



**A STUDY ON STRATEGIES OF TEACHING SPEAKING BASED ON 2013
CURRICULUM AT THE FIRST GRADE OF SMA PAWYATAN DHAHA-
KEDIRI 2014/2015 ACADEMIC YEAR**

Article



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UNIVERSITY OF NUSANTARA PGRI KEDIRI

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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
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Kediri, 18th December 2014

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A STUDY ON STRATEGIES OF TEACHING SPEAKING BASED ON 2013 CURRICULUM AT THE FIRST GRADE OF SMA PAWYATAN DHAHA-KEDIRI 2014/2015 ACADEMIC YEAR

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Abstract

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Teaching strategy is a method teachers use to allow learners to access the information that they are teaching. Teachers need to use some strategies including strategies in discussion group implemented. There are many teaching speaking strategies which can be used by teacher in classroom when teaching learning process, which are suitable for large groups, small groups, and for individual of course. Students improve their formal speech when teachers provide insights on how to organize their ideas for presentation. Students can give better speeches when they can organize their presentation sequentially, chronologically and thematically. The design of this research is descriptive qualitative. The subject of the research is the English teacher of SMA Pawyatan Dhaha-Kediri. This research was conducted on September until October 2014. The instruments of the research are observation, interview and documentation.

Keywords: strategies, teaching speaking

1. Introduction

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve student's communicative skills because students can express themselves and learn how to use a language.

Communication as one of important factor of speaking skill in order to improve the students speaking

ability. There are a lot of strategies of communication to make the students feel the easy to study. According to Harmer (2001: 271-276):

“Currently use classroom speaking activities fall at or near the communicative end of the communication continuum as follows: Acting from a script, communication games, discussion, prepared talks questionnaires, simulation, and role play.”

From that statement, it is known that communication does not only make the students easy to understand, but it can increase their confidence if they often practice it. According to Kayih

(University of Nevada (Nevada,USA) in
<http://unr.edu/homepage/hayriyek>):

“There are the purpose and the strategies to develop teaching speaking to improve students communicative skill because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

That statement means teaching strategies can help students take more responsibility for their own learning and enhance the process of teaching for learning. Developing material is a way to help the teacher be able to explain easily and make the students understand the topic. According to “Kementrian Pendidikan dan Kebudayaan, 2013:3”:

“Kurikulum 2013 merupakan pengembangan dari kurikulum sebelumnya untuk merespon berbagai tantangan tantangan internal dan eksternal. Titik tekan pengembangan Kurikulum 2013 adalah penyempurnaan pola pikir, penguatan tata kelola kurikulum, pendalaman dan perluasan materi, penguatan proses pembelajaran, dan penyesuaian beban belajar agar dapat menjamin kesesuaian antara apa yang diinginkan dengan apa yang dihasilkan”. It means that curriculum significant contribution to help and make the learners build the thinking, creativities, communicative, and increase the material. Curriculum is designed by the central government.

In 2013 curriculum English subject is different from previous

curriculum (KTSP). 2013 curriculum does not include four skill likes listening, speaking, reading or writing, English is one of nine lessons that must be learned for senior high students. Timing during is shorter than curriculum before. It is only 2 hours per week. So, it is the teacher’s duty to maximal their time, how to conduct the teaching strategy using discussion group with the learners.

Teaching strategy is divided into three aspects: planning, applying, and evaluating. In this study, this researcher limited on teaching strategy implemented by English teacher in teaching speaking based on 2013 curriculum. The subject of the researcher was one of the English teachers at SMA Pawyatan Dhaha Kediri. There were a lot of strategies. The writer only focused on how the discussion technique implemented by the first grade English teacher and in teaching speaking using discussion group. Based on the background and scope of the research above, the researcher makes formulation of the problems as follows:

1. What discussion strategies are used by the teacher in teaching speaking at SMA Pawyatan Dhaha Kediri?

2. How are discussion strategies used by the teacher implemented at SMA Pawyatan Dhaha Kediri?

2. Research Method

This research was a qualitative research of which data was obtained from a relatively small group of respondents and not analyzed with statistical technique. Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that seeks answer to a question, systematically uses a predefined set of procedure to answer a question, collect evidence, produces finding that were not determined in advance. Additionally, qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors and social context of particular population. According to Sugiyono (2009:283):

“Qualitative research is a research that is used to describe and analyzed phenomena, event social activity, attitude, belief, perception and people thinking either in individual or in a group”.

Based on the statements above, it can be concluded that significance of qualitative research consists in setting stress on describing, understanding

complex phenomena. It investigates, for instance, the relationships and patterns among factors or the context in which the activity happens. It is concentrated on understanding the full many-dimensional picture of the subject of investigation. In this research that takes the title about “A study on strategies of teaching speaking based on 2013 curriculum at the first grade of SMA Pawyatan Dhaha-Kediri 2014/2015 Academic Year”.

3. Finding and discussion

Finding

Research finding discusses about the result of the research about the group discussion implemented in teaching speaking. In this research, the researcher collected the data by using observation, interview, and documentation. Those were used to answer the research questions about the group discussion strategies of teaching speaking to the first grade students of SMA Pawyatan Dhaha Kediri 2014/2015 Academic year. The data is explained below:

a. Result of the observation

Based on the writer observation of the learning process by the teacher when applied 2013 in teaching speaking, the teacher arranged the procedure of teaching process. The

teacher used three phase technique (preparation, implementation, and post activity. also arranged the evaluation for the students.

b. Result of the interview

The researcher interviewed the teacher and the students to get the data about the group discussion implemented in teaching speaking to the first grade students. Based on the result of interview with the English teacher, the questions were about the students responds in speaking by using group discussion technique. Teacher said that the students felt interested in the material. They motived and shared each other in order to move their ideas in speaking. Teacher said if she never applied this strategy in teaching speaking, so it was her new experience. The researcher and the teacher had cooperation in order to make the strategy applied maximally.

Discussion

Based on the research finding, the writer found Group Discussion as the major teaching strategy used by the teacher in teaching speaking. The writer could explain the research finding as follow:

1. Group Discussion strategy use by the teacher in teaching speaking.

The group discussion implemented in teaching speaking could have good impacts to the teacher and the students. Group discussion strategy in teaching speaking will be described as follows:

a. Group discussion was easy to be learned. Based on the observation list and teacher interview, group discussion was easy to be learned. Based on the observation list and the teacher's interview, group discussion was easy to be learned. In classroom observation, teacher did not feel difficult to apply this strategy. Based on the questioner to the students, they felt understand and when sharing with their friends first easily. They were interesting to join the teaching and learning process.

b. Group discussion could increase students speaking ability. Teacher said that student like writing, but they found some problems. They did not ask their teacher about their difficulties because they might feel shy and afraid. By using discussion strategy, students could share

with their friends about their difficulties. Then, they would find their problem solving.

- c. Group discussion helps the teacher to teach English. Teacher said that the group discussion implemented to help her to teach English, especially to teaching speaking.

2. Describing the way the teacher uses the strategies of teaching speaking. From the result of the observation, the researcher concluded that the strategies of teaching speaking to the first grade students of SMA Pawyatan Dhaha Kediri was good. The strategies of teaching speaking was done in three steps (planning, applying, and evaluating) the would be presented as follows:

- a. Planning: planning the material the researcher prepared some books to supports teaching and learning process. Teacher applied it to his students. example: school equipment, books, media, and others.
- b. Applying: in the learning process, the teacher's activities were divided into three steps; pre-activities,

whilst-activities, and post-activities.

1) Pre-activities

In this step, to stars the learning process the teacher gave greeting to the students as follows:

Teacher : "Good morning, class!"

Students : "Good morning, Mom".

Teacher : "How are you today?"

Students : "I am fine and you?"

Teacher : "I am very well, thank you".

2) Whilst-activities

After that, the teacher checked the students attended list. Then the teacher asked the students about the last week material. The last activity in this step, the teacher gave apperception to the students by gave some questions that to the related to the material.

3) Post-activities

It was given to the students, in order to

increase their motivation during the teaching and learning process, based on the result of documentation, we knew that the activity in teaching and learning process were suitable with teaching strategies.

Based on the result of interview with the teacher, the questions were about the students responds in speaking by using group discussion strategy. Teacher said that the students felt interested in the material. They motivated and shared Each other in order to move their ideas in speaking. Teacher said if she never applied this strategy in teaching speaking, so it was her new experience. The researcher and the teacher had cooperation in order to make the strategy applied maximally,

Based on the theory in previous chapter was explained that the exchange of group

member with the other group member can give stimulation and motivation for the students to explore their ability of speaking. they can share together and find the conclusion about their difficulties.

Based on the theory, result of the observation list, documentation and interview with the teacher above, it could be concluded that the implemented of group discussion in teaching speaking by the first grade students of SMA Pawyatan Dhaha Kediri was suitable with the theory because there was a not difference between the theory and the application.

- c. Evaluating: Teacher gave clue about the material of that day in order that the students were ready to receive the lesson. Then, the teacher gave an example and how to speak by developing the main ideas. The students were able to respond it. The next, the teacher asked the students to make a group.

4. Conclusion and suggestion

After having a research, there are points that can be concluded:

1. The teacher always use English as the main language to communication in classroom. She did not used Indonesian languages in the whole lesson.
2. The teacher just used one book as sources of study and she also did used some media.
3. The strategy that used by the teacher in teaching speaking is general.

Based on conclusion above, the writer concludes the group discussion implemented in order to the English teacher become enjoyable, enthusiastic, and can give attention to developing the students to explore their ideas in speaking because they had discussed with their friends before. It not only helps the students, but also helps the teacher to teach English. The result of research also shows the strategy of group discussion implemented in teaching speaking. It needs long time in the teaching learning process.

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