



**THE IMPLEMENTATION OF TEACHING ENGLISH TO THE
SECOND GRADE STUDENTS OF SMKN 1 LENGKONG IN
ACADEMIC YEAR 2014/2015**

THESIS



By:

FADILA CAHYANING SIWI

NPM. 11.1.01.08.0072

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF
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APPROVAL PAGE

SKRIPSI

By :
FADILA CAHYANING SIWI
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Approved by the Advisors to be proposed to
the English Departement Examonation Committee of
University of Nusantara PGRI Kediri

Kediri,

The Advisors,

Advisor I

SUHARTONO, M.Pd
NIDN. 0714026901

Advisor II

SULI MULYATI, M.Pd
NIDN.

APPROVAL SHEET

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Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 23rd August 2015

Board of Examiners:

Chairman : Drs. Setya Adi Sancaya, M.Pd

First Examiner : SUHARTONO, M.Pd

Second Examiner : SULI MULYATI, M.Pd



The Dean of the Faculty of Teacher Training
and Education Faculty of
University of Nusantara PGRI Kediri



Dr. Hj. SRI PANCA SETYAWATI, M.Pd
NIDN. 0716046202



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Fadila Cahyaning Siwi

11.1.01.08.0072

FKIP – Pendidikan Bahasa Inggris

dillaabie@gmail.com

SUHARTONO, M.Pd dan SULI MULYATI, M.Pd

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRAK

The central intention of this study was to analyze the English teachers' strategies, its implementation and the students responses upon the strategies applied by the teacher in teaching speaking skill in SMKN 1 Lengkong. It was conducted to get detailed information about the students' responses toward their teachers' strategies in teaching speaking skill. In conducting this research, the researcher only takes one class, that is class TAV 1. This study employed a qualitative research design. The result of the research was in SMKN 1 Lengkong used speaking strategies to improve the students speaking ability. In general the students' responses toward their teachers' strategies in teaching speaking skill were good enough as their instructions were clear and understandable. Based on those finding, it can be concluded that the English teachers need to increase their knowledge and experience in order to understand the concept and reasons in using the strategies for teaching speaking. This study recommended that English teachers should have awareness to the significance in choosing the appropriate strategies for teaching speaking skill. So that the learning process can run effectively.

Kata Kunci ; Teaching, Teaching Speaking, Strategy



1. INTRODUCTION

The teaching English as a foreign language has become increasingly important in Indonesia. So, all of the students in Indonesia must able to communicate with English. Ironically, although they have been studying English there are still limited to communicate with English. It's also same in vocational high school, the primary goal of English teaching for Vocational High School Students is equipping them with basic knowledge and skills of English to support the students in achieving the skill programme competence and applying their ability and skill of English to communicate both in spoken or written communication in the intermediate level. Teaching English means that teach four skills there are listening, speaking, reading and writing. All of the skills are integrated and can't be separated with each other. In the end of teaching and learning process the students are expected to master both spoken and written English. From all of the four skills (listening, speaking, reading and writing), speaking is the most important skill to learn because learn language is same with learn how to communicate. Scoot (2005: 116) "Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately". Teaching speaking

skill is the difficult one for the English teacher because there are so many factors that influence the students like still use their own language to speak up, the number of students in the class is too many, when they start to speak the class is very noisy. So that, to make student speak the teacher must create a strategy to teach speaking skill. Also in vocational high school to teach English in this school the material must be appropriate with their skill programme so, the teacher must be creative to use the strategy to teach English in this school. Martin (2009: 22-24) states : "Education in vocational high school has a role to prepare the learners to be ready to face the work world, so that the development of education in Vocational High School should be oriented to fullfill the work world demand". As one of the vocational high school SMKN 1 Lengkon the English teacher here also use a strategy to teach speaking skill, but here the students not interest with this subject because they think that this subject is very difficult. But in a fact they are lack of vocabulary and they are still lazy to learn English.

2. METHOD

The method used in this research was qualitative research and focused on the strategy that used by the teacher to teach speaking skills. The subject of this



research is TAV (teknik audio video) 1 class consisted of 32 students of the second grade at SMKN 1 Lengkong Nganjuk in academic year 2014/2015.

To collect the data the researcher used observation checklist, interview, questionnaire and field notes. The result of the data collecting was described by the researcher. In process of finding the data the writer used the result of the observation checklist, questionnaire, interview and field notes.

3. FINDINGS AND DISCUSSION

Firstly, the result of the observation checklist and interview that have done by the teacher here the teacher using the strategy to teach speaking skill and the strategy that used by the teacher was role play strategy because he believe that with this strategy the students can more pay attention and not get bored with English subject. Secondly, the result of students questionnaire. The researcher used questionnaire to get the data about students response about the strategy that used by the English teacher. There were 9 questions that must be answered by the students. Then the result of the questionnaire is 61,45% students answered yes and 38,55% answered no. So here means that with the strategy students showed the good response to the teacher in teaching speaking using role play strategy.

Some points highlighted from the questionnaire that showed learning speaking used role play is interesting, learning speaking used role play is more easy and with role play they can increase their speaking ability.

4. CONCLUSION AND SUGGESTION

The conclusion from this research is the role play strategies was made the students interested and they were active in participating during teaching learning process. The students gave good responses during teaching learning process when the teacher applied role play in teaching and learning process. The writer concluded it by looking at the result of the questionnaire. From the result of questionnaire, it was showed that the students enjoyed and very felt happy during teaching learning process when the teacher teach using role play strategies.

Although this strategy were success used to teach speaking skill, there are still any suggestion for the teacher and the students to became much better. Those are as follow :

1. For the teacher
 - a. Teacher should use the media to support the teaching and learning process because it make the students more interesting and could attract



the students with the lesson.

- b. The teacher should more creative to use the strategies. The teacher must try another strategies to teach speaking.

2. For the students

- a. The students more study hard to memorize some vocabulary because the writer saw when they are wants to speak some words they are very confused to know what is the vocabulary.
- b. The students must have a good mind set about English lesson is very important to learned because it could make them successful not only in skill programme.
- c. The students more participate when teaching and learning process because it can make a good atmosphere in a class.

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