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

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

SHINTA WULANDARI
A 320 120 018

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2016
APPROVAL

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

RESEARCH PAPER

Written by

SHINTA WULANDARI
A 320 120 018

Approved to be Examined by consultant

Consultant

Drs. Djoko Srijono, M. Hum.
NIP. 19590601 198503 1003
ACCEPTANCE

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

Research Paper

Written by
SHINTA WULANDARI
A 320 120 018

Accepted and Approved by the Broad of Examiners

School of Teacher Training and Education
Muhhamadiyah University of Surakarta
On 22, August 2016

Team of Examiner :

1. Drs. Djoko Srijono, M. Hum.
   (Chair Person)

2. Siti Fatimah, M.Hum.
   (Member I)

3. Dra. Muamaroh M.Hum, Ph.D.
   (Member II)

Dean,

Prof. Dr. Harun Joko Pravitno, M. Hum.
NIP. 196504288199303 1001
TESTIMONY

Herewith, the researcher testifies that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing 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

The researcher,

Shinta Wulandari

A 320 120 018
MOTTO

“Patience is the most beautiful pearl because patience will foster success”
(Imam Ghazali)

“Humble, smile, and be kind to everyone”
(The writer)
DEDICATION

Lovingly, this research paper is proudly dedicated to:

Her beloved MOM, Mrs. Priyantiningsih, and DADDY, Mr. Guntoro, and lovely little sister Angie Indri Antoro,

Her beloved grandfather, Mr. Saring Marsudi, and grandmother, Mrs. Haryati, and

Her greatest family.
ACKNOWLEDGMENT

All praise for the Almighty God, Alloh SWT, the researcher can finish the research paper. It is because His blessing, loving, helping, and protecting. Without all of those, she is nothing at all. She would like to thank for everyone who deserves to receive and appreciation to the following people:

1. **Prof. Dr. Harun Joko Prayitno, M. Hum.**, as Dean of School of Teacher Training and Education Faculty in Muhammadiyah University of Surakarta,
2. **Mauly Halwat Hikmat, Ph. D.**, as Head of English Department Muhammadiyah University of Surakarta,
3. **Drs. Djoko Srijono, M. Hum.**, as the first consultant who has patiently guided the researcher,
4. **Dra. Muamaroh M. Hum, Ph.D.**, as the examiner who has patiently gives the comment and guidance to her to completing this research paper,
5. **Siti Fatimah, M. Hum.**, as the examiner who has patiently gives the comment and guidance to her to completing this research paper,
6. **Prof. Endang Fauziati, M. Hum.**, as the advisor consultant,
7. All the lecturers of English Department Muhammadiyah University of Surakarta for the more knowledges that have shared to her,
8. Her best gratitude for her beloved parents Mr. Guntoro and Mrs. Priyantiningsih. Thanks for loving, caring, praying, supporting and everything that they give. “You are my everything forever and ever”
9. Her best gratitude for her beloved grandfather and grandmother Mr. Saring Marsudi & Mrs. Haryati thanks for caring and supporting,
10. Her lovely little sister Angie who love, joke and also her partner in everything,
11. Her big family who love, care, support, pray and motivate her.
12. Her close friends Ita, Rida, Ima, Adhe, Twin, Gitti, and Mukhlis (mas muk) thanks for the kind friendship like a family that her ever have,
13. Her kindly Jepret brunch (Lina, Retno, Odie) thanks for the joke and togetherness “let’s make a good holiday and do amazing things”
14. Her kindly Kampung Segar bunch (Ndari, Sri Jum, Ijul, Tri Chom, Pipit, and Satria) thanks for the joke and togetherness,
15. Her sweetheart Christian Tama thanks for love, care, support, pray and motivate her.
16. Her friends in English Education. Thanks a lot,
17. Her Almamater of Muhammadiyah University of Surakarta, and
18. People who love her.

The researcher realizes that this research paper still far from being perfect. Therefore, the researcher accepts the criticism and suggestion from others.

Surakarta, August 2016

The researcher

Shinta Wulandari
A320120 018
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER ..................................................................................</td>
<td>i</td>
</tr>
<tr>
<td>TITLE ..................................................................................</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL ...........................................................................</td>
<td>ii</td>
</tr>
<tr>
<td>ACCEPTANCE ..........................................................................</td>
<td>iii</td>
</tr>
<tr>
<td>TESTIMONY ...........................................................................</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO .................................................................................</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION ..........................................................................</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT ....................................................................</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENT ..................................................................</td>
<td>ix</td>
</tr>
<tr>
<td>SUMMARY ...............................................................................</td>
<td>xii</td>
</tr>
<tr>
<td>RINGKASAN ...........................................................................</td>
<td>xiii</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION ................................................................</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study ..................................................</td>
<td>2</td>
</tr>
<tr>
<td>B. Limitation of the study ..................................................</td>
<td>2</td>
</tr>
<tr>
<td>C. Problem Statement ................................................................</td>
<td>2</td>
</tr>
<tr>
<td>D. Objectives of the Study ..................................................</td>
<td>3</td>
</tr>
<tr>
<td>E. Significance of the Study ................................................</td>
<td>3</td>
</tr>
<tr>
<td>F. Research paper organization ............................................</td>
<td>4</td>
</tr>
<tr>
<td>CHAPTER II: REVIEW OF RELATED LITERATURE ..................................</td>
<td>5</td>
</tr>
<tr>
<td>A. Previous Study .............................................................</td>
<td>5</td>
</tr>
<tr>
<td>B. Speaking ...........................................................................</td>
<td>6</td>
</tr>
<tr>
<td>1. Notion of Speaking .......................................................</td>
<td>6</td>
</tr>
<tr>
<td>2. Elements of Speaking .....................................................</td>
<td>6</td>
</tr>
<tr>
<td>3. Principles for Teaching Speaking .....................................</td>
<td>7</td>
</tr>
<tr>
<td>C. Teaching Speaking Using Poem ..........................................</td>
<td>7</td>
</tr>
<tr>
<td>D. Technique for Teaching Speaking ......................................</td>
<td>8</td>
</tr>
<tr>
<td>E. Poem ................................................................................</td>
<td>9</td>
</tr>
<tr>
<td>1. Definition of Poem .......................................................</td>
<td>9</td>
</tr>
<tr>
<td>2. Type of Poem ..............................................................</td>
<td>10</td>
</tr>
</tbody>
</table>
CHAPTER III : RESEARCH METHOD ................................................. 12
A. Type of the Research .................................................. 12
B. Subject of the Research ............................................. 12
C. Object of the Research ............................................... 12
D. Data and Data Source ............................................... 12
E. Method of Collecting Data ......................................... 13
F. Technique for Analysing Data...................................... 14

CHAPTER IV : RESEARCH FINDING AND DISCUSSION............... 16
A. Research Finding .......................................................... 15
   1. The Technique Used during Teaching Speaking Using Poem................................. 15
      First Observation .................................................. 17
      Second Observation .............................................. 23
      Third Observation ............................................... 26
   2. The Problem Faced by the Teacher and the Students in Teaching Speaking Using Poem ...... 29
      a. The Problem Faced by the Teacher in Teaching Speaking Using Poem .............. 29
      b. The Problem Faced by the Students in Teaching Speaking Using Poem ........... 30
   3. The Strategies to Overcome the Problems in Teaching Speaking Using Poem .............. 31
      a. The Strategies to Overcome the Problems Faced by the Teacher in Teaching Speaking Using Poem ........................................... 31
      b. The Strategies to Overcome the Problem Faced by the Students in Teaching-learning Speaking. 32
A. Discussion ..................................................................... 32

CHAPTER V : CONCLUSION AND SUGGESTION .................... 36
A. Conclusion ................................................................. 36
B. Suggestion ............................................................... 37

BIBLIOGRAPHY ............................................................................................................

APPENDIX .....................................................................................................................
SUMMARY

Shinta Wulandari. A320120018. THE USE OF POEM IN TEACHING SPEAKING TO THE ELEVENTH YEAR STUDENTS OF SMA N 2 SUKOHRJO IN 2015/2016 ACADEMIC YEAR. RESEARCH PAPER. 2016

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) presentation, 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 asked students to bring the dictionary or laptop, 4) the teacher should 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.
RINGKASAN


Penelitian ini bertujuan untuk mendeskripsikan teknik yang digunakan oleh guru dalam proses pembelajaran berbicara menggunakan puisi, masalah yang dihadapi oleh guru bahasa Inggris 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 dianalisis 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) penugasan, 5) presentasi, 6) evaluasi, 7) penutup. Tetapi guru tidak selalu menggunakan prosedur yang sama dalam pembelajaran berbicara menggunakan puisi. Permasalahan yang dihadapi 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 antara 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. Strategi 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.