

**THE TEACHING-LEARNING OF EXPRESSING ORAL
COMMUNICATION SKILL ON DESCRIPTIVE TEXT**

**(A Case Study in Speaking Skill at the Grade VIII G of SMP Negeri 1
Warungasem, Batang, First Semester in Academic Year of 2013/2014)**

THESIS

**Submitted as Partial Fulfillment of the Requirement for the Magister Degree
of Language Education Programme**



By

Nurani Ike Budiatmawati

NIM 11PSC01239

MAGISTER PROGRAMME

WIDYA DHARMA UNIVERSITY KLATEN

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APPROVAL

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By

Nurani Ike Budiarmawati

NIM 11PSC01239

A Thesis has been approved by the Team Advisor

	Signature	Date
First Advisor Dr. Sudaryanto NIK 6902002258		22/11/14
Second Advisor Dr. Hersulastuti, M.Hum NIP 196504211987032002		22/11/14



Head of Study Programme

Dr. OB. Putut Setyadi, M.Hum

NIP 19600412 198901 001

ACCEPTANCE

THE TEACHING-LEARNING OF EXPRESSING ORAL COMMUNICATION SKILL ON DESCRIPTIVE TEXT





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NIM 11PSC01239

The Thesis was accepted by the Board of the Examiners:

Position	Name	Signature	Date
Chairman	DR. Dwi Putut S., M.Hum NIP 196004121989011001	
Secretary	DR. Iswan Riyadi, M.M NIP 19600401198611001	
Fist Examiner	Dr. Sudaryanto NIK 6912002258		6/5 15
Second Examiner	Dr. Hersulastuti, M.Hum. NIP 19650421 198703 2 002		10/5 15

Director of Magister Programme

Widya Dharma University Klaten



Prof. DR. Herman J. Waluyo, M.Pd.

NIK. 690115345

Head of Language Education

Study Programme



Dr. DB Putut Setyadi, M.Hum

NIP 19600412 198901 001

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “THE TEACHING-LEARNING OF EXPRESSING ORAL COMMUNICATION SKILL ON DESCRIPTIVE TEXT (A Case Study in Speaking Skill at the Grade VII G of SMP Negeri 1 Warungasem, Batang, First Semester in Academic Year of 2013/2014)”.

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed in references.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, Maret 2015

The writer

Nurani Ike Budiatmawati
NIM 11PSC01239

DEDICATION

To:

1. My beloved mother, Dra. Sumiatun, M.Pd, and father, Sri Widodo.
2. To my children Aya, Angga, and Sakti with gratitude for their love and encouragement.

MOTTO

When you ease someone, The God will ease you

When you respect yourself, other people will respect you

Do what you think is right for you

ACKNOWLEDGEMENT

Firstly, thank to Allah SWT for this thesis has already finished. The thesis entitled **THE TEACHING-LEARNING OF EXPRESSING ORAL COMMUNICATION SKILL ON DESCRIPTIVE TEXT** (A Case Study in Speaking Skill at the Grade VIII G of SMP Negeri 1 Warungasem, Batang, First Semester in Academic Year of 2013/2014)

This thesis is submitted as partial fulfillment of the requirements to achieve the magister degree in Language Education Programme at Widya Dharma University Klaten.

In doing this work, the writer realizes that it is impossible to finish it without contributions, helps, suggestions and comments from many other people. Therefore, I would like to express my thanks and high appreciation to.

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In writing this thesis, I realize that the thesis is still far from being perfect, therefore the thesis is opened to whoever will give advice and, the possitive criticism, I would like to apologize to readers for those.

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Batang, Maret 2015

The writer.

TABLE OF CONTENT

	Page
APPROVAL.....	ii
ACCEPTANCE.....	iii
PRONOUNCEMENT.....	iv
DEDICATION.....	v
MOTTO.....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENT.....	ix
TABLE OF APPENDICES.....	xii
TABLE OF PICTURES.....	xiii
LIST OF ABBREVIATION.....	xiv
ABSTRACT.....	xv
<i>ABSTRAK</i>	xvi
CHAPTER I INTRODUCTION.....	1
A. The Background of Research.....	1
B. Identification of the Problems.....	6
C. Limitation of the Problems.....	7
D. Statement of the Problems.....	7
E. Objectives of the Research.....	8
F. Advantage of the Research.....	8

CHAPTER II UNDERLYING THEORIES, RELEVANT RESEARH, AND CONCEPTUAL FRAMEWORK.....	10
A. The Underlying Theories.....	10
1. <i>Kurikulum Tingkat Satuan Pendidikan</i> (Curriculum 2006).....	10
2. Teaching and Learning.....	12
3. Principle for Teaching Speaking.....	15
4. Speaking as a skill	16
5. Expressing Oral Communication or Speaking.....	17
6. Teaching Speaking	19
7. Descriptive Text as Genre.....	24
8. Reward and Motivation.....	26
9. Evaluating Speaking on Descriptive Text.....	28
B. Relevant Research.....	29
C. Conceptual Framework.....	30
CHAPTER III RESEARCH METHODOLOGY.....	32
A. Place and Time of Research.....	32
B. Research Strategy.....	33
C. Object of the Research.....	34
D. Data Sources.....	34
E. Data Collection.....	36
F. Validity of Data.....	40
G. Technique of Data Analysis.....	41
CHAPTER IV DATA FINDINGS AND DISCUSSION.....	43
A. Data Findings.....	43
B. Discussion.....	52

C. Summary of Discussion.....	72
CHAPTER V CONCLUSION AND RECOMMENDATION.....	75
A. Conclusion.....	75
B. Implication.....	76
C. Recommendation.....	77
BIBLIOGRAPHY.....	78
APPENDICES.....	80

TABLE OF PICTURES

1. Types of Oral Language.....	19
2. The Scheme of Conceptual Framework.....	31
3. The Scheme of Seven Steps in Supplying Main Data.....	38
4. The Scheme of Five Steps of Analyzing Main Data.....	42

TABLE OF APPENDICES

1. Simplecolumn Textualization	80
2. Multicolumn Textualization.....	96
3. The Result of Interview with English Teacher	118
4. The Result of the First Interview with the Student	120
5. The Result of the Second Interview with the Student	121
6. The Result of the Third Interview with the Student	122
7. Students' work result	123
8. The Result of Test	126
9. Syllabus	127
10. Lesson Plan	154

LIST OF ABBREVIATION

1. T : Teacher
2. S : Student
3. V : Verbal
4. NV : Non Verbal
5. SDI : Statements of Data Identity
6. MDU : Main Data Unit
7. R : Researcher
8. I : Interview
9. MMC :Minimal Mastery Criteria
10. TS : Test Result

ABSTRACT

Nurani Ike Budiawati, NIM 11PSC01239. *The Teaching-Learning of Expressing Oral Communication Skill on Descriptive Text (A Case Study in Speaking Skill at the Grade VIII G of SMP Negeri 1 Warungasem, Batang, First Semester of Academic Year of 2013/2014)*. Thesis. Language Education Programme, Magister Programme, Widya Dharma University, 2014.

The problems of the study are: 1) How was the teaching and learning process of expressing oral communication skill on descriptive text of grade VIII G of SMP 1 Warungasem, Batang. 2) Why did the teaching and learning of expressing oral communication on descriptive text for grade VIII G of SMP 1 Warungasem, Batang run as what was seen?

The writer uses some theories to support this research. They are: Curriculum *KTSP*, teaching and learning, principle for teaching speaking, speaking as a skill, expressing oral communication (Speaking), teaching speaking, descriptive text as genre, reward and motivation, evaluating speaking on descriptive text.

The research was conducted at grade VIII G of SMP Negeri 1 Warungasem. Data was taken from: 1) Teaching-learning process of speaking. Seven steps to prepare the main data are: a) observation, b) transcription, c) transferring data into multicolumn, d) segmenting, e) organizing data depend on the theme, f) formulating data depend on proportion, g) reducing data. Five steps to analyze the main data are a) to be analyzed, b) to be interpreted, c) to be summarized, d) to be concluded and to be implied, e) to be recommended and to be predicted. 2) informant: teacher and students, 3) documents: a) syllabus, b) lesson plan.

Based on the discussion of MDU on Chapter IV, it can be made summary as follows: a) the teaching and learning activity runs according to the theory; b) media was only used by the students; c) evaluation did not present speaking score in detail.

The research concluded that: 1) Learning implementation: a) The teacher made learning stages according to the theory such as exploration, elaboration, and confirmation, b) The students performed monologue text and made question and answer, and responded it; c) The material was explained in detail during the teaching and learning process; d) Method was presentation; e) The media was not used by the teacher; e) The evaluation according to the theory, but it did not provide a detailed speaking assesment; 2) The causes were: a) The teacher did not know how to teach speaking based on the theory, b) The students were not well trained to speak in a good pronunciation, stress, and intonation; c) The material, about Descriptive Text, was not explained or trained firstly to the students so that they did not master the material very well, and the material was not written in detail in the lesson plan; d) The media was used by the students; e) Evaluation done without certain criterion called rubric

Key words: teaching and learning, expressing oral communication, descriptive text.

ABSTRAK

Nurani Ike Budiawati, NIM 11PSC01239. *The Teaching-Learning of Expressing Oral Communication Skill on Descriptive Text (A Case Study in Speaking Skill at the Grade VIII G of SMP Negeri 1 Warungasem, Batang, First Semester of Academic Year of 2013/2014)*. Thesis. Language Education Programme, Magister Programme, Widya Dharma University, 2014.

Masalah penelitian ini adalah: 1) bagaimana proses belajar mengajar mengungkapkan teks deskriptif di kelas VIII G SMP Negeri 1 Warungasem? 2) Mengapa proses belajar mengajar mengungkapkan teks deskriptif di kelas VIII G SMP Negeri 1 Warungasem berlangsung seperti yang terlihat?

Landasan teori dalam penelitian ini adalah *Curriculum KTSP, teaching and learning, principle for teaching speaking, speaking as a skill, expressing oral communication (Speaking), teaching speaking in the classroom, descriptive text as genre, reward and motivation, evaluating speaking on descriptive text*.

Penelitian ini dilakukan di kelas VIII G SMP Negeri 1 Warungasem semester 1 tahun pelajaran 2013/2014. Data diambil dari: 1) proses belajar mengajar berbicara bahasa Inggris dalam mengungkapkan teks deskriptif. Ada tujuh langkah untuk menyiapkan data utama, a) diobservasi, b) ditekstualisasi, c) dimultikolom, d) disegmentasi, e) ditematisasi, f) diproposionalisasi, g) direduksi. Ada lima langkah untuk menganalisis data utama: a) dianalisa, b) ditafsirkan, c) diringkas, d) disimpulkan dan diimplementasikan, e) direkomendasikan dan diprediksi. 2) informan, guru dan siswa, 3) dokumen: a) silabus, b) RPP.

Hasil penelitian dapat dirangkum sebagai berikut: a) Guru tidak melakukan apersepsi dan eksplorasi tetapi melakukan elaborasi dan konfirmasi; b) Siswa melakukan dialog tetapi tidak ada inisiatif untuk bertanya; c) Materi pada buku sumber terinci; d) Metode sesuai RPP namun tidak dilaksanakan semua; e) Media tidak hanya digunakan oleh guru; f) Hasil evaluasi tidak menyajikan nilai berbicara secara rinci.

Berdasarkan analisis unit data utama dapat disimpulkan bahwa: 1) Pembelajaran teks deskriptif di kelas VIII G SMP Negeri 1 Warungasem, semester I tahun pelajaran 2013/2014 dapat dilihat: a) Guru melakukan tahapan pembelajaran sesuai teori yaitu eksplorasi, elaborasi, dan konfirmasi; b) Siswa menampilkan teks monolog dan bertanya jawab; c) Materi diterangkan secara rinci selama proses pembelajaran; d) Media digunakan oleh siswa; e) Metode yang digunakan adalah presentasi; f) Evaluasi dilaksanakan dengan menuliskan dalam daftar nilai; 2) Penyebabnya adalah: a) Guru tidak mengajarkan berbicara berdasarkan teori; b) Siswa tidak dilatih dengan baik bagaimana cara berbicara dengan pelafalan, tekanan, dan intonasi yang baik; c) Materi, teks deskriptif, tidak diterangkan dan dilatihkan kepada siswa sehingga siswa kurang memahami materi dan tidak ditulis dengan rinci di RPP; d) Media digunakan di oleh siswa; e) Evaluasi tidak menggunakan rubrik.

Kata kunci: pembelajaran, *oral* komunikasi, ungkapan teks deskriptif.

CHAPTER I

INTRODUCTION

A. The Background of Research

The main function of language is as a means of communication. Therefore, every people is demanded to communicate skillfully. The skillful assumes some kinds of knowledge base (Thornbury, 2008:11). The skill is obtained through a long term process which is started from the birth of human being. Formally, people begin to train their language skill since they begin to study at the school.

Language skill comprises four aspects, they are listening, speaking, reading, and writing. The Curriculum of Level of the Educational Unit (KTSP) states that these four skills are used to respond or to create discourse in social life. Therefore, English subject is directed to develop those skills so that the graduations are able to communicate and to discourse in English on a particular literacy level.

The literacy level which must be mastered by Junior High School students is a functional level. Here, the students are taught to communicate in spoken and written forms to overcome their daily problems. Hence, Junior High School students are only demanded to recognize the symbols and utterances in a very simple form.

In spoken cycle, teacher introduces the students about how to pronounce the words through the symbols, then the students are guided to pronounce them in

order to give experience to the students to activate their speech organs to produce English words correctly. And the final objective is students are able to gain the discourse competence that is an ability to produce oral text. Moreover, speaking is a productive skill which requires direct response, spontaneity and automaticity (Listyaning and Zulfa, 2007:9). The productive skill needs to be drilled or crammed to the students anytime.

To get skillful speaking, there are some competences that must be owned by the students. This has been cited in English subject scope for Junior High School which comprises three competences, i.e.: discourse competence, ability to understand and to create any kinds of texts, and supporting competence. First, discourse competence, that is an ability to understand and/or to produce spoken and written texts which are being realizing in four language skills, that are listening, speaking, reading, and writing coherently to achieve the functional literacy level. Second, ability to understand and to create any kinds of a short functional texts and monolog and essay in the form of procedure, descriptive, recount, narrative, and report. The gradation of teaching materials can be seen from the use of vocabulary, grammar, and rhetoric steps. Third, supporting competence, that is linguistic competence (using structure/grammar, phonetic), sociocultural competence (using utterances and expressions in any communication context), strategic competence (overcoming the problem in the communication process in any ways in order to keep the communication), discourse competence (using any kinds of instruments to form discourse) (Depdiknas, 2004).

In Curriculum 2006 (KTSP), Junior High School students are demanded to learn English based on genres. There are many genres such as transactional and interpersonal, descriptive text, procedure text, narrative text, recount text, report text, and short functional texts. Those genres must be known by the students in order to determine what the students will say about. Thornbury (2008:13) stated that “Part of the speaker’s knowledge, then, is knowing what these sociocultural rules are and how they are codified.” This can be said that the students’ sociocultural determines the successful teaching learning process because it will ease the students understanding in speaking.

Based on the Curriculum 2006, all Junior High Schools in Batang have conducted it. It is because of the nature of Curriculum 2006 which is developed based on school/region potency, so the region of the location of all Junior High Schools are divided into two regions, they are western Batang and eastern Batang. Western Batang includes some districts such as Batang, Warungasem, Wonotunggal, Bandar, Kandeman, Tulis, and Blado, while eastern Batang includes Gringsing, Limpung, Subah, Tersono, Banyuputih, and Bawang.

There are five Junior High School levels. They are SMP Negeri 1 Warungasem, SMP Negeri 2 Warungasem, SMP Negeri 3 Warungasem, MTs. Wahid Hasyim, and MTs. Tholabuddin. SMP Negeri 1 Warungasem is the most famous state school, and the most wanted school. Most of the newly graduations of Elementary School always choose SMP Negeri 1 Warungasem for their first choice to continue their study.

Despite of many particular handicraft workshop and specialties in its food, Warungasem district has not become a tourism object developed by Batang Government. It means that there is no activity which is demand neither the domestic tourist nor foreign tourist, so the English language, particularly, for speaking skill is not developed very well in SMP Negeri 1 Warungasem. However, there is speaking contest called Story Telling Contest held by Disdikpora Kabupaten Batang. The contest can support the speaking activity in the classroom. It is due to the fact that conducting speaking in the classroom is the most difficult teaching learning activity. The problems are caused by both students and teachers. Lack of students' skills in speaking can be caused by four reasons. First, the opportunity to teach conversational skill is limited because it is influenced by the teaching evaluation system that has largely focused on reading and writing skills. Second, relationship with the first reason the students have a lower chance to practice their speaking skills. Third, almost all schools mentioned above were not conduct "English Day" yet in one day in a week, so that the students do not use English in everyday life. Fourth, most of the schools mentioned above do not have language laboratory, so the teachers do not use media that stimulate student's speaking skill yet.

The teachers and students wanted to get good mark in the final exam, so the teaching-learning process focus in reading skill. The fact also occurred in SMP Negeri 1 Warungasem, the teaching and learning process of speaking skill got limitation time and did not focused. They paid more attention on reading skill.

According to Harmer (1998:87-88) there are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command. *Rehearsal*: getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having take part in a role-play at an airport check-in desk allows them to rehearse such a real-life event in the safety of the classroom. *Feedback*: speaking tasks where students are trying to use all and any language they know provides feedback for both teachers and students. Teachers can see how well their class is doing and what language problems they are having; students can also see how they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. *Engagement*: good speaking activities can and should be highly motivating. If all the students are participating fully - and if the teacher has set up the activity properly and then give sympathetic and useful feedback - they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving, etc.) are intrinsically enjoyable in themselves.

The writer chooses SMP Negeri 1 Warungasem to have a research because it has special characteristics. It is located near Pekalongan. The society of Warungasem is well-known as an Islamic Centre. It means that all kinds of activity held in its society is related and based on Islamic atmosphere. It is no doubt that all the activity carried out in schools is related to Islamic atmosphere although it is in state school.

The research on the English teaching and learning process has been done by many researchers but most of them do those, especially on the English teaching and learning process on listening, reading and writing. Meanwhile, the research on teaching and learning aspect of speaking is still limited. For these, the researcher considers to conduct this research entitled “the teaching learning process of expressing oral communication on descriptive text of grade VIII G at SMP N 1 Warungasem in 2013/2014”. There were some reasons of choosing Grade VIII G as the focus on research because Grade VIII G students were first, more active than other students in other class, second, there were some intelligent students in this class, third, the students were easier to be directed when the teacher conducted the teaching and learning process.

B. Identification of the problems

Based on the background of the problems above, the writer proposes the statements of the problem. The main problems which are discussed in the research can be identified as follows.

1. The teacher dominates the English teaching and learning process, she/he doesn't give enough opportunities for students' creativity.
2. The school does not have language laboratory.
3. The lowness of students' opportunities to practice their speaking ability.
4. The limitation of media used by the teacher.
5. The time of speaking English lesson is limited.
6. The students are seldom given task in speaking.

7. The speaking skill is not developed very well.

C. Limitation of the Problems

Because of the barriers or obstacles faced by the researcher, and in order to focus on main problems, the writer limits the problems of the study as follows.

1. The students are seldom given task in speaking.
2. The speaking skill is not developed very well.

The writer chose two problems above, because there is possibility to reveal those problems. The problem of the students are seldom given task in speaking English and the speaking skill is not developed very well in expressing oral communication skill on descriptive text of grade VIII G of SMP 1 Warungasem, Batang.

D. Statements of the Problem

According to the limitation of the problem, to clarify the statement of the problems proposed, the writer writes the statement of the problems in the form of questions as follows:

1. How was the teaching and learning of expressing oral communication skill on descriptive text of grade VIII G of SMP 1 Warungasem, Batang?
2. Why did the teaching and learning of expressing oral communication on descriptive text for grade VIII G of SMP 1 Warungasem, Batang run as what was seen?

E. Objectives of the Research

Based on the statements of the problem proposed above, the objectives of the research are:

1. To explain how the teaching learning of expressing oral communication on descriptive text of grade VIII G of SMP 1 Warungasem, Batang was done.
2. To understand why the teaching and learning of expressing oral communication on descriptive text for grade VIII G of SMP 1 Warungasem, Batang run as what was seen.

F. Advantages of the Research

The result of the research will give the advantages as follows:

1. For teachers

The research hopefully can give the English teacher of SMP 1 Warungasem in Batang about the teaching learning of oral communication on descriptive text on grade VIII G which includes the the teacher's aspect, the curriculum, the media, and the students, the evaluation, and presents the obstacles faced in the teaching learning process and the efforts to overcome the problem.

2. For the Institution

The research can be used by the institution as an information to know the strengthness and weakness which is existed in the classroom, particularly in English Lesson. The institution can give a great attention to make improvements

for the teaching learning process of expressing oral communication on descriptive text for grade VIII.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the findings of the data and the discussion that has been described in Chapter IV, it can be concluded as follows: 1) Teaching and learning process of expressing oral communication on descriptive text of grade VIII G of SMP 1 Warungasem, Batang, first semester in academic year of 2013/2014, that: a) the teacher made learning stages according to the theory such as exploration, elaboration, and confirmation, but not in teaching speaking, b) the students performed monologue text and made a question and answer and responded it, but the pronunciation, stress, and intonation were lack; c) the material was explained in detail during the teaching and learning process, but it did not write in detail on the lesson plan; d) the method was presentation, but the students were not encouraged to perform in front of the class; e) the media used by the students; f) the evaluation was written in the assesment list, but there was no rubric; 2) The causes were: a) the teacher had not known how to teach speaking based on the theory, b) the students were not well trained to speak in a good pronunciation, stress, and intonation; c) the material, about descriptive text, was not explained or trained firstly to the students so that the students did not master the material very well, and it was not written in detail in the lesson plan, d) presentation was something avoided because the students did not have a good competence in performing their result of discussion; e) the teacher was skillful to involve the

students to use the media; f) the evaluation done, did not give certain information about the students' development in speaking because there was no rubric.

B. Implication

Conducting a speaking activity in the class needs extra energy and also an extra knowledge about how to gain a successful teaching and learning. It is caused by many requirements in creating a speaking atmosphere in the classroom. One of the requirements is how to give the students knowledge about pronouncing the words or phrase or even sentences. It may cause many problems to the students. The problem which always rises in conducting a teaching and learning on speaking is the pronunciation, the stress, and the fluency. It is due to the fact that the Indonesian students are learned to speak English as a foreign language, so they will face many obstacles in gaining the speaking skill successfully. Moreover, the influence of their mother tongue is strong in their daily life.

It cannot be denied that the teacher should prepare a very good lesson plan in the teaching and learning on speaking so that the activity in the classroom can be obtained as what has been stated in the theory of teaching speaking. The use of media is very helpful to make the students presentate their result of discussion easily. Drilling the students with the words needed in certain material of teaching and learning are very important. The chosen strategy or method of teaching and learning will also support the successful teaching and learning on speaking.

Therefore, the use of media in the teaching and learning on speaking skill for the students of Grade 8G of SMP Negeri 1 Warungasem, Kabupaten Batang in

the academic year of 2013/2014 was a good choice eventhough the teacher did not applied the TPR in the teaching and learning to train the students.

C. Recommendation

Based on the conclusion of the result of the research above, the researcher recommendate that:

1. To the teacher

a. The teacher should learn more about how to teach speaking.

b. The teacher should make improvement for the lesson plan in order to make a good teaching and learning process.

2. To the institution

From the observation, it can be recommended to the institution:

a. The principal should do a supervision intensively to improve the teacher's ability in teaching speaking.

b. The principal should give a wide range of opportunity to the teacher to get other knowledges about how to teach speaking by sending the teacher to a seminar or workshop.

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