TEACHING AND LEARNING PROCESS OF SPEAKING AT THE FOURTH SEMESTER OF ENGLISH DEPARTMENT OF UMS IN 2016/2017 ACADEMIC YEAR

ARTICLE PUBLICATION

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by

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APPROVAL

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Yuliana Fithri Herawati

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ABSTRACT

The objectives of this study are to describe the implementation of teaching learning process of speaking at the fourth semester of English Department of UMS in 2016/2017 academic year and the problems faced by the students and lecturer in teaching learning process of speaking at the fourth semester of English Department of UMS in 2016/2017 academic year. The research is qualitative research. The subject of the study is the English lecturer and the students of the fourth semester of English Department of UMS 2016/2017 academic year. The object of the study is teaching learning process of speaking at the fourth semester of English Department of UMS in 2016/2017 academic year. The method of collecting data are observation, interview, document analysis. The technique of analyzing data are data reduction, data display, and conclusion and verification. The results of the study shows that the materials of teaching learning process of speaking at the fourth semester of English Department of UMS in 2016/2017 academic year were 'opening speech' and 'academic presentation'. There are three steps in teaching those materials in class, which consists of explaining, rehearsing, and reinforcing. The problems faced by lecturer in teaching learning process of speaking are situation is too crowded, the lecturer is exhausted because too much power and strength are wasted, and students often present the materials by reading the text. The problems faced by the students in learning process of speaking are limited class time, lack of vocabulary, and student's anxiety.

Keywords: descriptive, speaking teaching learning, opening speech, academic presentation

ABSTRAK

Tujuan dari penelitian ini adalah untuk menggambarkan pelaksanaan proses belajar mengajar berbicara pada semester keempat Jurusan Bahasa Inggris UMS di 2016/2017 tahun akademik dan masalah yang dihadapi oleh siswa dan dosen dalam proses belajar mengajar berbicara di semester keempat Inggris Departemen UMS di 2016/2017 tahun akademik. Penelitian ini merupakan penelitian kualitatif. Subyek penelitian adalah dosen bahasa Inggris dan mahasiswa semester IV Jurusan Bahasa Inggris UMS 2016/2017 tahun akademik. Objek penelitian adalah mengajar proses belajar mengajar berbicara di semester keempat Jurusan Bahasa Inggris UMS di 2016/2017 tahun akademik. Metode pengumpulan data adalah observasi, wawancara, analisis dokumen. Teknik analisis data adalah reduksi data, display data, dan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa materi dari proses belajar mengajar berbicara pada semester keempat Jurusan Bahasa Inggris UMS di 2016/2017 tahun akademik yang

'pidato pembukaan' dan 'presentasi akademik'. Ada tiga langkah dalam mengajar bahan-bahan di kelas, yang terdiri dari menjelaskan, berlatih, dan memperkuat. Masalah yang dihadapi oleh dosen dalam proses belajar mengajar berbicara adalah situasi yang terlalu ramai, dosen habis karena terlalu banyak kekuasaan dan kekuatan yang terbuang, dan siswa sering presentasi materi dengan membaca teks. Masalah yang dihadapi oleh siswa dalam proses berbicara belajar adalah waktu kelas terbatas, kurangnya kosakata, dan kecemasan siswa.

Kata kunci: deskriptif, belajar mengajar berbicara, pidato pembukaan, presentasi akademik

1. Introduction

The skills in English means that to study English, people must learn four skills, namely, writing, listening, reading, and speaking. These four skills are usually considered as integrated system. In Indonesia, the four language skills are important to be learned and mastered by every individual. Because English is a language that needs to be said, so speaking is one of those skills that is necesary a lot. Speaking in a foreign language is viewed as the most demanding of the four skills. As a result , the teaching of speaking skill should be figured as central in foreign language pedagogy. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, in how they use their language to be pronunced. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

In English Department, there are four levels of speaking class. Speaking I 'daily conversation' learned by the first semester, speaking II 'situational communication' learned by the second semester, speaking III 'debating' for third semester, and the last speaking IV 'opening speech, language skills presentation, subjects presentation, and how to read a diagram in English' for fourth semester.

The entire sub for each level are speaking I are introduction, unforgettable experience, role of youth, and future plans. The materials of speaking II is making a complex conversation. For example in hotel situation, restaurant situation, hospital situation, etc.. The material of speaking III is debate. Student can practice Australian, Asian, American, or British debate according to their lecturer. The students could improve their arguments, how to ask and give agreement and disagreement, and how to critisize some issues. The material of speaking IV is academic presentation. The students can explore their speaking ability for presenting something individually.

There are materials that should be taught in speaking IV for fourth semester. Those materials can be separated into several sub materials. Those materials are different between one to another. Those materials are opening speech, language skills presentation, subjects presentation, and how to read a diagram in English.

The researcher is interested in analyzing teaching and learning process of speaking at the fourth semester of English Department of UMS. The reasons of the researcher in choosing speaking IV as the object of this research are: 1) the level of material is complicated to be learned by the students. 2) the material in fourth semester are the integration of all of the material from first to the third semester. 3) the ability of student's speech is higher than first until third semester. 4) speaking IV is the last speaking level in English Department. In this reseach the researcher wants to conduct a reseach entitled "TEACHING AND LEARNING PROCESS OF SPEAKING AT THE FOURTH SEMESTER OF ENGLISH DEPARTMENT OF UMS IN 2016/2017 ACADEMIC YEAR"

The objectives of this study are to describe the implementation of teaching learning process of speaking and the problems faced by the students and lecturer in teaching learning process of speaking at the fourth semester of English Department of UMS in 2016/2017 academic year.

The first research is conducted by Ipung Anggoro (2012) entitled *"Corrective Feedback Found in Speaking Classroom at The English Department of Muhammadiyah University of Surakarta"*. The second research was done by Abi Andaya Iswara, *et al* (2014). She conducted his research entitled *"Improving Students' Speaking Fluency through the Implementation of Trivia-Based Activity in University Students"*. The third research was done by Cao Hong Phat, *et al* (2012). They conducted her research entitled *"The Implementation of Literature in Teaching Speaking for Advanced Students"*. This research is different based on its focus. There are new and deeper analysis from the researcher where she wants to analyze how is the implementation of teaching speaking at University. Where in University English skill was separated into skills and many of focuses, on this case, the researcher analyze one of English skill, speaking.

According to Chaney"s definition, he describes speaking in a similar way saying that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney in Šolcová 2011: 17). Speaking as a verbal communication plays an important role in our society. In speaking activity, there are a sending and receiving process between the speaker and listener. Speaker, message, and listener are the components of the speaking activity. While Nelson in (Purwianingsih, 2002: 15) states that " speaking is as indispensable to the life of man on the level as is sleep or drinking water on the biological level." From the explanation above the writer concludes that speaking is the process of sending and receiving message. Speaking is interactive process of constructing meaning that involves producing, receiving and processing information.

According to Brown (2000: 268) there are some aspects of speaking that should be recognized by language learners in teaching speaking, namely:

According to Nunan (1991: 54-56), there are five principles of teaching speaking, as follows:

1.1 Be aware of the differences between second language and foreign language learning contexts.

1.2 Give students practice with both fluency and accuracy.

1.3 Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

1.4 Plan speaking tasks that involve negotiation for meaning.

1.5 Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

To support the process of teaching and learning of speaking run well, teaching learning needs some components. In teaching learning process, there is an objective of teaching, namely instructional objective. According to Sadirman (1996: 68) instructional objective or objective of teaching is the teaching situation (the application of approach, method, and technique in the classroom) that is used to determine the result achieved. If the results of the objective of teaching do not coincide with the objective, the teaching is at least partially unsuccessful.

1.1 Classroom Procedure

Procedure encompasses the actual moment to amount practices and behaviors that operat in teaching a language according to particular method. In order words, procedure is classroom practices done by teacher when presenting a language program (Fauziati, 2010: 17).

1.2 Teacher's Role

In every teaching learning process, a teacher has an important role. Teacher as a center of information means a teacher is the source of knowledge in a classroom. Teacher that involved the students handle all of the activities in the classroom. Traditionally, the teacher has full authority in the classroom. The students do what the teacher says to them. According to Richard (1990: 12): the kinds of roles teachers may see for themselves in the classroom monitor of student learning, motivator, organizer and controller of pupil

behavior, provider of accurate language models, counselor and friend, needs analyst, materials developer, evaluator.

1.3 Learner's Role

Learner's roles are regarded as the involvement of student in teaching and learning activities. According to Richard (1990: 13) the roles of the learners related to approaches to learning, attitude to learning preferred learning styles and trategies, preferred learning activities, patterns of learner to learner interaction, patterns of teacher to learner interaction, degree of control learners exercise over their own learning, how learners characterize effective teaching and how learners characterize effective learning.

2. Research Method

The research is qualitative research. The objectives of this study are to describe the implementation of teaching learning process of speaking and the problems faced by the students and lecturer in teaching learning process of speaking at the fourth semester of English Department of UMS in 2016/2017 academic year. The method of collecting data are observation, interview, document. The technique of analyzing data was data reduction, data display and conclusion and verification. The credibility data of this research using methodological and theoretical triangulation.

3. Research Finding

3.1 **The implementation of teaching learning process of speaking at the fourth semester of English Department of UMS 2016/2017 academic year**.

There are three procedures in teaching learning English in class, where the researcher separates it into three, opening, main activity and closing. In main activities, the lecturer did the procedure of teaching speaking, namely explaining, rehearse, and reinforce.

3.1.1 Opening

Miss SS gave the sample of opening speech video on screen, the video was the International President of NewYork Company (Stephen dunbar-johnson) speech. Here the student watched, listened and observed (March 10, 2016).

The student wantched and listened, the also wrote down every important point on video. To get the good result form the vidoe, the lecturer play the video twice. In the middle of the video run, the lecturer insert seeral option and explanation about the video and also the duration of the video. Then, Miss SS asked the students to came forward one by one for opening speech practice like previous and like the sample on video. To do the presentation, Miss SS give the opportunity for student in doing the presentation, it would be based on NIM or pointing by her.

3.1.2 Main Activity

3.1.2.1 Explaining

In Explaining session Miss SS gave the sample of opening speech video on screen, the video was the International President of NewYork Company (Stephen dunbar-johnson) speech. Here the student watched, listened and observed. The student wantched and listened, the also wrote down every important point on video. To get the good result form the vidoe, the lecturer play the video twice. In the middle of the video run, the lecturer insert seeral option and explanation about the video and also the duration of the video (March 10, 2016).

Explaining in the second meeting (March 24, 2016), the lecturer no longer used the video as a material. She was was also no longer give a complete explanation related to the material that she wants to give. She wants to measure the development of her students on presentation.

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She also wants know the students preparation dealing with an oral presentation with a new topic of material.

3.1.2.2 Rehearse

In rehearse the lecturer give rehearseal for the student under her supervision. Miss SS asked the students to came forward one by one for opening speech practice like previous and like the sample on video. To do the presentation, Miss SS give the opportunity for student in doing the presentation, it would be based on NIM or pointing by her.

But finally, the decision was the teacher pointing randomly, and of course every student should signed the attendance list before the practice. One by one, students came forward in front of the class with a different theme of opening speech, such as celebrate women's day, Kartini's day, etc. (March 10, 2016).

The rehearse on the second meeting (March 24, 2016) The lecturer wanted the student to make groups and discussed about 'academic presentation' as a material. It can be anything. She gave 10 minutes to prepare the group and 10 minutes for presentation. Miss SS asked per group to came in to the class started from the first group. While they came into the class, the lecturer asked them to fill the absent sheet.

But, the class became to crowded, in slecting the member of the group. There are also a lot of unqualitified question coming from the other group for the group who did the presentation. So, the time of presentation for each group become more than 10 minutes. In group activity, each moderator introduced their members, then each members should explain about the course material. The presentation runs fast, one by one they did the presentation. The lecturer just said, 'keep

going', and 'next group', without a break. Each groups from four group explained about tefl 2 material (destructive behaviour), IAD (stars), IAD (science), tefl (language content).

3.1.2.3 Reinforce

Reinforce in (March 10, 2016), in the middle of teaching learning process, there was one student that was stopped by Miss SS when she was presenting her speech. The reason is that the student brought the text in her presentation. Miss SS said that it was not speaking but reading, to bad for that. Then Miss SS correct that condition by asking the other students if there were any student who did the same thing as 'AA' several student admitted that they did the same thing. Then Miss SS made decision to cross out the name of the students considered that they were not doing presentation on that day. Miss SS said that every students should create the presentation material by using their own words. Beside that, Miss SS also helped the student that making mistake by correcting them (grammar, pronounciation, and vocabulary).

The reinforce in the second meeting (March 24, 2016) while the presentation runs, the lecturer did not give any kind of feedback much, because she wanted the student to give the feedback by them selves. The lecturer guided them to corect their friends' work. So, after the first group came in front of the class, the lecturer gave the oportunity for the second, third and fourth group to do the same thing (did the presentation and gave the feedback) guided by the lecturer.

3.1.3 Closing

The presentation runs until the time is up. Then Miss give an applouse and say thanks to student that has been succes in the presentation.

Miss SS also give a feedback related to the presentation where she says that the student are relying on text too much. Miss SS also explain about the speech, how they have to do in doing the speech especially on the opening. Every presentation is good, but Miss SS said that to much 'a' word is not good for speech, so they must prepare it briefly. If the students wants to be good in speaking so they must avoiding the text in presentation. Make an improvisation is one way to make presentation easier.

Then miss SS reminds the student one more time about using their own words on presentation. Improvisation will be needed for the next presentation and do not rely on text. Then after the lesson finished, miss SS closed the lesson by giving thankfulness for the students' attention and wishing *"Wassalamu'alaikum wr.wb"* (March 10, 2016).

in the second meeting (March 24, 2016) the activities still the same where Miss give an applouse and say thanks to student that has been succes in the presentation. Miss SS congratulate for the presentation especially the presentation that was good. Miss SS feels to bad for several student that still use text to read. Miss SS also corrects the grammar and pronunciation that was not right. Hopefully that the students will not do that again on the next meeting. But, Miss SS little bit pushes th student to be brave in speaking eventhough it is difficult. She is calls the name that was good in presentation. The purposes is for the other name or group that was not mentioned, it would give more spirit to make better.

Then Miss SS explains about her next material on the next meeting. Miss SS explains that she wants to explain about how to read diagram in English. This is suppose her student ready on facing the IELTS test which is important for English. After the lesson finished, miss

SS closes the lesson by giving thankfulness for the students' attention and wishing *"Wassalamu'alaikum wr.wb"*

3.2 The problems faced by the students and lecturer in teaching learning process of speaking at the fourth semester of English Department of UMS 2016/2017 academic year.

3.2.1 The problem faced by the lecturer

3.2.1.1 Situation is crowded

Every class consists of 20 students. The numbers of students is too crowd, which make the teacher get difficulties to manage the class. When teacher needs to create a large of group, she will need more time in preparation before she enters the main activity. So it depends on the teacher knowledge and intelligence, how far she could manages the entire class, from the students, the time and the equipment used.

3.2.1.2 Too much power and strength wasted

Too much power and strength wasted is also appear as an impact of the crowded situation in class. The lecturer need an extra power to control her students. But sometimes it considered that this is part of the bad side of cooperative method on teaching learning process. The lecturer said that the power came out was not the power physically, but the power of mind and also voice. Both became overloaded when the lecturer used discussion in speaking teaching learning.

3.2.1.3 Presentation by reading the text

Textual presentation is presentation by reading the text. This makes the lecturer always reminds the students not to read the text and it considered as the failure of the teaching Based on speaking it self, textual is not one of correct ways to learn speaking. At least, the

students dare to speak everything they want to speak. But, sometimes the student afraid of being mistake and perhaps fell embarrassed when the faced that situation. Hoped that the students able to present their work without text.

3.2.2 The Problem faced by the students

3.2.2.1 limited class time

The time allocation was 2x50 per meeting. This time was used to preparation; gave the material, evaluated (practice), the teacher must be able to arrange the time to get the perfect time. Moreover the number of students made the teacher more difficult to manage the time. The student feels that on every presentation in class, the time was to short, they can not present their work entirely.

3.2.2.2 Lack of vocabulary

For students that could not focus in English and had lack of vocabulary, speaking was became the major problem for them. So, for the students who had this kind of problem, made question from the text that they had to read was too difficult, unless, they had a good students as their pair.

3.2.2.3 Feeling anxious

This is also one of the major problem coming from student especially on speaking. Students think that speaking with English is to difficult. Perhaps students think that making mistake in learning speaking is embrasing so they feels anxious

4. Discussion of the Fnding

The observation finding showed that the implementation of teaching learning speaking at the fourth semester of English Department of UMS 2016/2017 academic year runs well. From the theoretical perspective on teaching speaking process it can

be found that the lecturer used several principles of teaching speaking of Nunan theory. The lecturer also corrected the student mistake by bringing the text for oral presentation. But, on the second meeting, the reinforce was minimize by the lecturer, she wanted her student to correct by them selves guided by her. So, based on the above speaking procedure in teaching learning speaking in at the fourth semester of English Department of UMS 2016/2017, it can be found that the procedure only applied entirely on the first meeting. Lost one of the principle is not a major problem as long as the lecturer able to applies it at teaching learning process. Here, on teaching learning process at the fourth semester of English Department of UMS 2016/2017 academic year, the lecturer successes in teaching learning speaking, eventhough she did not aware of the differences between second language and foreign language learning contexts.

5. **Conclusion**

The implementation of teaching learning process of speaking at the fourth semester of English Department of UMS in 2016/2017 academic year was done by using two kinds of topic 'opening speech' and 'academic presentation'. The academic presentation was the continuation of the opening speech where the lecturer wants to know the development of the students's presentation. There are three steps in teaching learning English in class, where the researcher separates it into three, opening, main activity and closing for each meetings. At first meeting in presentation, the lecturer used video as teaching media. The video was the speech of 'the International President of NewYork Company (Stephen dunbar-johnson) speech'as the sample of the speech that they have to learned. The practice, the students one by one, came forward in front of the class with a different theme of opening. Production, every students should create the presentation material by using their own words. The second meeting is 'academic presentation'. In this meeting, the lecturer focused on the presentation in a form of the student's practice, because she wanted to know the student's bravery on speaking. Miss SS asked per group to came

in to the class started from the first group. Each groups from four group explained about TEFL 2 material (destructive behaviour), IAD (stars), IAD (science), TEFL (language content). The procedure in teaching learning speaking in at the fourth semester of English Department of UMS in 2016/2017, it can be found that the procedure only applied entirely on the first meeting. There are three steps in teaching those materials in class, which consists of explaining, rehearse, and reinforce.

The second meeting 'academic presentation' Miss SS asked per group to came in to the class started from the first group. Each groups from four group explained about tefl 2 material (destructive behaviour), IAD (stars), IAD (science), tefl (language content). While the presentation runs, the lecturer did not give any kind of feedback. So, after the first group came in front of the class, the lecturer gave the oportunity for the second, third and fourth group to do the same thing.

The problems faced by the students and lecturer in teaching learning process of speaking at the fourth semester of English Department of UMS 2016/2017 academic year are related to 1) Situation, 2) to much power and strength wasted is also appear as an impact of the crowded situation in class, 3) Textual presentation where based on speaking it self, reading the text is not one of correct ways to learn speaking. The problems faced by the students are related to 1) limited class time where the student feels that on every presentation in class, the time was to short, they can not present their work entirely. 2) Lack of vocabulary also become one of student's problem where the students who had this kind of problem, made question from the text that they had to read was too difficult, unless, they had a good students as their pair. 3) Feeling anxious is also one of the major problems coming from student especially on speaking. Students think that speaking with English is to difficult.

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