teaching English. From this observation it can be concluded that this portion is enough because the speaking activity will be integrated with other English skills. The teacher always uses English in teaching-learning process more than 50% and the Indonesian language just 20%. It makes students stressed because students do not understand about the material given by the lecturers. . Speaking class activity is very important for the students to know the extent because English language should be mastered by students especially speaking skill. Students are also expected to be active in the speaking class.

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