

**TEACHING ENGLISH SPEAKING AT THE EIGHTH GRADE
SPECIAL PROGRAM OF MTS N SUKOHARJO IN
ACADEMIC YEAR 2018/2019**



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

**By :
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APPROVAL

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PUBLICATION ARTICLE

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Herewith, I testify that in publication article there is no plagiarism of the previous linguistic work that has been raised to obtain bachelor degrees of university. Nor there is option os masterpiece that have been written or published by others, except those in writing are referred manuscript and mentioned in the bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 1 November 2018

The researcher,

A handwritten signature in blue ink, appearing to read 'Laila Kumalasari', enclosed within a hand-drawn blue triangular shape.

Laila Kumalasari

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TEACHING ENGLISH SPEAKING AT THE EIGHTH GRADE SPECIAL PROGRAM OF MTS N SUKOHARJO IN ACADEMIC YEAR 2018/2019

Abstrak

Mengajar adalah salah satu kegiatan para guru untuk mengajar siswa mereka tentang materi yang akan dijelaskan di kelas. Dalam pengajaran bahasa Inggris ada enam komponen pengajaran bahasa Inggris. Bahasa Inggris memiliki empat keterampilan, yaitu keterampilan menyimak, keterampilan berbicara, keterampilan membaca, dan keterampilan menulis. Salah satu aspek keterampilan bahasa yang sangat penting dalam menghasilkan generasi masa depan yang kreatif, kritis, dan cerdas adalah keterampilan berbicara. Tujuan dari penelitian ini adalah: 1) Tujuan, 2) Materi, 3) Metode, 4) Media, 5) Sumber belajar, dan 6) Evaluasi pembelajaran. Metode pengumpulan data menggunakan triangulasi, ada observasi, wawancara, dan dokumen. Hasil penelitian menunjukkan bahwa: 1) Tujuan pembelajaran berdasarkan kompetensi inti dan kompetensi dasar, 2) Materi buku mencakup dialog dalam rutinitas kehidupan sehari-hari, 3) Metode pengajaran bahasa Inggris menggunakan tanya jawab, permainan, dan diskusi, 4) Media yang digunakan dalam pembelajaran adalah media cetak, 5) Sumber belajar dalam pengajaran berbicara menggunakan bahan dan alat, dan 6) Evaluasi pembelajaran menggunakan evaluasi Formatif. Penelitian dilakukan di MTS N Sukoharjo yang dilakukan di kelas Program Khusus 3 dengan jumlah siswa 31. Data pada penelitian ini adalah RPP, silabus, buku pelajaran siswa, foto, dan wawancara. Peneliti melihat cara guru mengajar keterampilan berbicara dan dicocokkan dengan RPP dan silabus serta dilakukan wawancara. Data dari penelitian ini ditulis secara deskriptif. Hasil dari penelitian adalah guru sudah melakukan metode dan pengajaran keterampilan berbicara kepada siswa sesuai dengan silabus dan RPP kurikulum 2013.

Kata kunci: Mengajar, mengajar keterampilan berbicara, komponen mengajar.

Abstract

Teaching is one activity of the teachers to teach their students about the material that would explained in the classroom. In the teaching English there are six components of teaching. English has four skills, there are listening skill, speaking skill, reading skill, and writing skill. One of language skill aspects which is very important in yielding creative, critical and smart future generation is speaking skill. The objectives of the study are to described: 1) Goal, 2) Material, 3) Technique, 4) Media, 5) Learning Source, and 6) Evaluation of Learning. The methods of collecting data are using triangulation, there are: Observation, Interview, and Document .The result of the study shows that: 1) Goal of teaching is based on Core and Basic Compentency, 2) Material of the book covers the dialogue in daily routine life, 3) Technique of teaching English speaking using question and answer, role play, and discussion, 4) Media that used in the lesson is popular print media, 5) Learnng Source in teaching speaking use materials and tools, and 6) Evaluation of Learning in the lesson using Formative evaluation. This research conducted at MTS N Sukoharjo which in Special Program 3 class

with 31 students. The data in this study was Syllabus, Lesson Plan, textbooks, pictures, and interview. Researcher observed and analyze the way teachers taught the speaking skill and match with Lesson Plan and Syllabus and do interview. Data from this research are written in a descriptive. The result of this research is the teacher had done the method and teaching of speaking skills to the students in accordance with the Syllabus and the 2013 curriculum Lesson Plan.

Keywords: Teaching, teaching English speaking, components of teaching.

1. INTRODUCTION

Teaching is one activity of the teachers to teach their students about the material that will explain in the classroom. In the teaching English there are some processes or methods how to teach the lesson in the classroom. In every lesson, there are different in teaching and learning. Every teacher has some methods to teach the students in the classroom and the teachers also has some processes to tell about the material in the classroom. Brown (1980:7) states that teaching is helping or showing someone especially students learn how to do something, guiding in the study, giving instruction, and providing with knowledge and causing to know or to understand something about the lesson.

One of language skill aspects which is very important in yielding creative, critical and smart future generation is speaking skill. By mastering speaking skill the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language.

English has four skills, there are listening skill, speaking skill, reading skill, and writing skill. Speaking is one of skills in English. Speaking is one of skills in English. Speaking is very important for people in looking for jobs because spoken English is one of qualification if we want to find the job. Speaking in front of the people is very important so that we can communicate each other. Speaking English is one of the most important things in communication and it is used as a tool of communication among the nations in all over world. As an International language, English is very important and has many interrelationship with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

In teaching English there are six components that used by teacher to teach the students in the classroom. The components of teaching are divided into: 1) Goal, 2) Material, 3) Technique, 4) Media, 5) Learning Source, and 6) Evaluation of Learning. Components of teaching are very important in teaching. Because this components of teaching is guide in teaching English. The components of teaching are corresponding with curriculum. Teaching English especially in speaking using thus components. This components are suitable with Syllabus and Lesson Plan. Teaching English speaking are important in learning english, because by speaking people can communicate their feeling, share about their opinions and ideas. And this conversation and dialogue class can train the students to speaking with their friends.

Teaching English speaking using components of teaching are very important in teaching English. It can be a guide in teaching English. In the components of teaching English speaking uses several methods that used to train the speaking ability of the students. Because there's no researcher has examined the use of components of teaching in the classroom especially in teaching speaking at Junior high school. So, this is the reason why this research must be in analyzed.

In this study, the researcher focuses to analyze the components of teaching English especially in speaking. Components of teaching according to Richard and Roger (1986: 22) states “ teaching learning process in defined as instructional process through organization and direct interaction of teachers, learners and material in the classroom.”

The researcher conducts the teaching English speaking at the eighth grade special program of MTS N Sukoharjo. MTS N Sukoharjo in one of school favorite schools in Sukoharjo, MTS Sukoharjo has some class in one school, one of which is Special Program. Special Program is the only classroom that has many enthusiasts of the students. One of the lesson is speaking, the researcher observed in Special program class in teaching English speaking. This research discussed about the components of teaching in MTS N sukoharjo especially in speaking.

This research was analyze about the teaching English speaking at the eighth grade, in previous study there are some researcher thath discuss about teaching

English but there's no researcher that discuss about the teaching english but the researcher not has specially in what skill their discuss. The previous study was conducted about the teaching English, and it has contradiction with this research paper. This research paper focused on teaching English especially in speaking skill in special program class. And this research was conducted by the theory of the some expert about the components of teaching English speaking. So, the purpose of this research paper is to analyze and to describe about the teaching English speaking at the eighth grade.

Based on the research focus above, the objectives of the study are the researcher as follows:

- 1) To describe the goal of teaching English Speaking at the Eighth Grade special program of MTS N Sukoharjo in academic year 2017/2018.
- 2) To indicate the material of teaching English Speaking at the Eighth Grade special program of MTS N Sukoharjo in academic year 2017/2018.
- 3) To explain the technique that use for teaching English Speaking at the Eighth Grade special program of MTS N Sukoharjo in academic year 2017/2018.
- 4) To indicate the media of teaching English Speaking at the Eighth Grade special program of MTS N Sukoharjo in academic year 2017/2018.
- 5) To indicate the learning source of teaching English Speaking at the Eighth Grade special program of MTS N Sukoharjo in academic year 2017/2018.
- 6) To describe the evaluation of teaching English Speaking at the Eighth Grade special program of MTS N Sukoharjo in academic year 2017/2018

2. METHOD

In the research method, the researcher elaborates the type of the research, subject of the research, object of the research, data and data source, method of collecting data, data validity, and technique for analyzing data.

The type of this research is descriptive Qualitative research. The object of this research is teaching English speaking at the eighth grade special program of MTS N Sukoharjo. The data and data sourcee of this research are event, informant and document. The method of collecting data are using triangulation, there are

document, observation, and interview. The data that used documents are: Goal of teaching, material, method, media, and learning source. The data that used observation are Method, media, material, learning source, and evaluation. And the data that used interview is evaluation of learning. The data validity of this research, researcher using credibility. Last, the technique for analyzing data are data collection, reduction of data, display of the data, and verifying the data.

The purpose of this research is to observing, analyzing, and describing the components of teaching English speaking in the speacial program 3 MTS N Sukoharjo with the 31 students.

3. FINDINGS AND DISCUSSION

The following researcher presents the findings of the research that are divided into six findings:

3.1 Goal

The finding of goal of teaching English speaking is the students can speak and communicate with other people using English with the good and right language, pronunciation, vocabulary and confidence and the students can arrange a variety of text in English both verbally and writing simply and can practice in the classroom. Based on the finding of research, it is clear that the eighth grade students of MTS N Sukoharjo can communicate in public uisng English, in accordance with Core Competency and Basic Competency K13 (2018: 9).

3.2 Material

The finding of material/ content in teaching English speaking is the material of speaking using textbook Bright An English (published by Erlangga) and the content of the book is daily routine life and the researcher focus on the material “What Are You Doing?”. The teacher was using dialog and story telling to train the speaking ability of the students. Based on the finding of research, it is clear that the material and the content of speaking is supported by Gense and Upshur (1996) that instructional plans specify what should be taught, and when and how it should be taught.

3.3 Technique

The finding of the technique, the teacher using three technique in teaching English Speaking, there are Question and answer, Role play, and Discussion. Based on the finding of research the technique of teaching English speaking is supported by Partin (2005: 184) that question and answer method is teaching technique to enrich students creativity. The second is supported by New-Mark (1996) that role play is one technique suggested for developing speaking skill. And the last technique is supported by Harmer (2001: 272) that discussion range is divided into whole group to interaction.

3.4 Media

The finding of media in teaching English speaking is media that used by teacher in teaching English speaking is Print Media. Print media offer good opportunities for improving learners' reading and writing and speaking skills in particular. For example: the textbook, book, and dictionary. Based on the finding of the research, it is clear that the English teacher using media that is popular print media, in accordance with Reiser and Dick and Robert et al (2010).

3.5 Learning Source

The finding of learning source in teaching English speaking is the teacher is using two learning source, there are Materials and Tools. The learning sources using textbooks, dictionary, and internet. Based on the finding of research, this research is supported by AECT (As'ari, 2007) that have six types of learning source and the teacher using two types.

3.6 Evaluation of Learning

The finding of evaluation of the teacher using Formative evaluation to evaluate the teaching English speaking. Based on the finding of research, this research is supported by Guba and Lincoln (1989) that have any type of evaluation and the teacher using Formative evaluation. And according to Hounsell (2003) that data may be collected through evaluation done by students.

Based on the discussion of finding above it can be understood that all of the data and the finding is suitable with the theory from the expert.

4. CONCLUSION

From the research findings and discussion, there are some conclusions which can be drawn. The researcher present some conclusions on several point views. The researcher conducted that:

4.1 Goal

Based on the findings and discussion in the previous chapter, the researcher can conclude that the Eighth grade students of MTS N Sukoharjo can speak and communicate with other people using English with the good and right language, pronunciation, vocabulary and confidence and the students can arrange a variety of text in English both verbally and writing simply and can practice in the classroom., and the teacher was teaching suitable with the core and basic competency. This statement was supported by the data that the researcher observataion and analyze the document.

4.2 Material

Based on the findings and discussion in pervious chapter, the researcher can conclude that the material of speaking using textbook Bright An English (published by Erlangga) and the content of the book is daily routine life that the researcher focus on the material “What Are You Doing?”. The teacher using dialog and story telling to train the speaking ability of the students. And the teacher was suitable with the lesson plan and the texbook. This statement was supported by the data that the researcher observation and analyze the document.

4.3 Technique

Based on the findings and discussion in previous chapter, the researcher can conclude the technique in this observation is using three technique, there are Question and answer, Role play, and Discussion. This statement was supported by the data that the researcher observation and analyze the document an dinterview with the English teacher.

4.4 Media

Based on the findings and discussion in previous chapter, the researcher can conclude the media that used by teacher to teaching English speaking is print media. The teacher using print media because the electronic media was used by

teacher in previous meeting. The teacher use the some words in little paper to make the students speak about their activity according the words in little paper. Using print media was suitable to train the speaking ability of the students. This statement was supported by the data that the researcher observation, interview and analyze the document.

4.5 Learning Source

Based on the findings and discussion in previous chapter, the researcher can conclude the learning source that used by teacher to teaching English speaking is using two learning source, there are materials and tools. This learning source was suitable to increase the speaking ability of the students, that the students can practice their speaking ability through the internet, textbooks, and dictionary. The learning source was sufficient with the lesson plan and observation. This statement was supported by the data that the researcher observation, interview, and analyze the document.

4.6 Evaluation of Learning

Based on the finding and discussion in previous chapter, the researcher conclude the evaluation of learning that used by teacher is Formative evaluation. This evaluation was sufficient that used in the teaching English speaking. And the teacher was suitable with the lesson plan and observation. This statement was supported by the data that the researcher observation, interview and analyze the document.

Based on the conclusion above, the component of teaching in teaching English speaking are suitable with the 2013 curriculum, syllabus, and the lesson plan.

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