

**A DESCRIPTIVE STUDY ON TEACHING SPEAKING
TO THE TENTH GRADE STUDENT OF AUTOMOTIVE
CLASS AT SMK MUHAMMADIYAH 1 BLORA
IN 2013/2014 ACADEMIC YEAR**

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MUHAMMADIYAH 1 BLORA IN 2013/2014 ACADEMIC YEAR**

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Abstract

This research aims at describing the process of teaching speaking to the tenth grade student of automotive class at SMK Muhammadiyah 1 Blora in 2013/2014 academic year. Specifically, this research is aimed at describing the process of teaching speaking which will be explained in five different aspects: the goal, the techniques, the material, the media, and the evaluation, and describing the strength and weakness of the techniques applied in teaching speaking to the tenth grade students of automotive class in SMK Muhammadiyah 1 Blora. This reserach uses descriptive qualitative research. The subject of this research are the English teacher and the students in speaking class. The object of this researh is the teaching speaking activity. The method of collecting the data is by doing observation, interview, and documentation. The data of this research are the events of teaching speaking to the tenth grade students of automotive class. The results of this research show that: a) the goal of teaching speaking is to develop and to increase the students skill to speak to the others in a good language with confidence, b) the techniques used by the teacher are role playing, games, problem-solving, and discussion which are divided into 75% for presentation and 25% for explanation in each meeting, c) the materials for teaching speaking used by the teacher to the tenth grade students of automotive class are daily conversations and some dialogues about a job taken from the book "*Look Ahead for the Senior High School*" as the main material and some parts of daily newspaper, d) the media for teaching speaking is visual media, e) the evaluation for teaching speaking is that the teacher used oral speaking test as the students assessment instrument, f) the strength and the weakness of the techniques applied, in teaching speaking are various but they are balanced, they are caused by the different skills and ability of the students and the condition of the class itself.

Keywords: teaching, speaking, techniques, strength, weakness.

A. Introduction

English is an extremely important way of interaction in our modern society. It is used for communication to meet the human's needs in their life. Lastly, science and technology are presented in English as the main language for the application around the world. Based on the reasons, people should be able to communicate in English. Especially for the education in Indonesia, the government decides that English lesson should be learned from lower up to higher education grade. It means that English lesson is studied by students from Elementary to Senior High School. The educational purposes of teaching a modern foreign language (English) is to develop the ability to use the language effectively for purposes of language and attitudes required for further study, work, and leisure (Kiet, 2000:56). Moreover students as human resources should be prepared well to face the global competition, so that they have to master English language.

For the English learners in Indonesia, speaking English is quite difficult to understand, because English is not mother tongue of Indonesian people. In order to make them understand English, the learners should understand the four language skills; listening, speaking, reading, and writing (Depdiknas, 2003: 6). According to Rachmadiasari (2010) in www.mebermutu.org, the teachers in Vocational School often face some difficulties in English speaking teaching-learning process. Fear, shame, and incompetence, are the factors of vocational students that make teaching English difficult for teachers. To solve the problems, the teacher must find the appropriate method to attract the students to enjoy English. Communication between teacher and students is the most important thing that should be built, so speaking activity becomes an important part in teaching English, especially for vocational students.

The theories used for conducting the research are the theory of teaching speaking, techniques for teaching speaking, and characteristics of teacher and students. According to Tarigan (1990:3), speaking is a language skill which develops in child's life, which is preceded by listening skill and at

that period the speaking skill is learned. Then, West (1968) in Fauziati (2002:127-136) states that there are some techniques that can be used by the teacher to teach speaking skill, namely role-playing, games, discussion, problem-solving, and song. So, the important point in conducting this research is to give the clear and detail information about teaching speaking in vocational school, especially the explanation of how the process is and what the strength and weakness of the techniques applied in teching speaking are. This research is conducted in order to give the additional information and description of the teaching speaking in vocational school, especially for the English teacher to do the better teaching activity based on the phenomena of teaching speaking in vocational school. This research paper answers the following problems:

1. Describing the process of teaching speaking to the tenth grade students of automotive class in SMK Muhammadiyah 1 Blora. The process will be explained specifically based on these points:
 - a. the goal of teaching speaking
 - b. the material for teaching speaking
 - c. the media for teaching speaking
 - d. the techniques for teaching speaking
 - e. the evaluation of teaching speaking
2. Finding the strengths and weaknesses of the techniques applied in teaching speaking to the tenth grade students of automotive class in SMK Muhammadiyah 1 Blora.

B. Research Method

The writer uses a descriptive qualitative research in this research. The researcher wants to describe the goal of teaching speaking, the techniques for teaching speaking, the material for teaching speaking, the media for teaching speaking, the evaluation, and the strengths and weaknesses of the techniques applied in teaching speaking by using descriptive research.

This research was conducted at SMK Muhammadiyah 1 Blora. The researcher chooses this vocational school because it emphasizes speaking skill. The time of this research is in 2013/2014 academic year. The subjects of this

research are the English teacher and the students of speaking class in automotive department. Then, the object is the teaching speaking activities of the tenth grade students. The data that are analyzed in this research paper are collected by doing observation, interview, and documents. Then, the data source is found by the events of the teaching speaking process.

In analyzing the data, the procedures used in this study are as follows:

- a. Collecting the data that are taken from the observation, interview, and documents,
- b. Analyzing the data from the result of the observation, interview, and documents, and
- c. Giving conclusions of the result and giving suggestion.

C. Result and Discussion

The result of the research based on the objectives of the study. Then, the discussion will analyze and discuss the result with connecting them with the theory used in this research.

1. Result

Based on the observation and interview, the writer presents the process of teaching speaking to the tenth grade students of automotive class at SMK Muhammadiyah 1 Blora in 2013/2014 academic year and the strengths and weaknesses of techniques applied in teaching speaking. The results are also based on the objectives of this research.

a. The Process of Teaching Speaking

The goal of teaching speaking at SMK Muhammadiyah 1 Blora is to develop and to increase the students skill to speak to the others in a good language with confidence. Then, the techniques for teaching English speaking that are implemented at the school are role playing, games, problem-solving, and discussion. Here are the details:

- 1) The teacher applied role playing technique based on the first observation in Class XB, on September 9th, 2013.
- 2) The teacher applied game technique based on the second observation in Class XA, on September 11th 2013.

- 3) The teacher applied problem-solving technique based on the third observation in Class XC, on September 12th 2013.
- 4) The teacher applied discussion technique based on the forth observation in Class XD, at September 17th 2013.
- 5) The teacher applied role playing technique based on the fifth observation in Class XE, on September 19th, 2013.

The materials for teaching speaking used for teaching speaking to the tenth grade students of automotive class are the daily conversations and some dialogues about a job taken from the book “*Look Ahead for the Senior High School*” which contains materials of speaking skill at the beggining of each chapter and from some parts of daily newspaper. The media for teaching speaking is visual media, such as parts of newspaper and some pictures that represent the material. The evaluation for teaching speaking is that the teacher used oral speaking test as the students assessment instrument. The teacher prioritizes the ability of speaking skill of the students by considering the fluency, grammar, and vocabulary.

b. The Strengths and Weaknesses of the Techniques Applied in Teaching Speaking

The writer concludes that there are the strengths of the techniques applied in teaching speaking to the tenth grade student of automotive class at SMK Muhammadiyah 1 Blora. First is role-playing technique that develops students’ competence in learning speaking skill like native speaker. Second is games technique that can create a relaxing learning situation for the students by giving a fun situation. Third is problem-solving technique that is good for building the students’ ability in solving a problem. Forth is discussion technique that can improve student’s fluency, confidence, and spirit of a leader.

Besides, there are also some weaknesses of the techniques applied in teaching speaking. First is role-playing technique which is not suitable for all students who have different English speaking ability like native speaker when they faced an oral communication. Second is game technique that

make the class noisy and uncontrolled. Third is problem-solving technique that is making the students need more extra time to find a solution of some problems. Forth is discussion technique that can make the uncontrolled and noisy situation in the class when they are discussing something in a group that consist more than three members.

Based on the weaknesses of the techniques applied in teaching speaking to the tenth grade student of automotive class at SMK Muhammadiyah 1 Blora, the writer conducts some solutions to overcome the problem in class. First, when the class is in noisy situation, the teacher must control the students by giving additional practice and ask them to pay attention more. Second, when the teacher is teaching the material but the time is over, the teacher should end it and directly give a little conclusion that covers all of the materials on that day. Lastly, for the students that have low ability in speaking English, the teacher must give a special attention to the student deeply in order to build a competence. It means that building character and competence is started from heart to heart.

2. Discussion

Based on the research objectives, the process of teaching speaking to tenth grade students of automotive class in SMK Muhammadiyah Blora is divided into five parts. The writer also connects the relation between this discussion and the theories used for conducting this research.

Firstly, the goal of teaching speaking is to develop and to increase the students skill to speak to others in a good language with confidence. The writer concludes that the goals of teaching speaking at SMK Muhammadiyah 1 Blora are suitable with the theory from Tarigan (1990) and Fauziati (2008) who state that speaking is a language skill which develops in human's life. Based on the result of interview with the teacher, the goal of teaching speaking are to develop and to increase the students skill to speak to the others in a good language with confidence. Then, to make the students understand that English is the important language used by most of the people in the world. The students should master the basic components of English speaking, in order to get the

good communication, also to prepare them to study English in the higher level of education.

Secondly, the use of the techniques for teaching speaking in the automotive class at SMK Muhammadiyah 1 Blora and the material given by the teacher can bring the students easy in speaking English. Based on the observation in classrooms, the percentage in giving the explanation and the presentation are different. For example, the role-playing, games, problem-solving, and discussion are divided into two main steps in one meeting. They are explanation and presentation. In percentage, the explanation of every materials only 25% from all of the teaching speaking activities. It means that the teacher only focus on giving the main topic that only will be discussed in the class. Then, presentation is the most important in the teaching speaking activity. It is 75% of the whole teaching activity of that period. Based on that case, it means that the teacher wants to make the students fell more trained in every detail of their skill. Because it is a vocational school, the English teacher makes presentation as the important part in teaching speaking in order to build the students skill or practice skill. Besides, the strengths and the weaknesses of the techniques applied by the teacher are various, because the students have the different skills and abilites in achieving material given by the teacher.

Based on the interview, the teacher said that song was not suitable for the students in vocational school. The students trained the speaking skills with different techniques that are suitable for the job in the future. For example, speaking skill must be mastered by the students when they want to register into a new job or company. So, the teacher only teaches the techniques that are suitable for the skill in registering and undergoing a new job for the students in the future. From those explanation, the writer concludes that the techniques for teaching speaking applied by the teacher are suitable with the concept from West (1968) in Fauziati (2002).

Third, the use of media for teaching English speaking to the students in vocational school is perfect. Because, the teacher has conducted the appropriate ways to prepare the students for the future. It means that, choosing media is

important to help the teacher build the good teaching-learning activity. For example, the use of daily newspaper as the part of teaching speaking. Job vacancy is the most material given by the teacher. It means that the students of vocational school are prepared to have a capability in looking for a new job after the graduation.

Forth, the contribution of the material is significant. In order to build the students' ability in English speaking, the teacher chooses a material that only relates to speaking or conversation. The teacher said that the book "*Look Ahead for the Senior High School*" was the main material in teaching speaking, because in that book there were a lot of materials that were suitable with speaking activity, but the teacher only chose some material about conversations. For example, there were many speaking exercises that were studied by the students to increase the vocabulary, grammar, and speaking skill.

The last, evaluation is needed to know and to measure the result of the teaching-learning process. Based on the observation, the writer knows that the results is quite good, because more than 75% students has worked well for the evaluation test given by the teacher. From that information, it means that the students have mastered all of the basic components in English speaking. The teacher said that for the next session he will increase the quality and the difficulty level for the task in order to get the best result of the students' ability in English speaking. In this case, the writer presents the result of teaching speaking that the teacher invites the students to be responsible and make the students to be active in the social life.

D. Conclusion

Based on the result of the research and research finding, the writer concludes the process of teaching speaking to the tenth grade students of automotive class at SMK Muhammadiyah 1 Blora in 2013/2014 academic year and the strengths and weaknesses of techniques applied in teaching speaking.

1. The Process of Teaching Speaking

The goal of teaching speaking at SMK Muhammadiyah 1 Blora is to develop and to increase the students skill to speak to the others in a good language with confidence. Then, the techniques for teaching English speaking that are applied by the teacher at the school are role playing, games, problem-solving, and discussion. The materials for teaching speaking used by the teacher to the tenth grade students are daily conversations and some dialogues about a job taken from the book “*Look Ahead for the Senior High School*” as the additional material which contains materials of speaking skill and from some parts daily newspaper. The media for teaching speaking is visual media, such as parts of newspaper and some pictures that represent the material. The evaluation for teaching speaking is that the teacher used oral speaking test as the students assessment instrument. The teacher prioritize the ability of speaking skill of the students by considering the fluency, grammar, and vocabulary.

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Besides, there are also some weaknesses in the implemetation of teaching speaking. First is role-playing technique which is not suitable for all students that have different English speaking ability like native speaker when they faced an oral communication. Second is game technique that can create a noise in the class and uncontrolled situation. Third is problem-solving technique that makes the students to need more extra time to find a

solution of some problems. Forth is discussion technique that can make the uncontrolled and noisy situation in the class when they are discussing something in a group that consist more than three members.

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