

**A DESCRIPTIVE STUDY ON ENGLISH SPEAKING
TEACHING-LEARNING PROCESS AT THE FIRST YEAR OF
SMP NEGERI 02 COLOMADU KARANGANYAR
IN 2013/2014 ACADEMIC YEAR**



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**A DESCRIPTIVE STUDY ON ENGLISH SPEAKING
TEACHING-LEARNING PROCESS AT THE FIRST YEAR OF
SMP NEGERI 02 COLOMADU KARANGANYAR
IN 2013/2014 ACADEMIC YEAR**

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ABSTRACT

This research aims at describing speaking teaching-learning process at the first year of *SMP N 2 Colomadu* in 2013/2014 academic year and to find the problems faced by the teacher and the students, and also problem solving used by the teacher. The writer did interview with the English teacher and the students of VII C class. This research is a descriptive study. Based on the data analysis, the teacher used learning cycle in teaching-learning process of speaking. It consists of four stages: Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Join Construction of Text (JCOT), and Independent Construction of Text (ICOT). The goal of teaching speaking is to develop the student's courage to speak English in speaking class and express their opinion in front of the other friends and also make the students more confident to explore their capability. The methods of teaching speaking are dialogue in front of class, discussion with the other friend, and also games. The writer finds the problem faced by the teacher, namely classroom management, different competences of the students, and the lack of students' activity. The problems faced by the students are limited vocabulary, difficulty of pronunciation, difficulty of structure, and factor nervousness. The teacher solved the problems by using some techniques, such as the teacher always gave advice and motivation to the students about the importance of their activity in speaking class, created good relation between the teacher and the students, always gave the remedy to the students who got bad score in speaking test. The teacher suggested the students in learning English to bring dictionary to find the difficult word and also to add their vocabulary. The students can consult about the difficult material when they have the problem related to the lesson or other problems that the student's have.

Key word: Descriptive Study, Problem faced, Problem solving, Speaking.

A. Introduction

The teaching of English includes four skills: listening, speaking, reading, and writing skill. The learners should be capable of mastering those four language skills. Based on the four language skills, speaking constitutes a difficult skill to be mastered by the learner because it's the primary skill taught to the students.

To equip the students with good speaking skill, the teacher should provide good material, methods and learning assessments. Teacher should not only make students active, but also make students understand about what the teacher explains. The teacher should make students interested in English, instead of making them afraid. The teacher must give motivation to the students. When the students enjoy English, it can be a good way for the students to learn English. So, there is no statement from the students that English is a difficult subject, but English is easy to learn.

Speaking is an important skill, because by this skill people can carry out conversation with others, give the ideas and exchange the information with others. In the speaking, the learners should practice more every day and they should be self-confident. They prefer to keep silent to speak English because they worry if other students laugh at them. That is one of the problems in English teaching-learning process. Hence, the writer wants to know the English teaching-learning at the first year of SMP N 02 Colomadu and the difficulties faced by them when they speak.

In the teaching-learning process of speaking, the teacher needs to apply the method or techniques that can make the students consider that English is not a

difficult subject especially in Junior High School. The teacher should explore student's ability and motivation. Actually there are methods in teaching English as a foreign language to increase student's ability and motivation. These methods are used to increase the student's attention to the lesson. However, not all methods are helpful for the students. The method used in teaching should be adjusted with their characteristic.

Every school has different style in teaching speaking. For example, the teacher uses Communicative Language Teaching (CLT) to teach speaking. In the classroom, the teacher asked the student to tell about their experience in front of the class one by one. Then the other students give questions. This method can improve the learner's communicative competence. The students are more creative in speaking English.

From the reasons above, the writer is interested in conducting the research entitled *A Descriptive Study on English Speaking Teaching-learning Process at the First Year of SMP Negeri 02 Colomadu Karanganyar in 2013/2014 Academic Year*. The researcher hopes that this writing will be useful for the readers.

B. Research Method

The writer uses descriptive research. The writer describes the implementation of speaking teaching-learning process, the problems faced by the teacher and the students, and the problem solving used by the teacher in teaching speaking at the first year of SMP N 02 Colomadu in 2013/2014 academic year.

The subject of this research is the English teacher and the students of the first year of SMP N 02 Colomadu, especially at VII C class.

The object of the research is English teaching-learning of speaking at the first year of SMP N 02 Colomadu in 2013/2014 academic year.

The data of this research are taken based on the observation of the English speaking teaching-learning process at the first year of SMP N 02 Colomadu. The other data are lesson plan, curriculum, teaching material and student's work sheet. The last data are interview script consisting of interview with the teacher and the five students of VII C class. The sources of data in this research are event, informant, and document.

In conducting this research, the writer does some ways in collecting the data such as doing observation, employing interview with student and teacher, and analyzing document.

C. Result and Discussion

Based on the result of the observation, the writer knows the implementation of teaching-learning process of speaking at the first year of SMP N 02 Colomadu, the goal of teaching speaking, material, the role of teacher and learners, classroom procedures, evaluation, problem faced by the teacher, problem faced by the students, the solution by the teacher, and teaching-learning process of speaking.

In the teaching-learning process, the teacher should make learning cycle in order to develop speaking ability. Learning cycle consists of four stages: Building

Knowledge of the Field (BKOF), Modeling of Text (MOT), Join Construction of Text (JCOT), and Independent Construction of Text (ICOT).

Based on the observation, the goal of teaching speaking in *SMP N 02 Colomadu* is to develop the student's courage to speak English in speaking class and express their opinion in front of the other friends and also make the students more confident to explore their capability and more active in speaking class.

The first year students of *SMP N 02 Colomadu* used textbook entitled "English in Focus" written by Artono Wardiman, Masduki B. Jahur and M. Sukirman Djusma. The teacher also used the other sources related to the material such as "LKS Pemetaan" made by the teacher.

In the interview with Mr. AW as a teacher of the first year of *SMP N 02 Colomadu*, the writer concludes that the teacher's roles are as facilitator, consultant, and student's motivator. As facilitator, the teacher explained the material in order to make the students understand to the material used in teaching-learning process of speaking. As consultant, the teacher helped the students who have a problem related to the material or out of the material, in the class or out the class. The teacher went around the students and checked the student's work. He came to the students who need him. As motivator, the teacher motivates the students that English is very important to learn. So they can be more interested in English. He tried to make the students enjoy while learning. If the student made a mistake in spelling, she would give positive reinforcement.

The learner's role is depending on the function and the status of the teacher in English speaking teaching-learning process. The students are the subject of

learning to receive the teacher's material and to do the task from the teacher. The students do what the teacher said. The first year students of Junior High School include into young learners that need more attention from their teacher.

The classroom procedures of speaking teaching-learning process at the first year of SMP N 02 Colomadu can be classified into two main activities: vocabulary and pronunciation. In the classroom, the teacher sometimes used pictures or real thing to introduce the vocabulary to the students. In learning pronunciation, the students usually get difficulty to articulate the new words. They less practice to pronounce words. Unfamiliar words also make them confused. The teacher anticipated by asking the students to read aloud some sentences after their teacher and using dictionary in order to check their pronunciation.

Evaluation is one of the ways to know the student's capability in understanding the materials. Evaluation is concerned with providing information on which decision can be made. The purpose is to improve and to know the achievement during and after the teaching and learning.

There are some problems by the teacher in teaching-learning process of speaking at the first year students of *SMP N 02 Colomadu*. Such as: management class, different competences, lack of student's activity. In management class, each student has different level of activity in class. There are active students and passive students. Most of students didn't have self-confidence to explore their capability. In different competences, each student has different capability to receive the material. There are students could receive the material quickly but the others couldn't. The Lack of Student's Activity, each student has different level of

activity in class. There are active students and passive students. Most of students didn't have self-confidence to explore their capability.

The Problem Faced by the Students, such as limited vocabulary, difficulty of pronunciation, difficulty of structure, and the factor of nervousness. Limited Vocabulary, the knowledge of the students about vocabulary is not too wide. They just mastered some topics easily such as: numeral, kinds of fruits, vegetable, and animal. They must master the material about expression, such as: greeting, introducing, asking and giving information, apologizing, command and prohibition that studied in the first grade.

The difficulty of pronunciation, every student has different capability to pronounce a word. They have different type of tongue, mouth, and tooth. They also were confused if they found two or more words that have some sounds to be articulated. The difficulty of structure, the students got difficulty in make the sentence. When the students want to makes a sentence well, they will know the tenses. The last problem faced by the students is nervousness. The students were afraid to perform in front of their friend. They usually felt that they couldn't understand the material first. So, they were afraid or nervous if they were wrong practicing in front of the class.

There are some ways used by the teacher to overcome the problem faced by the teacher and the student. The teacher always gave advice and motivation to the students about the importance of their activity in speaking class. The teacher created good relation between the teacher and the students. The teacher always gave the remedial to the students who got bad score in speaking test. The teacher

suggested to the students in learning English to bring dictionary to find the difficult word and also to add their vocabulary. The students can consult about the difficult material when they have the problem related the lesson or other problems that the student's have.

D. Conclusion

After describing and analyzing the data, the writer draws the following conclusions: The implementation of teaching-learning process of speaking at the first year of *SMP N 02 Colomadu* as follow: the goal of teaching speaking in *SMP N 02 Colomadu* is to develop the student's courage to speak English and express their opinion in front of their friends and make the students more confident to explore their capability and also more active in class, the teacher not only used the material in a textbook, but also student's worksheet to make the students understand the material more, the methods of teaching-learning process of speaking applied by the teacher are dialogue, discussion, and games. It's make the students don't feel bored and more enjoyable in receiving the material in class speaking, in planning the lesson, the teacher used learning cycles in order to develop speaking ability. Learning cycles consist of four stages: Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Join Construction of Text (JCOT), and Independent Construction of Text (ICOT).

The problems faced by the teacher are management of class, different competences of the students, and lack of student's activity, the problems faced by the students are limited vocabulary, the difficulty of pronunciation, the difficulty

of structure, and factor of nervousness. The problem solving used by the teacher are the teacher gave advice and motivation about the importance of their activity in speaking class, the teacher created good relation between the teacher and the students, the teacher gave remedial to the students who got bad score in the test, the teacher accepted the consultation of the students about the difficult material.

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