

ARTICLE

THE IMPLEMENTATION OF TEACHING PRODUCTIVE SKILLS IN SEVENTH H CLASS OF SMP NEGERI 3 KEDIRI IN ACADEMIC YEAR 2016/2017



By:

SINTIA FRANSISKA

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Advised by :

- 1. Dr. Diani Nurhajati, M.Pd.**
- 2. Dewi Kencanawati, M.Pd.**

ENGLISH DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

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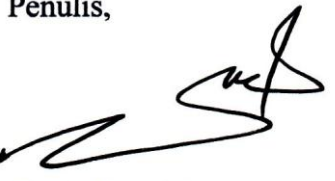
Yang bertanda tangan di bawah ini:

Nama Lengkap : Sintia Fransiska
NPM : 12.1.01.08.0023
Telepon/HP : 082234550549
Alamat Surel (Email) : sintiafransiska0502@gmail.com
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Pembimbing I  <u>Dr. Diani Nurhajati, M.Pd.</u> NIDN. 0711126302	Pembimbing II  <u>Dewi Kencanawati, M.Pd.</u> NIDN. 0707097102	Penulis,  <u>Sintia Fransiska</u> 12.1.01.08.0023

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Sintia Fransiska

12.1.01.08.0023

FKIP – Pendidikan Bahasa Inggris

Sintiafransiska0502@gmail.com

Dr. Diani Nurhajati, M.Pd. dan Dewi Kencanawati, M.Pd.

English Department Faculty of Teacher Training and Education

ABSTRACT

This research aims at describing teacher's material development, teacher's methods and teacher's classroom management in teaching productive skill (speaking and writing) at seventh H class of SMP Negeri 3 Kediri in academic year 2016/2017. In this research, the researcher used qualitative research design with descriptive case study to attain the data. The subjects of this research are the English teacher and the students of VII-H. The researcher used some techniques of collecting data such as video, interview, and field note. Based on the findings, it can be reported that: (1) The teacher adapted students' book entitled "When English Rings the Bells" by Wachidah et.al (2) The teacher used direct method and grammar translation method. (3) The teacher had a good skill in classroom management. The researcher suggested that the teacher should acknowledge the theories of method in teaching English, so the students do not understand direct method and grammar translation method only but all types of method.

KEY WORDS : Productive Skills, Material Development, Methods, Classroom Management

I. BACKGROUND

Teaching English is different with teaching Indonesian. In Indonesia, English as a foreign language. Goodwyn and Bronson (2005:3) state, "Teaching English from a linguistic perspective is an exciting and complex challenge". It suggests that all primary teachers and all secondary English teachers would do well to take linguistics at an advanced level, perhaps even as a complete degree. Goodwyn and Bronson (2005:6) also state that English is more than any other subject, requires teachers who have a genuine perspective

on the current definition of the subject and a sense of how that definition has been derived. From the explanation above, it can be concluded that teaching English is a difficult activity which requires teachers understand and master the subject. Because in English there are four skills which should be mastered by the students, two of them are speaking and writing. The teachers also should make the students can communicate in oral or written communication.

Teaching speaking and writing are the obligation the English teacher. The teacher should make the students more active in speaking and writing although it needs a difficult process. Bueno et.al. in Rocio (2013:19) stated that speaking is one of the most difficult skills language learners have to face. Meanwhile, Knapp and Watkins (2005:14) state, "Learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning".

It means that speaking and writing are difficult skill to be mastered by the students. To face this problem, the teacher must be able to develop his or her own material, find the appropriate method and manage the classroom well. Because of in every level, junior or senior high school, there will always problems in the classroom.

Different with senior high school (*SMK or SMA*), in Indonesia, junior high school (*SMP*) is school which should be passed by the students before registering to the senior high school. Junior high school is an intermediate level of education in Indonesia. Junior high school in Indonesia is a formal education who implements general education in intermediate formal education after elementary school or *Madrasah Ibtidaiyah*. PP No.66 (2010:4) states,

"Junior High School is one form of formal education unit which organizes public education at the basic education level as a continuation of the SD, MI, or other form of equal or advanced on the learning outcomes that are recognized the same or equivalent SD or MI".

From the fact above, the teacher must be able to make the students of junior high school are well prepared to continue to the next level or senior high school. By using appropriate method, it is hoped that the teacher can increase the students' knowledge and change the students' attitude better than before.

Method is a strategies used by the teacher in teaching productive skill (speaking and writing). It can be used to face the problems in speaking or writing. As revealed by Nisa (2015) in her study that the result shows the implementation of teaching writing using inquiry based method as follows: 1) Learning objectives of teaching writing at the second grade students of MTs Negeri Karangdowo Klaten are to enable the students in understanding English as mean of communication, and enable the students in being active in practice English in written form. 2) The teaching materials used by the teacher is taken from some source based on the syllabus. The teacher used textbook published by Erlangga and students work paper (LKS) as a printed

material. The teacher also used other source such as from picture. 3) Teaching procedures used by the teacher are pre-teaching, whilst teaching, and post teaching. Based on the previous research above, the researcher would like to reveal what kind of methods used by the teacher of SMP Negeri 3 Kediri to teach their students.

SMP Negeri 3 Kediri is one of favorite junior high schools in Kediri. Almost 75% the teachers of this school have certificate competency, especially for English teachers. They can be called professional teacher, because they have pedagogical competence, self competence and professional competence. The English teacher also makes the material by herself in teaching Speaking and writing. Because she thought that by using her own material, it can make teaching and learning process more enjoyable and make the students are easy to learn.

The English teacher here also uses variety of methods in teaching learning process, because she thinks that by using variety of methods in teaching learning process, it can make the students are interested with the materials and make them not bored with English lesson. On the other hand, the students' graduation are 100% in 2015/2016, especially in speaking and writing lesson, they have good score with range 7,5 – 9,5 in final examination.

It means that the teacher here have good managing the classroom too. The graduated students also can enter favorite senior high school in Kediri like SMAN 1 Kediri and SMAN 2 Kediri.

Based on the facts and the previous research above, the researcher is interested in analyzing teacher's material development, teacher's methods and teacher's classroom management in teaching productive skills (speaking and writing). As stated before that speaking and writing are difficult skill, the researcher felt challenged to find the way how the teacher makes speaking and writing mastered by the students at one of junior high schools in Kediri.

The research questions of this research are How does the teacher develop the materials to teach speaking and writing at Seventh H Class of SMP Negeri 3 Kediri in Academic Year 2016/2017?, What method does the teacher use to teach speaking and writing at Seventh H Class of SMP Negeri 3 Kediri in Academic Year 2016/2017? and How does the teacher manage the classroom to teach speaking and writing at Seventh H Class of SMP Negeri 3 Kediri in Academic Year 2016/2017?

II. METHOD

In this research the researcher used qualitative research. Dornyei (2007:24)

says, “Qualitative research involves data collection procedures that result primarily in open ended, non numerical data which is then analyzed primarily by non statistical methods”. It means that the data and the method of qualitative research does not use numerical data but in the form of words to be sentences that is called description.

Moreover, to attain the data, the researcher used descriptive case study. Ary et.al. (2010:454) argue, “A qualitative case study is one type of qualitative research method which provides in dept, reach, and holistic descriptions”. It means that analyzing the data is the most important phase because it will establish the result of the research. Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. In this research, the researcher took place at SMP Negeri 3 Kediri and the subject were the English teacher and seventh grade H class.

III. FINDINGS AND CONCLUSION

A. Findings

As stated in the preceding chapter, this research is focused on teacher’s material development, teacher’s methods and the teacher’s classroom managements in teaching productive skill (speaking and writing) at SMP NEGERI 3 KEDIRI. The researcher did the research in three days. The researcher observed the classroom when the teacher taught writing at first day, and speaking at second day. To support the research findings and get another data which cannot be gotten in the observation, the researcher also did an interview with the teacher at third day.

1. In this research, the teacher created her own teaching material in teaching productive skill (speaking and writing). Teaching material development is an important thing in teaching learning process because in teaching material development the material itself made by the teacher to make a success of teaching learning process and help the students to learn the subject easily. As stated before that the teacher using her own material in teaching productive skill (speaking and

writing). She used teaching material such as buku siswa (students' book), Lembar Kerja Siswa (worksheet) (for complete data, see appendix page 74) and media such as foto/gambar (picture). She used book as guidance in creating worksheet and picture to visualize the topic or material such as animals. the title of book is when english rings the bell 2016 by Wachidah et.al. the teacher adapted the book by adding or deleting content, reorganizing content and modifying task.

2. Method

a. Method in teaching writing

Based on the observation, the researcher found that the teacher taught writing using grammar translation method. It seen on the steps during teaching learning process. As we known that grammar translation method (GTM) is one of method to teaching especially in teaching writing. GTM itself has many steps and the teacher in this research using it to teaching writing. Firstly, the teacher asked the students to observe name of things and animals in several picture. The

picture here, is about things of several rooms that near from the students, like: classroom, livingroom, kitchen, bathroom, bedroom, garage and some pictures about animals around them like in their garden in their book as example. After the students observe the picture, then the students was asked to make a list about things in this picture. Secondly, they translated the things together. While translating, they used Bahasa Indonesia. The teacher also gave the students material about making a right sentence in plural and singular things or animals.

b. Method in teaching speaking

The teacher taught speaking using direct method. Direct method (DM) is one of method to teaching especially in teaching speaking. DM itself has many steps to mastering the some goal. The goal In this teaching learning process are "Siswa mampu menyatakan dan menanyakan terkait benda, binatang dan bangunan publik. Siswa mampu menyebutkan dan menyatakan jumlah benda (singular and plural). Siswa mampu

menggunakan kata this, that, these, those, ... Siswa mampu menggunakan kata penunjuk (in, on, under, ...) dengan benar. Siswa mampu mengucapkan, memberi tekanan kata, mengeja, menggunakan tanda baca dan menulis tangan dengan benar.

To reach the goal, the teacher used some method by doing some steps that the researcher said “direct method”. Because the teacher here did not translate questions from the students using first language, the teacher here used gesture or saying in English to answer them. Firstly, the teacher asks the students about the name of things around the students’ like in their classroom or their house with loud voice. Then, some students answer the question in a full sentence in English too, but there are some students used first language to answer the teacher’s questions. During process question and answer, the teacher write down on the whiteboard. the teacher wrote on the whiteboard to teach pronunciation.

3. Classroom management

a. Sight, Sound, and Comfort

The researcher knew that the teacher had skill in managing the classroom. She had a good voice in teaching productive skill (speaking and writing). Based on the observation, the teacher had clear voice and all the students could hear the material taught by the teacher although from the students sitting farthest away from the teacher. The researcher found in this research that the seats of the classroom are in line and moved randomly every week.

b. Chalkboard Used

When the teacher teaching something and write in a whiteboard, the students only saw and focused on the teacher and white board. This classroom used a white board, the teacher asked the students to erase the white board after it used. The teacher also divided the white board into two parts to make the students were easy to understand the material. For example, the left side of the white board was used to write the formula of singular and plural and the right side of the white board was used to write some examples or

sentences of singular and plural noun. When the students were asked to write down their sentences on the white board, the white board was divided into two parts so the two students could write on the white board at the same time.

c. Equipment

The classroom was so neat and clean. This classroom was new, so there is no cooling system such as fan or air conditioner and electrical equipment such as projector or video player. Even though there is no cooling system and electrical equipment, the class is very comfortable because there are many windows and the air is fresh. The teacher also asked the students to open the windows. This school located in the center of the city and the classroom is on second floor so the classroom was as free from external noises as possible. The students have a good laboratory which has many types of equipment such as computer, projector, and video player.

B. Conclusion

As stated in the formulation of the problems in the previous chapter, this research aims to describe research findings about teacher's material development, teacher's methods and teacher's classroom managements in teaching productive skills (speaking and writing) at seventh H of SMP NEGERI 3 KEDIRI in academic year 2016/2017.

Based on the research findings and the discussion in the previous chapter, the researcher proposes some conclusions as follow:

1. The teacher assumed that by using her own teaching materials, which is the combinations of student's book, worksheet and media, it would be more effective. It would also help the students to become more easily in learning the materials given. In this way, she used picture to support or help the students understanding the worksheet. She also modified the students' book by deleting unnecessary content. She stated that worksheet was made to provide knowledge which could be found in the student's book. She reorganized the

content too based on syllabus and added some tasks in her worksheet. It was aimed to get the students' target.

2. The teacher is well prepared in designing the materials for the students. It can be seen from the various combination of methods used in order to achieve the success of the students in understanding the materials. The teacher used several methods in teaching productive skill (writing and speaking). The teacher used direct method in teaching speaking and grammar translation method in teaching writing. It can be seen based on several stages of direct method and grammar translation method and all activities of the teacher in teaching productive skill (speaking and writing).

Beside the teacher created her own material and used some methods in teaching productive skill, she also had a good skill in managing the classroom. She had a good voice in teaching productive skill (speaking and writing). Not only a clear voice that needed in teaching learning process, nonverbal communication is

important too. Sometimes when the teacher explained the material, she also used gesture and move around the classroom. She moved around to check and make sure that all the students understand about the material.

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