

ARTICLE

**THE APPLICATION TEACHING SPEAKING IN SEVENTH GRADE OF
SMPN 1 BADAS IN THE ACADEMIC YEAR 2017/2018**



By:

ANTOWI BHIMA PRASETYO

14.1.01.08.0066

Advised by:

- 1. Agung Wicaksono, M.Pd**
- 2. Khoiriyah, M.Pd**

ENGLISH DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

2018

SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2018

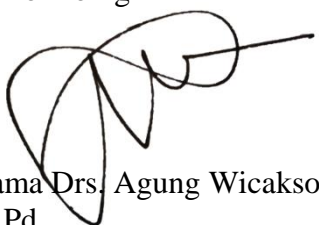

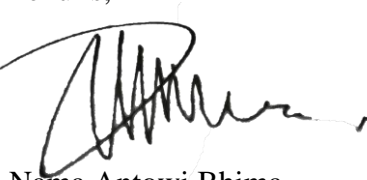
Yang bertanda tangandibawahini:

Nama Lengkap : Antowi Bhima Prasetyo
NPM : 14.1.01.08.0066
Telepun/HP : 082114823028
Alamat Surel (Email) : antowibhimap@gmail.com
Judul Artikel : The Application Teaching Speaking in Seventh Grade of SMPN 1 Badas in the Academic Year 2017/208
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jl. KH. Ahmad Dahlan no.7 Mojoroto, Kota Kediri

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Antowi Bhima Prasetyo

14.1.01.08.0066

FKIP – Pendidikan Bahasa Inggris

antowibhimap@gmail.com

Agung Wicaksono, MPd. dan Mahendra Puji P.A., M.Pd

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Speaking is the one of oral skill in English material, and English is become an international language that made all people in education or in work place have to learn about English. Speaking skill will be good when we used in daily activities or routines, there are routines for beginnings and endings of conversations, for leading into topics, and for moving away from one topic to another, it is difficult to imagine how life could be lived without some routines. And the result, the teacher had a good method and did well to teach. There is several problem or question in this research. How is the teaching speaking in SMPN 1 Badas in the academic year 2017/2018? The research design is qualitative research in which the researcher is the key instrument. It describes the teacher's method and how the teacher application the teaching speaking in the seventh grade of SMPN 1 Badas. The subject of this research is one of teachers at seventh grade. The techniques of collecting data in this research through interview, observation checklist, and documentation. The result of this research shows that the teaching process applied by the teacher preparation, while teaching or learning process, and assessment to the student. In preparation included by the teacher plan based on the syllabus or prepared what media that the teacher used. In learning process included three phase or step to organize the activities in the classroom, and in the assessment included what the teacher used to give scores to the students after practice the activity also the worksheet that the teacher gave to the student too. From the result, the researcher concluded that the application of teaching speaking was well and effective to improve the student speaking ability.

Keyword: Speaking, Teaching Application

I. BACKGROUND

Nunan, Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it, for example if a person is experiencing a speech pathology we may realize that speech atypical.

But Richard has more explanation to describe the speaking itself, "Many language learners regard speaking ability as the measure of knowing a language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies" (Richards, 1990 in Richard 2008).

From Richards second statement is still clear and same with Chaney, but Richard wrote "Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction" that is mean Teacher and another books or media will help learner or student more.

In speaking, the teacher tend to show what is the goal of study speaking in English material, usually the teacher explain some the true aspect of the world, or simply ways to being together. (Dawes Lyn, 2011) "use resources to describe and demonstrate, tell children what they need to know, tell stories, read text, evaluate and analysis the problems, model effective ways of talking and thinking, answer children's questions" . That is example way to teacher based from Dawes Lyn explained, actually that explanation is for the elementary student but still important in junior high school too. And all students more enjoy with the media in study activities, not only with the video, listen a songs/music and or pictures can makes the student enjoy.

According 2013 curriculum of Indonesian education in one of Basic competence:

" 4.4 *menyusun teks interaksitransaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*". That basic competence will help and tell the teacher to make comparing material with the daily life, that is can makes the student more focus and active because

they can imagine or catch the material based on their daily life or things that they like. And from basic competence we as the teacher also can make collaborate beside the main material, media and also English activities in classroom.

The problem that student had in English classroom activity is usually the student cannot speak well especially for the fluency or meaning, because in Junior high school that is the first time to study about English oral skill, other problem is the student scared or nerves to speak loud that because they feel the words that they will say is not correct or the pronoun is wrong and also cannot take or understand from the teacher's explanation

"This first starts with some lower intermediate classroom activities that can help the teacher and the students to get to know one-another, in an easy and relaxed atmosphere. From that statement when the student has been know about the material that teacher will give they will feel more enjoy and the teacher have to giving a good pleasure in every talk about the materials. Holmes, David (2004)"

From Holmes' statement that the researcher got the way out by the teacher's material, the teacher should give the student about vocabulary first, that is warming up to first English learners before doing the main material.

Based on Jack C. Rhichads book in Wardaugh (1985:74, cited in Rhicards 1990, Richard 2008:20) observes in conversational routines part too, "there are routines to help people establish themselves in certain positions: routines for taking off and hanging up coats; arrangements concerning where one is to sit or stand at a party or in a meeting; offers of hospitality and so on" That is makes clear the argument before. Speaking skill will be good when we used in daily activities or routines, there are routines for beginnings and endings of conversations, for leading into topics, and for moving away from one topic to another, it is difficult to imagine how life could be lived without some routines.

Wardaugh observes part (1985:74, cited in Rhicards 1990, Richards 2008). Richard believes that English especially in speaking will easier with doing practice by some routines, daily life or the things that student like. From all student' problem that researcher explained before.

In SMPN 1 Badas the place that researcher choosing there are has a good teacher techniques to teach and resolve the English problem in junior high school, with a good methods and best English activities. With English lab for facilities, SMPN 1 Badas Kediri regency had been doing some speaking activities in especially for seventh grade, based on the good method and how way to teach, SMPN 1 Badas got a 1st position in

Kediri regency story telling competition. That was a great accomplishment because SMPN 1 Badas is one of new junior high school in Kediri and proving SMPN 1 Badas has a good way to teaching English especially in English activities.

II. RESEARCH METHOD

In this research the researcher choose is qualitative research. Qualitative data collection is more than simply deciding on whether you will observe or interview people. Five steps comprise the process of collecting qualitative data. You need to identify your participants and sites, gain access, determine the types of data to collect, develop data collection forms, and administer the process in an ethical manner (Creswell, 2012:204).

The researcher believes that, in qualitative research the data that the researcher got is more than simply and a clear data. Means that the data or information is more complete and may write much statement in the report paper.

The researcher using some technique of collecting data on this research, according (Creswell, 2009: 178) “the data collection steps include setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol

for recording information”. Here, the techniques of collecting data include:

1. Interview

The researcher used interview activities to start the observation and to know about the background itself. Because, interview is the important activities to knowing where is the data rise and true. The researcher did the interview with the English teacher who had use speaking activities in SMPN 1 Badas.

The researcher will give some question and write or record the main information during the interview. In the first part said that this activity to get more information of background of the English teacher and teacher’s preparation before doing activities in the classroom, and especially to know the things that have created or bring in classroom

2. Observation

(Ary et al, 2010:29), Qualitative researchers seek to understand a phenomenon by focusing on the total pictures rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data. For example, social scientists have long observed that differences in educational background alone do not seem to account for the difficulties black student encounter in a predominantly white university (Ary et al, 2010:29).

The researcher involved the recording of data via the used of devices such as book and

camera in making observation to be perfect. During observation activities, the researcher is become as participant which is means the researcher does not involve in teaching learning process which will be done by an English teacher but acts only as an observer.

3. Documentation

In this research, the documents are all aspect and real evidence about the classroom speaking activities in the classroom. The researcher will take a picture and record the classroom activities and copy the document or materials after the teacher finished teach the students. And that is to support interview and observation data before.

III. FINDING AND DISCUSSION

A. Finding

In findings part the researcher wrote some sub part again those are:

1. Interview Result

There were only two teachers who give and handle the English class. The researcher only take one teacher to get the data, her name is Mrs. Dra. Widyanigrum or all students knows with Mrs. And the results of the interview activity above, the researcher concluded that the teacher had a so much experiences to teach English, it looks from the appreciation during in teaching English altought she actually became a new teacher in SMPN 1 Badas.

2. Teaching Preparation

The English teacher also prepared all the materials very well before teach in the classroom. The teacher used the things or tools and student handbook as a media in the classroom, the things can help the student easier to study and remember about the vocabularies because that is the things that students everyday knows also understand what the way to operated.

3. Teaching Speaking

Here the English subject given the two times in one week. In Monday at first class time after flag ceremony, and in Wednesday after the class break. The time allocation is 40 minutes for one meeting, and here every student had a student handbook. First, the researcher prepared the observation checklist also notebook and setting up the camer in the back of class. When the teacher was teaching, the researcher observed how the teacher used the technique also managed the classroom too.

4. Assessment and Evaluation

In (Harmer, 2007) says that “assessing is used to measured students’ abilities and how they getting on”.

Here from the result, the teacher gave practice task activities to the student like in the previous chapter. So the student must be

mention the things related with the script on paper ball that have been throw by the teacher or from their communication with their group mates before. During the performance, the teacher checking all the student' vocabulary, fluency and pronunciation, also about the voices. Almost of the student had no difficulty in vocabularies but sometimes some students seen got a difficulties when they will speak up and still shy to made their voice louder.

B. Interpretation and Discussion

Beside the good side of the teacher, the researcher also found three steps or phase technique to present the materials. The technique was made the student more confident to try speak up also give some utterances from the teacher explanation. The researcher also found the teacher did some a good roles take from (Jeremy Harmer, 2007 Longman: 347) states that “as any other type of classroom procedure, teacher need to play a number of different roles during different speaking activities” and those are: as prompter, participant, and as feedback provider. That is means the teaching speaking technique or ways was a great technique for seventh grade of SMPN 1 Badas.

And the next is from the media that used in the teaching activities take the statement from (Robert Heinich and Michael Molenda, 2004:9) “the purpose of media is to facilitate communication and learning”. From here the teacher often used media such a the things or tools around the classroom or school became a media to teach also made a great communication, so the class activities is same with the statement above.

Actually before going to the main activities (throwing paperball), the teacher gave a small quiz or games to the student and related with (Dave Moursund 2006-2008:9) statement, that “games provide an excellent environment to explore ideas of computational thinking. The fact that many games are available both in a non-computerized form and in a computerized form helps to create this excellent learning environment”.

IV. CONCLUSION

In conclusion and based on the research data above, the researcher conclude that the teacher had a creative technique to teach speaking, because the teacher prepared all thing and material before come to the classroom and here the teacher made the student interested to study about speaking. It is can looks from the media that she used such a paper number, paper ball, until used the things around the classroom environment.

Before teaching activities, the teacher also ready with her lesson plan that related with her syllabus and student handbook.

There are several points can be concluded by the research from research findings. First is about teaching technique and media during the process of learning. Based on the findings, there are three steps or phase technique that used in the process and became the several thing that used by the teacher. It can be used in the grouping and practicing in the front of class, so that was an effective steps or technique of teaching speaking activities in the SMPN 1 Badas Kediri. Here the teacher not only through the three steps or technique but here the teacher compared all steps with the media that to give more explanation and give the examples. This way, can made the atmosphere of the class become e more enjoyable for the students.

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