A STUDY ON TEACHING LEARNING PROCESS OF ENGLISH SPEAKING IN THE EIGHTH GRADE STUDENT OF SMPN 2 JUMAPOLO : A NATURALISTIC STUDY

Submitted as a Partial Fulfilment of the Requirement For Getting the Bachelor Degree of Education In English Department

By:

HUSEIN YUSUF
A 320 110 026

DEPARTMENT OF ENGLISH EDUCATION

SCHOOL OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH SURAKARTA

2019

APPROVAL

A STUDY ON TEACHING LEARNING PROCESS OF ENGLISH SPEAKING IN THE EIGHTH GRADE STUDENT OF SMPN 2 JUMAPOLO KARANGANYAR: A NATURALISTIC STUDY
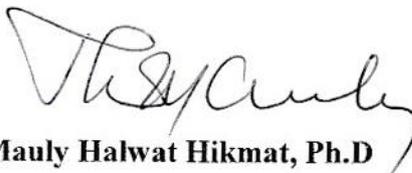
PUBLICATION ARTICLE

by:

HUSEIN YUSUF
A320110026

Approved to be Examined by Consultant:

Consultant:

Mauly Halwat Hikmat, Ph.D

i

ACCEPTANCE

A STUDY ON TEACHING LEARNING PROCESS OF ENGLISH SPEAKING IN THE EIGHTH GRADE STUDENT OF SMPN 2 JUMAPOLO KARANGANYAR: A NATURALISTIC STUDY

BY

HUSEIN YUSUF
A 320 110 026

Accepted and Approved by Board of Examiner
Department of English Education
Universitas Muhammadiyah Surakarta
on August 30th , 2019

Team of Examiners:

1. Mauly Halwat Hikmat, Ph.D   (.....................................)
   (Head of Examiner)

2. Aryati Prasetyarini, M.Pd.   (...............................)
   (Member I of Examiner)

3. Syahara Dina Amalia, M. Ed   (...............................)
   (Member II of Examiner)

Dean,

(Prof. Dr. Harun Joko Prayitno, M.Hum.)
NIP. 19650428 199303 1 001

ii

TESTIMONY

Herewith,that in this publication article, there is no work that has been submitted to get bachelor degree in any universities in this research paper and as far as I concern there is no work or opinion that has been written or published by someone else except the written references which are referred in this paper and mentioned in the bibliography.

If only there will be any incorrectness proved in the future in my statement above, I will be fully responsible.

Surakarta, August 30th 2019

The Writer

HUSEIN YUSUF
A 320 110 026

iii

A STUDY ON TEACHING LEARNING PROCESS OF ENGLISH SPEAKING IN THE EIGHTH GRADE STUDENT OF SMPN 2 JUMAPOLO : A NATURALISTIC STUDY

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan (1) tahapan pengajaran speaking, (2) masalah yang dihadapi guru saat pengajaran speaking, (3) solusi untuk mengatasi masalah yang dihadapi saat pengajaran speaking. Penulis menerapkan metode penelitian kualitatif dalam melakukan penelitian ini. Subjek penelitiannya adalah para siswa kelas delapan SMP Negeri 2 Jumapolo, Karanganyar. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, dokumentasi, dan wawancara. Data dianalisis dengan menggunakan teknik penelitian kualitatif deskriptif seperti mereduksian data, memverifikasikan data, menampilkan data, dan menarik kesimpulan. Hasil penelitian menunjukkan bahwa: 1) tahapan pengajaran speaking mata pelajaran bahasa Inggris di SMPN 2 Jumapolo terdiri dari berbagai tahapan seperti pembukaan, kegiatan inti, dan penutupan. Dalam tahap pembukaan, guru memberi salam dan mengecek kehadiran siswa, mengisi prosesnya dengan memberikan pre tes, menunjukkan beberapa gambaran kepada siswa agar mencari informasi. Dalam kegiatan inti, guru menerangkan materi dimana siswanya dibagi dalam beberapa kelompok untuk berdiskusi, mendalami ragam vocabulary, berbicara dengan yang siswa lain agar lebih lancar dalam speaking. Dalam tahap penutupan, guru menilai dan memberikan tugas speaking berkelompok, (2) masalah yang dihadapi dalam pengajaran speaking adalah siswa menghadapi kesulitan untuk menuangkan ide secara oral karena keterbatasan vocabulary, pengucapan, dan kurangnya pengetahuan tata bahasa, (3) solusi untuk masalah siswa dalam belajar berbicara bahasa Inggris adalah: guru melakukan beberapa cara seperti menjelaskan materi secara jelas dan mendalami materi vocabulary, melatih pengucapan, dan memberikan penjelasan lebih tentang tata bahasa.

Kata Kunci: proses pengajaran bahasa inggris, masalah, solusi

Abstract

The purpose of the study is to describe: (1) the procedure of teaching speaking, (2) the problems faced by the teacher in the teaching speaking, and (3) the solutions to solve the problems faced in the teaching speaking. The writer applies the qualitative research method in conducting the research. The subject of the research is the eighth grade students in SMP Negeri 2 Jumapolo Karanganyar. The technique for collecting data used is interview, observation, documentation, and interview. The data are analized by using descriptive qualitative technique such as reducing the data, verifying the data, displaying the data, and drawing conclusion. The result of study shows that: 1) the procedure of English teaching speaking in SMPN 2 Jumapolo consisted of the steps such as opening, main activity, and closing. In procedure of opening, the teacher greeted and checked the students' attendance, and elaborating the process by giving pre-test, showing some pictures for students in order to explore the information. In main activity, the teacher

explained the materials which students divided in groups for making small discussion, comprehending more vocabularies, making conversation with others to get the fluency in speaking. In closing procedure, the teacher evaluated and gave the speaking task in group, (2) the problems faced in teaching speaking are: The students faced difficulties to express the idea orally because limited vocabulary, limited pronounciation, and and lacked of grammatical knowledge; (3) the solutions for the student's problems in learning to speak English are: the teacher conducted several ways such as explaining material clearly and comprehending the vocabulary; drilling pronunciation, and explaining more about grammar.
.

1. INTRODUCTION

English lesson in the class covering four language skills, namely; listening, writing, reading, and speaking. English speaking is becoming the primary skill given to students. To be able to speak English as second language, the students need more practice, so teaching learning for the speaking has an important role in the teaching of English.

Brown (1994: 262) stated that "Speaking in an interactive process of constructing meaning that involves producing and receiving and processing information". It is clear that speaking ability was highly required in order to gain informational literacy as stated in the *Permendiknas*article number one. The second purpose was to increase the competitiveness of the students among the global society. As the English was lingua franca, it was used by the global society to communicate even to make any relations. They also aim at developing the understanding of the students about the relationship between language and culture.

In teaching speaking in the class, English teachers play important roles to support and to help their students practice English. Teachers must be creative in creating appropriate and interesting activities to help their students improve their oral production. They should consider the students' interest which determines whether the activities are appropriate or not. Teachers should be careful in selecting activities to teach speaking. Actually there are several methods in teaching English as a foreign language to increase students' motivation. These methods are used to increase the student attention to the lesson material. However,

not all methods are helpful for the students. The method used in teaching should be adjusted with their characteristic.

In fact, when the teacher made teaching learning process, the students get many difficulties. Students usually get difficulty in learning English speaking. They get difficulty to speak English based on appropriate grammar because it is different from Indonesian. When the student learn speak English, they are usually find difficulty in pronunciation, grammar, fluency, and diction on speaking English.

Yule (2001: 25) stated that learning to talk in the foreign language is the most difficult aspect of language learning to talk for teacher to help students learning. Teacher does not only ask the students to speak but he / she should are the student interest to speak. It is sometimes difficult because the student often shame to speak even when they are just standing in front of the class. In other case, teacher should find out the appropriate technique to teach speaking skill. Speaking skill involves the students' ability in showing their ideas in correct pronunciations, fluently and accurately.

Based on the observation at SMPN 2 Jumapolo, there were only few students can speak English well, some of students can not speak English well. The students rarely had opportunity to speak English to communicate with others and to share their ideas in the class.Speaking English was difficult for them, but the teacher did not give much attention to it. They had boring activities in the English class. The teacher used textbook-based technique and reading aloud from book when teaching English. Another problem that appeared in speaking was in term of pronunciation and vocabulary. The students had limited sources to learn vocabulary and pronunciation. Instead, the teacher was the only source. They also lacked of self-confidence and motivation. They tended to be passive and merely listened to the teacher. The teacher controlled most of the activities and used minimum media to support the teaching of speaking.

Speaking English is difficult for the learner whose native language is not English as well. There are many factors inhibited the students to speak English. First is the vocabulary. There are many students who has little vocabulary. Second

is the aspect of speaking such as pronunciations, intonation, and fluency. Furthermore, there is an internal problem in which comes up from the students' themselves. It is the confidence of the students. Many students feel unnatural to speak foreign language.

There are many factors that make student speaking skill is low. It could be caused by internal factors and external factors. Motivation, interest, and intelligence are the examples of internal factors. Meanwhile, economic background, learning materials and teachers' performance including their teaching methods are the example of external factors (Wijarwadi, 2008: 8).

Method used by teacher in the classroom teaching is often assumed as the factor that causes the students' speaking problem. The method used by the teacher has often been said to be the cause of success or failure in language learning for it is ultimately the method that determines what and how of language instructions. Based on the writer's observation at SMPN 2 Jumapolo, were some techniques used by the teacher. It could be seen from several teaching technique implemented in classroom teaching. The teacher often applied the drill technique in presenting speaking material before practicing the conversation on English texts book Also, the students were encouraged to memorize the dialogue in pair and then they performed it in front of the class. Besides, the teacher seemed to be the central in teaching learning process and students just received what the teacher taught.

In the study, the writer would like to describe the teaching learning process of English speaking for the eighth grade students of junior high school entitled "A Study on Teaching Learning Process of English Speaking in The Eighth Grade Student of SMPN 2 Jumapolo: A Naturalistic Study".

Based on the background of the study, the research problems from this study are: (1) what are the procedure of teaching speaking English to the eighth grade student of SMPN 2 Jumapolo? (2) what are the problems faced by the teacher in the teaching learning process of English speaking in the eighth grade student of SMPN 2 Jumapolo? (3) what are the solutions to solve the problems faced in the teaching learning process of English speaking in the eighth grade student of SMPN 2 Jumapolo?

2. METHOD

In this research, the writer applies descriptive qualitative research to find out the description concerning the teaching learning process in English speaking at the eighth grade of SMP Negeri 2 Jumapolo. The subject is 32 students eighth grade in a class of SMP Negeri 2 Jumapolo. The object of this research is the teaching learning process in English speaking at the eighth grade of SMP Negeri 2 Jumapolo. The data used in the study is all process of teaching speaking in eighth class. The primary data are interview script, field notes, and English lesson plan. Then, there are three sources of the data, namely, events, informants, documents. The data are collected through interview, observation and documentation. The data are analyzed using interactive model analysis of qualitative research (Miles and Huberman (2002)) which consists of reducing the data, verifying the data; displaying the data, and verification.

3. FINDINGS AND DISCUSSION

This part consists of three parts description such as the procedure of teaching speaking, the problem faced during teaching speaking, and the solution of problem faced during teaching speaking to the eighth grade students of SMP N 2 Jumapolo.

3.1 The Procedure of Teaching Speaking to the Eight Grade Student of SMPN 2 Jumapolo

English speaking is designed integratedly in the English lesson in SMPN 2 Jumapolo. It aims to step on and enrich the speaking English skills to the students. This lesson runs once a week for 2 hours. The goal of teaching-learning process in SMPN 2 Jumapolo is to teach a practical command of the four basic skills of language, specially the speaking with accuracy.

Based on the writers' observation, the teaching learning process in the class of VIII SMPN 2 Jumapolo runs well. The procedure of English teaching speaking in SMPN 2 Jumapolo have the steps as follows: opening, main activity, and closing. Procedure of opening: greeting, checking the students' attendance, and elaborate the process by giving pre test, show some pictures to the students to

explore their information. Main activity: explaining the materials about asking, giving, and rejecting information, divided students into groups to make small discussion, comprehend more vocabularies, converse with others to fluently in speaking. The teacher walks around in each group to give guidance and advice and ask to each group who want to be a speaker, One of the students in the group be a speaker and presented the result of the discussion in front of the class. Other groups gave the opinion and give the feedback and using expressions they had studied. Each group presented the result of the discussion until the end of the teaching learning process. Closing: the teacher evaluated, give same correction and feedback, and summarized the material discussed.

The teaching learning process on meeting one implementing on Wednesday, September, 6th , 2017. The teacher prepared: material, making lesson plan, designing the step in teaching learning, teaching aid (e.g. pictures, paper, camera), sheet for classroom observation, and prepare the test (pre test and post test). The teacher should look upon the syllabus before make a lesson plan for teaching so that he can make the English teaching learning process efficient and meaningful. The syllabus design of teaching speaking is focused on teaching vocabulary items, grammar, pronunciation, also fluency and comprehension, so the students have already known the words.

The procedure of teaching speaking English have the steps as follows: opening, main activity, and closing. Based on the process of teaching learning speaking above, we found that in beginning all the students had attention when the teacher asked them to give information according to pictures that the teacher shows to the students. The students were very enthusiastic expressions the information from in the picture. After grouping the teacher gave explanation or guidance about what are the activity that be done by must the students. Some students just kept silent or were noisy because the group was too big. All of the groups give attention and guidance very well to the teacher, so they can present in front of the class well.

The teaching learning process on meeting two implementing on Tuesday, 7th , September 2017 on VIII B class. The teacher entered with collaborator at

08.45 am until 10.15 am. Before learning process began, the teacher made pre test by asking students with the expression that they want to study by the day. The teacher uses some pictures to ask students to give opinion about these pictures. Some pictures cannot be seen clear especially for those students that sit at the corner and at the back of the class, but the explanation from the teacher can help the students to understand these pictures. Some students give lets attention so they are passive. Some passive students should be given to opportunity to express their opinions about the famous people. Active debate about "smoke" can do smooth but just the active students who to express their opinion and their argument.

In the beginning of learning process, the teacher used some pictures to make, teacher asked the students about those pictures, asked about their activities in spare time. Teacher distributed the copies of dialogues then the teacher read the dialogues and the students listened to the teacher. The teacher drilled the students to read the whole dialogue, and performed the dialogue in group, the students performed the dialogue in front of the class. The students were very enthusiastic to follow this learning. But there were some students in the corner who could not see clearly the pictures, but explanation from the teacher is helpful to students to show opinion. Some students were also active and get less attention because their sitting was too far, so they were to passive. The passive students were given opportunity to express about the pictures. The passive students needed to get encouragement to be active. The classroom was enjoyable and communicative.

Based on the describe of the procedure of teaching speaking English to the eight grade student of SMPN 2 Jumapolo, the writer concluded that the teacher always used three phases in the main activity of teaching speaking, namely exploration, elaboration and confirmation based on the theory of Syaifurahman and Ujati (2013).

3.1.1   Exploration

The teacher in this section started by explaining the material of grammar practice. The teacher called one of the students to answer the question, such as: "Do you know about Mr. Obama?" Then the teacher continued by giving explanation about the use of "how long" and "how about". She

also gave the students chances to ask some questions that they did not understand yet. Some students raised their hand and asked the teacher some questions related to the topic. Then the teacher answered and re-explained the material slowly. After that the teacher divided the students in to several groups. Every group consisted of 4-5 students. Each group work made a passage containing answer and question about famous people.

3.1.2 Elaboration

The teacher in this section gave the students opportunities to practice and apply the knowledge and skills they have just got. The students started discussing the task. Firstly, they decided what transactional and interpersonal texts to be describe. Secondly, they used the transactional and interpersonal texts. Finally, they developed those ideas into sentences and wrote down on a note.

The purpose of elaboration section was to enable students to elaborate their understandings of the material into a simple conversation. This is also to make students active in speaking activities through discussion; it means students have to think a lot of the topic. Here, the students focused on the topic given. Automatically, this helped the teacher in managing the class; teacher always divided the class into several groups.

Each group consists of two students who made a short conversation based on the topics provided by the teacher from the hand out and in a piece of paper. Each group took a piece of paper then they made conversation based on the topic taken from the materials. For example: This topic is Mr. Soekarno, it means students who got this topic have to make conversation about Mr. Soekarno. The activities were similar in every different group, it was still fun and enjoyable because students could make conversation with their friends in couple.

3.1.3 Confirmation

The teacher in confirmation activity was helped students who got difficulty in presenting their work or doing conversation. In presenting

their discussion result, they were not allowed to use a note. They have to remember and memorize what they have discussed then they have to present the result. When students had difficulties in memorizing or remembering a word or sentence, teacher gave correction or feedback directly.

Teacher also gave a time for discussion with the students about the topic, such as the difficulty in understanding the topic in answer question section. Teacher invited the students to ask to teacher what they didn't understand. Then teacher explained the material or topic once more if the students still got difficulty. Finally, teacher evaluated and gave feedback tothe dialogues presented and comments about the dialogues. The teacher always drew conclusions by giving summary of the materials learned and encouraged the students to improve their speaking.

The last step used by the teacher was closing the class. Before closing the meeting, the teacher asked the students to evaluate their works by asking the same questions related to the draft and component of the text. The teacher also asked the student about what is the difficult about the material of teaching speaking, and then teacher give explanation which relation with the previous teaching. In here teacher use more Indonesian language to make them easier to accept the material. Before the time was over, she summarized the material discussed. The teacher also gave information about material that will be learnt in the next meeting.

3.2 The Problems Faced in the Teaching Learning Process of English Speaking in the Eighth Grade Student of SMPN 2 Jumapolo

The problems faced in learning to speak English in student of VIII B SMPN 2 Jumapolo are: The students lack of vocabulary, student has some differences with English in pronunciation, and lack of grammatical knowledge. Speaking is considered the most difficult skill to teach. To improve the students' speaking proficiency, which is focused on communication skills, the students should have sufficient vocabulary, fluency, accuracy, and pronunciation. In learning to speak a foreign language, students face many problems and it's contrasted with Harmer

(1999) theory about the components must be acquired in speaking.. One of the very common problems dealing with speaking is anxiety. Speaking a foreign language is often anxiety provoking. The students are afraid of making mistakes or being laughed by their friends. They do not know how to deal with their speaking difficulties. Furthermore, they do not know about learning strategies that can facilitate their learning of speaking.

3.3 The Solutions to Solve the Problems Faced in the Teaching Learning Process of English Speaking in the Eighth Grade Student of SMPN 2 Jumapolo

The solutions for the student's problems in learning to speak English are: drilling a pronunciation. Solution for lack of vocabulary: the teacher has to explain clearly and related the task; Solution for lack of grammatical knowledge with more in explanation. By that solution, the students can reduce their speaking anxiety, which is the most frequent problem faced by the students in the speaking class. These strategies also bring the students into a relaxing atmosphere of learning and put them in a more positive mood of learning. The use of self-encouragement strategies can change the students' feelings and attitudes which can directly contribute to their learning of speaking. These strategies can make the students more confident and boost their motivation. In addition, the monitoring emotion strategies can help the students to be aware of their feelings in the teaching and learning process of speaking. When they are aware of what they feel, they will be able to overcome their speaking difficulties.

4. CONCLUSION

The conclusion of this research as follows: (1) The procedure of English teaching speaking in SMPN 2 Jumapolo has the steps as follows: opening, main activity, and closing. Procedure of opening consists of greeting, checking the students' attendance, and elaborating the process by giving pre test, showing some pictures to the students in order to explore their information. Then, main activity consists of explaining the materials about asking, giving, and rejecting information, divided students into groups to make small discussion, comprehend more

vocabularies, converse with others to fluently in speaking. Last, closing consists of evaluation such as giving the correction and feedback, and summarizing the material that has been discussed; (2) The problems faced in teaching speaking are limited vocabulary, limited pronounciation, and lack of grammatical knowledge; and (3) The solutions for the student's problems in learning to speak English are: explaining material clearly and comprehending the vocabulary, drilling a pronunciation, and giving more explanation about grammar.

In addition, the researcher gives some suggestion as follows: For the English teacher: The teacher should be selective to choose the method in teaching learning process. They have to put in self as facilitator, controller, and guide all students who need help when they face the problem of learning in speaking. The teacher should be more creative to simulate the students' attendance and enthusiasm in class. Teacher should distribute more attention to low learners, so that they understand the materials and are able to do assignments, thus they can compete with advance learners. The English teachers should give the students' motivation and great explanations that learning, especially speaking is such an easy and interesting thing to learn.

For the students, should study English harder to reduce their difficulties of English learning. Students should pay attention to the teacher explanation, so if the teacher gives question, they can do perfectly and they can do exercise. The students should take part actively in learning process, do not shy and wrong to express idea especially in pronunciation.

For the researcher, after carrying out the study, the writer realizes that this discussion is just small part of the whole discussion about teaching speaking process. It has raised many problems along decision. Surely this will be left by another researcher.

REFERENCES

Brown, Douglas H. 2001. *Principles of Language Learning and Teaching. Fourth Edition*. New York: Addison Wesley Longman, Inc

Harmer, Jeremy. 1999. *How to Teach English*. London : Longman.

Hornby. 1995. *Oxford Advance Learner's Dictionary.* Oxford: University Press

Larsen, Diane and Freeman, 2000. *Techniques and Principles In Language Teaching*, New York: Oxford University

McKay, S. L. 2002. *Teaching English as an international language*. Oxford: Oxford University Press

Moleong, Lexy J. 2007. *Metode Penelitian Analisis Kualitatif.* Bandung: Tarsito.

Nunan, D. 2003. *Practical English Language Teaching*. New York: The McGraw-Hill Companies, Inc.

Richard, Jack and Theodore S. Rodgers. 2006. *Approaches and Methods in Language Teaching: A Description and Analysis.* Cambridge: Cambridge University Press. Terjemahan Sulastri

Thornbury, Scott. 2005. *How to Teach Speaking*. Harlow: Longman

Yule, G. 2001. *The Study of Language.* Cambridge: Cambridge University Press.