THE USE OF POEM IN TEACHING SPEAKING TO THE ELEVENTH YEAR STUDENTS OF SMA N 2 SUKOHARJO

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by

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APPROVAL

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THE USE OF POEM IN TEACHING SPEAKING TO THE ELEVENTH YEAR STUDENTS OF SMA N 2 SUKOHARJO IN 2015/2016 ACADEMIC YEAR

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TESTIMONY

Herewith, the researcher testifies that in this publication article, there is no plagiarism of the previous literary work which has been raised to obtaion barchelor degree of a university, nor there are opinions or masterpieces which have been written or publised by others, except those in which the writting are referred in the manuscript and mentioned in literary review and bibliography.

Hence, later, if it is proved that there are mistakes in the researcher's statement above, the researcher will be fully responsible.

Surakarta, August 2016

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Abstract

Penelitian ini bertujuan untuk mendeskripsikan teknik yang digunakan oleh guru dalam proses pembelajaran berbicara menggunakan puisi, masalah yang dihadapi oleh guru bahasa Inggri dan siswa, dan cara guru dan murid memecahkan masalah di pembelajaran berbicara di kelas sebelas jurusan Bahasa Indonesia. Peneliti menggunakan penilitian deskriptif kualitatif. Subjek dari penelitian adalah guru Bahasa Inggris di kelas sebelas jurusan Bahasa Indonesia. Metode dari pengumpulan data adalah observasi, isi dari dokumen yang telah diananlisis dan wawancara. Dalam menganalisa data, penulis menggunakan model interaktif yaitu reduksi data, display data, verifikasi data. Berdasarkan penemuan peneliti, guru menggunakan teknik diskusi di pembelajaran speaking menggunakan puisi, sementara prosedur di pembelajaran kemampuan berbicara menggunakan puisi adalah 1) pembukaan, 2) menirukan secara kelompok, 3) menirukan secara mandiri, 4) penutugasan, 5) presentasi, 6) evaluasi, 7) penutup. Tetapi guru tidak selalu menggunakan prosedur yang sama dalam pembelajaran berbicara menggunakan puisi. Permasalahan yang di hadapi guru antara lain; 1) pengelolaan kelas, 2) keterbatasan waktu, 3) perbedaan kemampuan dari murid. Permasalahan yang dihadapi oleh siswa antara lain, 1) kesulitan di pengucapan kata, 2) lemah dalam kosa kata 3), kesulitan di pengejaan kata. Strategi yang digunakan guru untuk memecahkan permasalahan berbicara menggunakan puisi anatara lain; 1) guru memberikan pertanyaan secara acak kepada siswa, 2) guru memberikan kesempatan bertanya yang sama kepada siswa, 3) guru bertanya menyuruh siswa untuk membawa kamus atau laptop, 4) guru memberikan perhatian lebih kepada siswa yang lambat 5) guru memberikan latihan baik individu atau group. Stategi yang digunakan siswa untuk memecahkan permasalahan di pembelajaran berbicara menggunakan puisi antara lain; 1) siswa bisa mempraktikan Bahasa Inggris kepada teman atau bertanya kepada guru bagaimana cara pengucapan kata 2) siswa bisa menirukan ekspresi Bahasa Inggris di music, film, youtube atau sumber lain, 3) siswa bisa membawa kamus atau laptop di kelas Bahasa Inggris.

Kata kunci : *puisi, pembelajaran berbicara, kemampuan berbicara.*

Abstract

The study aim at describing the technique used by the teacher in teaching speaking using poem, the problem faced by the English teacher and students, and the way teacher and students overcomes the problems at the teaching speaking using poem at the eleventh year students of Language Department. The writer uses descriptive qualitative research. The subject of the study is the English teacher and the eleventh year students of Language Department. The method of

collecting data are observation, content of document analysis, and interview. In analysing data, the writer uses an interactive model, namely, data reduction, data display, and verification of the data. Based on the research finding, the teacher used discussion in teaching speaking using poem, while the procedure on teaching speaking using poem are, 1) opening, 2) choral imitation, 3) individual imitation, 4) assignment, 5) pesentation, 6) evaluation, 7) closing. But, the teacher did not use always the same procedures. The problem face by the teacher are, 1) classroom management, 2) limited time, 3) different capability of the students. The problem face by the students are, 1) the difficulty in pronunciation the word, 2) lack of vocabulary, 3) the difficulty in spelling the word. The strategies to overcome the problems faced by the English teacher in teaching speaking using poem are, 1) the teacher gave some questions randomly to the students, 2) the teacher gave the same opportunities to the students to ask, 3) the teacher aksed students to bring the dictionary or laptop, 4) the teacher shoud give more attention to the slow learners, 5) the teacher also often gives them exercise both individually or in group. The strategies to overcome the problems faced by the students, they are: 1) the students can practice it with their friends or asks the English teacher how to pronounce the words, 2) the students also can imitate an English expression in music, film, youtube or another source, 3) they can bring dictionary or laptop in English class.

Keyword : poem, teaching speaking, speaking skill.

1. INTRODUCTION

Bailay's statement (2006: 64), speaking is a produce oral skill and some people contasted speech with writing. Brown (1994), Burns & Joyce (1997) in Fauziati (2014:18) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. The form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. In speaking, speakers must know what they want to say and how to arrange sentence well to make it easy to understand by listener. Richards and Renandya (2002: 4) also say that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.

The teaching of English in Senior High School is intended to develop the student's communicative competence which emphasized four skills covering listening, writing, reading, and speaking. Speaking is interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English well because they can communicate with their friends, family, or someone who has close relation with them. The way of teaching speaking to adult learners is not as the same as teaching speaking to beginers. They have different motivation and characteristics. It will be hard when the teacher can't motivate adult leaners intensively because it is as the result of their characteristic.

The objective of the study is to describe the techique used during teaching speaking using poem at the eleventh year students of Language Program of SMA N 2 Sukoharjo in 2015/2016 academic year. It is describe to the problems faced by the English teacher and the students in teaching speaking using poem to the eleventh year students of Language Program of SMA N 2 Sukoharjo in 2015/2016 academic year. It's also describe the teacher and students strategies to overcomes the problem in teaching speaking using poem at the eleventh year students of Language Program of SMA N 2 Sukoharjo in 2015/2016 academic year.

In this research, the researcher uses previous research to prove the originality of the research. The first previous study was done by Aqlisty (UMS, 2010) entitled *"Improving Students's English Speaking Skill by Using Drama of the Second Grade Student of SMA Muhammadiyah 1 Surakarta in 2010/2011 Academic Year."* The result of her study was students can improve their speaking by using drama. The second previous study was done by Linna (UMS.2013), *"Improving Student Speaking Skill through Discussion in Grade XI of SMA Muhhamadiyah 5 Jaten"*. The result of her study is that student can improve their speaking through discussion, and discussion is apropriate technique. The third previous study was done by Ngafiah (UMS,2006) entitled *"Improving Speaking Competence through Problem Solving at the Second Year Student of SMP N 1 Wanadadi Banjarnegara"*. The result of her study is student can improve their speaking

using problem solving. The fourth previous study was done by Permatasari (UMS.2013) with her reserach *"Improving Students' Speaking though Project Based Learning at SMP N 1 Kawedanan, Magetan"*. The result of her reserach indicates that the group discussions can help the students to increase their speaking skill. It makes the students have an interaction to their friends. The fifth previous study was done by Umami (UMS: 2016), "*A Descriptive Study on Teaching Speaking at the the Tenth Grade of Office Administration Department"*. The result of his study is students can improve their speaking skill using discussion technique. The research is different from the previous reseach because this research focuses the use poem. The purpose of this study is to know the result of teaching speaking using poem. So this research is a certainly different from the previous researchers before.

Davis and Pearse (2002: 82) state that there are some clear implications for teaching speaking: The first point is trying to create a relax atmosphere in the class such as pairs and group works. The second one is exposing the learners as much as possible. It is for pronouncing speech naturally and developing speaking skills in general if they do not hear enough natural speech. The third point is accustoming the learners to combine listening and speaking in real time, in natural interaction. She adds that the most important opportunity for this is the general use of English in the classroom. Speaking is a crucial part of second language learning and teaching. Since many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. The teaching of speaking skill has become central in foreign language classrooms. The teaching of speaking skill should be figured as a central in foreign language pedagogy. According to Fauziati (2010: 15) The goal of teaching speaking skill is communicative efficiency.

2. **RESEARCH METHOD**

The research is conducted on Thursday, February 25, 2016 at the eleventh year students of Language Program of SMA N 2 Sukoharjo in 2015/2016 academic

year. Then, the second observation was done on Thursday, March 3, 2016. And the last observation was done on Thursday, March 17, 2016. The writer observed only one class to get the data in teaching class procedure. While the writer gets the data from the interview, the writer observed the same class. The subject of the study are; one English Teacher and one class of the eleventh year students of Language Program of SMA N 2 Sukoharjo in 2015/2016 academic year. The object of the study is teaching speaking using poem to the eleventh year students of Language Program of SMA N 2 Sukoharjo 2015/2016 academic year. The writer observed three times, the first observation was done on Thursday, February 25, 2016 at 11.15-13.00 a.m. The lesson rests at 12.00 until 12.15. Then, the second observation was done on Thursday, March 3, 2016. And the last observation was done on Thursday, March 17, 2016. The writer observed only one class to get the data in teaching class procedure. While the writer gets the data from the interview, the writer observed the same class. The writer used some technique to get the data, they are: a) observation of the teaching speaking using poem in the class, b) document analysis, and c) interview with the teacher and some students. The writer uses descriptive research. The writer used method of collecting data are observation, document analysis, interview, and data validity. In analysing data, the writer uses an interactive model, namely, data reduction, data display, and verification of the data or conclusion.

3. **RESEARCH FINDING AND DISCUSSION**

   a. **Research Finding**

   The writer used some methods for collecting the data. The writer observed the teaching speaking using poem to get the real description. The writer used some technique to get the data, they are: a) observation of the teaching speaking using poem in the class, b) document analysis, and c) interview with the teacher and some students.

1) **The Technique Used during Teaching Speaking Using Poem**

   Based on the research, the writer discusses the finding of the research. The first is the technique used by the teacher during teaching-learning process on

speaking. The teacher used discussion because the technique can increase the students' ability in speaking English. Discussion makes the students more confident and enjoy to learn. It is appropriate with Fauziati (2010: 27) that in discussion the leaners are divided into some groups then they have to discuss some topic given by the teacher. In using discussion technique, the teacher has some classroom procedures but he did not use the same procedure in each meeting. The first observation the teaching learning process used by teacher are opening, choral immitation, individual imitation, assignment, presentation, evaluation, and closing. Only one group has presented because the time was over. The second observation the teacher procedure used opening, individual imitation, assignment, presentation, evaluation, and closing. The teacher did not use choral immitation because the students has known how to pronounce correctly. The third observation, the teacher procedure used opening, individual imitation, assignment, presentation, evaluation, and closing. The teacher did not use choral immitation because the last meeting the students have understood with poem.

2) **Problems Faced by the Teacher and Students in Teaching Speaking Using Poem**

   a) The Problems Faced by the Teacher in Teaching Speaking Using Poem

   The teacher has problems during teaching-learning process, there are: 1) Classroom Management: the class is dominated female students so the situation of the classroom is very noisy 2) limited time in teaching-learning process: the time given in 2013 Curriculum is not enough for the teacher to give all of the materials 3) Different Capability of the Students: The students who are catagorized as a slow learner learn and revieve the material slowly, so it makes the teaching-learning process of teaching speaking using poem does not run well. For example, when the teacher explained the material to the students, some of slow learners did not understand of what being explained, while the majority fast larners understood it well.

   b) The Problems Faced by the Students in Teaching Speaking Using Poem

There are some problems faced by the students, namely; 1) the difficulty in pronunciation the word: they usually used Indonesian rather than English: 2) lack of vocabulary: the students find difficulty to translete from English into Indonesia 3) the difficulty in speling the word: The students commonly only remember how to pronounce or sound of the word, but they did not know the couple letters that have to be written by them.

3) The Strategies to Overcome the Problems Faced in Teaching Speaking Using Poem

a) The Strategies to Overcome the Problems Faced by the English Teacher in Teaching Speaking Using Poem

There are some ways used by the teacher to overcome the problems, they are; 1) The teacher gave some questions randomly to the students in order to they paid attention on the teacher's explanation: 2) the teacher gave the same opportunities to the students to ask: 3) the teacher aksed students to bring the dictionary or laptop: 4) the teacher has limited time in teaching English, the teacher shoud give more attention to the slow learners, the teacher repeats some difficult pronunciation words, the teacher should motivate them to feel happy in joining the class: 5) the teacher also often gives them exercise both individually or in group.

b) The Strategies to Overcome the Problems Faced by the Students in Teaching Speaking Using Poem

There are some strategies to overcome the problem by the students, they are: 1) the students can practice it with their friends or asks the English teacher how to pronounce the words: 2) The students also can imitate an English expression in music, film, youtube or another source in order to they understand how to spell the words: 3) they can bring dictionary or laptop in English class in order to they can know the meaning of the unfamiliar word.

b. Discussion

Based on the research, the writer discusses the finding of the research. The first is the technique used by the teacher during teaching-learning process on speaking. The teacher used discussion because the technique can increase the students' ability in speaking English. Discussion makes the students more confident and enjoy to learn. It is appropriate with Fauziati (2010: 27) that in discussion the leaners are divided into some groups then they have to discuss some topic given by the teacher.

In using discussion technique, the teacher has some classroom procedures but he did not use the same procedure in each meeting. The first observation the teaching learning process used by teacher are opening, choral immitation, individual imitation, assignment, presentation, evaluation, and closing. Only one group has presented because the time was over. The second observation the teacher procedure used opening, individual imitation, assignment, presentation, evaluation, and closing. The teacher did not use choral immitation because the students has known how to pronounce correctly. The third observation, the teacher procedure used opening, individual imitation, assignment, presentation, evaluation, and closing. The teacher did not use choral immitation because the last meeting the students have understood with poem.

Based on the research finding, there are some problems faced by the teacher and students. The teacher has problems during teaching-learning process, there are: 1) Classroom Management: the class is dominated female students so the situation of the classroom is very noisy 2) limited time in teaching-learning process: the time given in 2013 Curriculum is not enough for the teacher to give all of the materials 3) Different Capability of the Students: The students who are catagorized as a slow learner learn and revieve the material slowly, so it makes the teaching-learning process of teaching speaking using poem does not run well. For example, when the teacher explained the material to the students, some of

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slow learners did not understand of what being explained, while the majority fast larners understood it well.

Based on the research finding, the students also faced some problems in learning English . There are; 1) the difficulty in pronunciation the word: they usually used Indonesian rather than English: 2) lack of vocabulary: the students find difficulty to translete from English into Indonesia 3) the difficulty in speling the word: The students commonly only remember how to pronounce or sound of the word, but they did not know the couple letters that have to be written by them.

Based on the research finding, there are some ways used by the teacher to overcome the problems, they are; 1) The teacher gave some questions randomly to the students in order to they paid attention on the teacher's explanation: 2) the teacher gave the same opportunities to the students to ask: 3) the teacher aksed students to bring the dictionary or laptop: 4) the teacher has limited time in teaching English, the teacher shoud give more attention to the slow learners, the teacher repeats some difficult pronunciation words, the teacher should motivate them to feel happy in joining the class: 5) the teacher also often gives them exercise both individually or in group.

Based on the research findings, there are some strategies to overcome the problem by the students, they are: 1) the students can practice it with their friends or asks the English teacher how to pronounce the words: 2) The students also can imitate an English expression in music, film, youtube or another source in order to they understand how to spell the words: 3) they can bring dictionary or laptop in English class in order to they can know the meaning of the unfamiliar word.

There are differences of the result among this reserach and the previous studies which have the same focus, in teaching speaking. Aqlisty (UMS, 2010) entitled *"Improving Students's English Speaking Skill by Using Drama"* The result of her study was students can improve their speaking by using drama. The second previous study was done by Linna (UMS.2013), *"Improving*

Student Speaking Skill through Discussion". The result of her study is that student can improve their speaking through discussion, and discussion is apropriate technique. Ngafiah (UMS,2006) entitled *"Improving Speaking Competence through Problem Solving"*. The result of her study is student can improve their speaking using problem solving. Permatasari (2013) with her reserach *"Improving Students' Speaking though Project Based Learning"*. The result of her reserach indicates that the group discussions can help the students to increase their speaking skill. It makes the students have an interaction to their friends. Umami (UMS: 2016), "*A Descriptive Study on Teaching Speaking at the the Tenth Grade of Office Administration Department"*. The result of his study is students can improve their speaking skill using good technique. Based on some previous studies, all of the research is the same topic. They focus on speaking skill but they use different technique and method. It can be concluded that this research is different from the other researcher the writer only used one technique in the classroom teaching-learning of speaking skill. The subject of this study in this research is the English teacher and the eleventh year students of Language Program of SMA N 2 Sukoharjo in 2015/2016 academic year. Based on the observation, the teacher implemented some principles for teaching speaking as already told by Nunan (1991: 54 -56). The teacher used discussion technique for teaching speaking skill in order to gave the students an opportunity for oral communication. The teacher gives the students a occasion to make a group to discuss the material. After the teacher gave the assignment, the student must deliver the result of their discussion in front of class. Sometimes the teacher asked student to seek some meaning or synonym in every words. Then, the teacher checks the student' argument and gave the correction for the best sntences. Teacher also gave the true answer of his question. He also gave the motivation to make the students more interesting and diligent in learning.

4. **CONCLUSION**

   a. The technique used by the teacher during teaching-learning process in speaking is discussion. The teacher did not use the same procedure in every

meeting because he adjusts the material with the situation of the class. The meeting procedures used by teacher are different in each meeting. In the first observation, the teaching learning process used by teacher are opening, choral imitation, individual imitation, assignment, presentation, evaluation, and closing. In the second observation, the teacher procedure used opening, individual imitation, assignment, presentation, evaluation, and closing. In the third observation, the procedures used by the teacher are opening, individual imitation, assignment, presentation, evaluation, and closing.

b. The Problem Faced by the Teacher and the Students in Speaking Teaching-learning on speaking skill:

1. The problems faced by the teacher are classroom management in speaking teaching-learning process at the eleventh year students of Language Department, limited time in teaching-learning process, and different capability of the students at the eleventh year students of Language Program of SMA N 2 Sukoharjo.

2. Problems faced by the students are the difficulty in pronunciation the word, lack of

vocabulary, and the difficulty in speling the word.

c. The Strategies to Overcome the Problems faced by the teacher and the students.

1) The stategies to overcome the problems faced by the teacher are: 1) The teacher gave some questions randomly to the students in order to they paid attention on the teacher's explanation: 2) the teacher gave the same opportunities to the students to ask: 3) the teacher aksed students to bring the dictionary or laptop: 4) the teacher has limited time in teaching English, the teacher shoud give more attention to the slow learners, the teacher repeats some difficult pronunciation words, the teacher should motivate them to feel happy in joining the class: 5) the teacher also often gives them exercise both individually or in group.

2) The stategies to overcome the problems faced by the students are: 1) the students

can practice it with their friends or asks the English teacher how to pronounce the words: 2) The students also can imitate an English expression in music, film, youtube or another source in order to they understand how to spell the words: 3) they can bring dictionary or laptop in English class in order to they can know the meaning of the unfamiliar word.

After the writer draws the conclusion, the writer would like to propose some suggestions to some parties as follows:

1. For the teacher
    a. The teacher should not only consider about the product of the students' speaking but also the process of students' speaking.
    b. The teacher should prepare the media or material that will be used in teaching lerning process well.
    c. English teacher should be more creative in teaching speaking for the students in order to the students are not bored. The technology is now getting better. The teacher can use technology to support the teaching speaking.
    d. The teacher should give more attention to the students who has enthusiasm in the poem.

2. For the Students
    a. Students should realize that speaking skill is one of the language skills which is significant to be applied in daily life.
    b. The students should be more enthusiastic in the poem because they are Language Program.

3. For Headmaster of the school
    a. The headmaster of the school should pay attention to the teacher in implementating the teaching speaking using poem and give the teacher acknowledgement before doing learning activity.
    b. The headmaster should give chance to the students to join some poem contests.

4. For other researchers

a. To the other researchers who want to study this same subject, the writer hopes that this study useful as a reference.

b. To the other researchers, the writer hopes to use it as starting point to conduct the further research in the different point.

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