TEACHING AND LEARNING TO EXPRESS OPINIONS

(A Case Study in Speaking Skill at the Eleventh Grade of SMKIT Smart Informatika

Surakarta Second Semester of Academic Year 2013/2014)

THESIS

To Fulfill a Partial Requirement for Magister Degree of

Language Education Programme

By

Sabariyanto

NIM 13PSC01541

MAGISTER PROGRAMME

WIDYA DHARMA UNIVERSITY KLATEN

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APPROVAL

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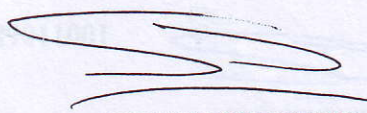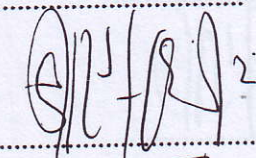
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TEACHING AND LEARNING TO EXPRESS OPINIONS
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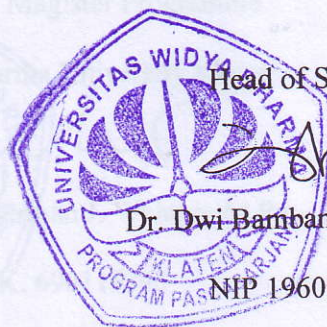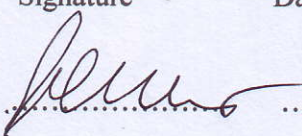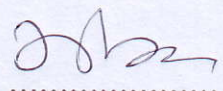Surakarta Second Semester of Academic Year 2013/2014)

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PRONOUNCEMENT

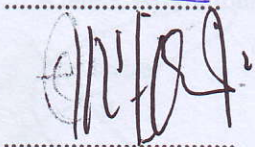This is to certify that myself write this thesis entitle "TEACHING AND LEARNING TO EXPRESS OPINIONS (A Case Study in Speaking Skill at the Eleventh Grade of SMKIT Smart Informatika Surakarta Second Semester of Academic Year 2013/2014)".

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

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The writer

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PRONOUNCEMENT

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Klaten, November 2015

The writer

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DEDICATION

To:

1. My Wife, Endang Sri Sihwanti, a super woman and truly educator for my children in all dimensions. And for her sincerity.

2. My children: Nida', Zulfa, Fian, and Fatan, for their loves and support.

MOTTO

SURELY WITH DIFFICULTY IS EASE, WITH DIFFICULTY IS SURELY EASE.

(Q.S. AL INSHIRAH: 5-6)

YOU CAN IF YOU THINK YOU CAN.

(DR. NORMAN V. PEALE)

LIFE IS COLORFUL AND STRUGGLE

(WRITER)

ACKNOWLEDGEMENT

In the name of Allah SWT, the Gracious, the Merciful. All praises belongs to Allah, Lord of all the world, and the "Most Beneficial" for His blessings without which I would have never completed my study.

This thesis is written to fulfill a partial requirement for Magister degree of Language Education Programme.

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- My beloved wife, my children, who give encouragement, support, advice, and prayers.

Finally, the writer hopes that the result of this thesis research will be useful for the English Department Students.

Klaten, November 2015

The writer

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LIST OF ABBREVIATION

1. T   : Teacher

2. S   : Student

3. V   : Verbal

4. NV   : Non Verbal

5. SDI   : Statement of Data Identity

6. MDU   : Main Data Unit

7. MMC : Minimal Mastery Criteria

ABSTRACT

Sabariyanto, 13PSC01541, "Teaching and Learning to Express Opinions (A Case Study in Speaking Skill at the Eleventh Grade of SMKIT Smart Informatika Surakarta Second Semester of Academic Year 2013/2014)" *Thesis*. Language Education Programme, Magister Programme, Widya Dharma University, 2015.

The problem of the study are: 1) How was the teaching and learning of expressing opinion at the eleventh grade of SMKIT Smart Informatika Surakarta? 2) Why did the obstacles occur in teaching and learning of expressing opinion at the eleventh grade of SMKIT Smart Informatika Surakarta?

The research was conducted at the eleventh grade of SMKIT Smart Informatika Surakarta Second Semester of Academic Year 2013/2014. Data were taken from: 1) Teaching-learning process of speaking. Seven steps to prepare the main data are: a) observation, b) Textualization, c) Transferring data into multicolumn, d) segmenting, e) organizing data depend on 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 summarize, 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) Teacher did not do apperception and exploration but he did elaboration and confirmation; b) Student have a dialogue but there was initiative to ask; c) Material on source book was detailed; d) Methods were appropriate to the lesson plan but they were not implemented all, e) Media were several topics; f) Evaluation did not present speaking score in detail. The researcher concluded that: 1) teaching and learning to express opinion at the eleventh grade of SMKIT Smart Informatika, Surakarta, second semester academic year 2013/2014, is good. 2) the causes are: a) teacher makes learning stages according to the theory but he doesn't do apperception and exploration because students already familiar with the material; b) the material on detailed written lesson plan, because the source of the book were also present detailed material; c) methods are dialog/discussion and game, because it had been planned, games and discussions method that have been planned in the lesson plan are implemented; d) media are several topic texts because it is planned. Teaching and learning to express opinion at eleventh grade of SMKIT Smart Informatika, Surakarta, second semester academic year 2013/2014, is not successful, causes are: a) students pay attention and response it but no initiative to ask because be shame; b) evaluation is appropriate to the theory, but it does not provide a detail speaking assessment.

Key word: teaching and learning, express opinions, case study, SMKIT

ABSTRAK

Sabariyanto, 13PSC01541, 'Pembelajaran untuk mengungkapkan pendapat (Studi Kasus Keterampilan Berbicara di Kelas XI SMKIT Smart Informatika Surakarta, Semester II Tahun Pelajaran 2013/2014)'. *Tesis*. Program Magister Pendidikan Bahasa. Pasca Sajana. Universitas Widya Dharma Klaten. 2015.

Masalah penelitian ini adalah: 1) bagaimana proses belajar mengajar mengungkapkan pendapat di kelas XI SMKIT Smart Informatika Surakarta? 2) mengapa proses belajar mengajar mengungkapkan pendapat di kelas XI SMKIT Smart Informatika Surakarta seperti yang tampak dalam pengamatan?

Penelitian ini dilakukan di kelas XI SMKIT Smart Informatika Surakarta Semester II tahun pelajaran 2013/2014. Data diambil dari: 1) proses belajar mengajar berbicara bahasa Inggris dalam mengungkapkan pendapat. 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.

Berdasarkan analisis Unit Data Utama, dapat diringkas sebagai berikut: a) guru tidak melakukan apersepsi dan eksplorasi, tetapi melakukan elaborasi dan konfirmasi; b) siswa memperhatikan dan memberi respon tetapi tidak memiliki inisiatif untuk bertanya; c) materi dalam buku sumber terinci; d) metode sesuai dengan RPP namun tidak dilaksanakan semua, e) media beberapa topik; f) hasil evaluasi tidak menyajikan nilai berbicara secara rinci. Peneliti menyimpulkan bahwa: 1) pembelajaran mengungkapkan pendapat di kelas XI SMKIT Smart Informatika Surakarta, Semester II tahun pelajaran 2013/2014 bagus. 2) penyebabnya adalah: a) guru melakukan tahaban pembelajaran sesuai teori tetapi tidak melakukan apersepsi dan eksplorasi karena siswa sudah mengenal materi, b) materi di RPP ditulis rinci, karena pada buku sumber juga dijumpai materi rinci; c) metode dialog/diskusi dan permainan, karena sudah direncanakan, namun diskusi tidak dilaksanakan; d) media beberapa topik karena sudah direncanakan; Pembelajaran mengungkapkan pendapat di kelas XI SMKIT Smart Informatika Surakarta, Semester II tahun pelajaran 2013/2014 kurang berhasil. Hal ini karena a) siswa memperhatikan dan memberi respon, namun tidak memiliki inisiatif untuk bertanya dimungkinkan karena malu. b) evaluasi sesuai teori, tetapi tidak menyajikan penilaian berbicara secara rinci.

Kata kunci: pembelajaran, ungkapan mengutarakan pendapat, studi kasus, SMKIT

CHAPTER I

INTRODUCTION

A. The Background of Research

Based on vocational curriculum, it is stated that English is an important subject that must be mastered by the students. The mastery of English is an essential requirement for the success of individuals, communication among nations in responding to the challenges of the globalization era. In short, English language teaching has an important role because of the mastery of English language skills are required in order to prepare the students to acquire science and technology and they are expected to be able to communicate with people from other countries or states in the global community.

In English language teaching, there are four skills that should be mastered by every student, namely: listening, speaking, reading, and writing. Among those skills, speaking skills is more important. However, we still find the fact that speaking skills are still considered by student as the most difficult skill to be mastered besides writing skills.

At MGMP (Musyawarah Guru Mata Pelajaran or Lesson Teacher Discussion Forum) for English teacher, in SMK Negeri 2 Surakarta, on Saturday, 28 December 2013, the writer got the information from English teachers from vocational schools, namely SMK Negeri 2 Surakarta, SMK Negeri 4 Surakarta, SMK Negeri 5 Surakarta, SMK Negeri 7 Surakarta, Surakarta and SMKIT Smart Informatika Surakarta, the students are low in the English speaking skill. They could not respond well in speaking English and rarely become a winner in the competition, such as English debate for SMK, story telling etc.

The problem are caused by both students and teachers. Lacks of student's skill in speaking can be caused by four reasons. First, the opportunity to teach conversation skill is

limited because it is influenced by 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 have not conducted "English Day" yet in one day in a week. So that the student did not use English in every day life. Fourth, almost of schools mentioned have language laboratory, but it wasn't used effectively. So the teachers had not use media that stimulate student's speaking yet.

Based on English syllabus for Vocational High School with *Kurikulum Tingkat Satuan Pendidikan (KTSP),* there are 146 x 45 minutes in a year. 84 x 24 minutes for odd semester and 62 x 45 minutes for even semester. So, there are 4 x 45 minutes in a week.

The teachers and students wanted to get good mark in the final exam, so the teaching-learning process focus in reading skills. The fact also occured in some schools, the teaching-learning process of speaking skill got limitation time and did not focuse, because of the tool's parts are damage. They paid more attention on reading skill.

According to Hammer (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 discussing 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 teacher and students. Teachers can see how well their classes are 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 motivated. If all the students are participating fully and if the teacher has set up the activitiy 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 SMKIT Smart Infromatika Surakarta as a venue of this research because the other problems of teaching and learning process in this school are caused by several things, among others: this school is a new school, this year is the sixth year. Almost teachers are new with an average of working period is seventh years. And the facilities for teaching and learning process of speaking is limited. This school rarely takes part on the debate competition or story telling. Beside that, mostly students of this school are from poor families and farmer families with minimal income, and each of dry season always has difficulty in getting water, so these factors give a wide implication to the students in having facilities for their study. Also geographically, SMKIT Smart Informatika is in the center of city, so mostly the students of this school get impact of modernity which disturb their study, concentrations and time management.

The research on the English teaching and learning process has been done by many researcher but most of them do those, especially on English teaching and learning process on listening, reading and writing. Meanwhile, the research on teaching and learning aspect on speaking is still limited. For these, the researcher considers to conduct this research entitled "TEACHING AND LEARNING TO EXPRESS OPINIONS (A Case Study in Speaking Skill at the Eleventh Grade of SMKIT Smart Informatika Surakarta Second Semester of Academic Year 2013/2014)."

B. Identification of the Problems

Based on the background of problem above, the write 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, he doesn't give enough opportunities for student's creativity.

2. The schools have language laboratory, but it wasn't used effectively.

3. The lowness of student's opportunities to practice their speaking ability.

4. The limited media used by the teacher.

5. The time of speaking English lesson is limited.

C. Limitation of Problems

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

1. The lowness of student's opportunities to practice their speaking ability.

2. The limited media used by the teacher.

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 limited of media used by the teachers, by using exactly methodes, strategies, and an interesting media in the teaching and learning process can reveal the barriers in expressing opinion of SMKIT Smart Informatika Surakarta.

D. Statement of the Problem

Based on the limitation of the problems above, 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 is the teaching and learning of expressing opinion orally at the eleventh grade of SMKIT Smart Informatika Surakarta?

2. Why is the teaching and learning of expressing opinion orally at the eleventh grade of SMKIT Smart Informatika Surakarta conducted as it is observed?

E. Research Objectives

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

1. To describe the teaching and learning of expressing opinion at eleventh grade of SMKIT Smart Informatika Surakarta.

2. To know the reason why in teaching and learning of expressing opinion at eleventh grade of SMKIT Smart Infromatika Surakarta is conducted as it is observed.

F. Advantages of the Research

The result of the research gives the advantages as follows: 1. For teachers. This research motivates the English teachers to improve the quality of teaching and learning process of speaking English. The result of this research gives inspiration to the English teacher to develop the model of the teaching and learning. 2. For school. The principle can use the result of this study as an input of factual condition in teaching and learning of speaking English at the eleventh grade of SMKIT Smart Informatika Surakarta. The result

of this study also can be used to take an exact policy to improve teaching and learning od speaking English at the eleventh grade of SMKIT Smart Informatika Surakarta. Hopefully, a good teaching and learning of speaking English will improve teacher and students's ability and reach the students's competence in mastering four language skills of English.

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 to express opinion at the eleventh grade of SMKIT Smart Informatika, Surakarta, second semester academic year 2013/2014, is good. 2) the causes are: a) teacher makes learning stages according to the theory but he doesn't do apperception and exploration because students already familiar with the material; b) the material on detailed written lesson plan, because the source of the book were also present detailed material; c) methods are dialog/discussion and game, because it had been planned, games and discussions method that have been planned in the lesson plan are implemented; d) media are several topic texts because it is planned.

Teaching and learning to express opinion at eleventh grade of SMKIT Smart Informatika, Surakarta, second semester academic year 2013/2014, is not successful, causes are: a) students pay attention and response it but no initiative to ask because be shame; b) evaluation is appropriate to the theory, but it does not provide a detail speaking assessment.

B. Implication

Teaching speaking activity can be called success when some characteristics of successful speaking activities are able to achieve by the students. So the students are motivated for having a lot of vocabularies, by reading and listening about English then use

in daily life conversation especially in English lesson. The teacher should motivate the students more active in speaking. And an evaluation or oral test is important to know about students's speaking ability, teacher has to provide a detail speaking assessment.

C. Recommendation

Based on the the conclusion of the result research above, the researcher recommends that: 1) to open teaching and learning or English speaking, the teacher should do as follows: a) prepares students psychologically and physically to keep up the learning process; b) does apperception, namely linking prior knowledge withmaterial that will be studied; c) the basic learning objectives or competencies to be achieved; d) delivers a range of material and explanation of description of activities in accordance the syllabus and lesson plans. 2) To explain the material to the students, teacher should use English language, because the students will imitate what the teacher does. If the teacher usually speaks English to the students, the students will be influenced with what they hear and it can improve their speaking skill. 3) To do the teaching and learning process the teacher should use media in order to the learning process is more attractive and the students have high motivation. 4) To close the lesson the teacher should do: a) together or individually with students make learning conclusions, b) does assessment and reflection on the activities that have been implemented in a consistent and programmed, c) provides feedback on the process and outcomes of learning, d) plans follow-up activities in the form of remedial learning, encriment, tutoring service, providing both individual and group tasks, e) explains the material of learning for next meeting.

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