

**A CASE STUDY OF TEACHING AND LEARNING SPEAKING OF THE
ELEVENTH YEAR STUDENTS OF SMA N 1 JATINOM IN THE ACADEMIC
YEAR 2015/2016**

S1 - THESIS

**This Thesis is Presented as Partial Fulfillment of the Requirement for
Accomplishing Undergraduate Degree in English Education Study Program**



By:

NAME : RIANA DESIANI

STUDENT NUMBER : 1211202816

TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA UNIVERSITY

KLATEN

2016

APPROVAL

**A CASE STUDY OF TEACHING AND LEARNING SPEAKING OF THE
ELEVENTH YEAR STUDENTS OF SMA N 1 JATINOM IN THE
ACADEMIC YEAR 2015/2016**

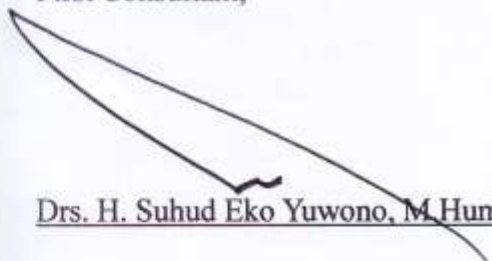
BY

NAME : RIANA DESIANI

STUDENT NUMBER : 1211202816

This thesis has been approved by:

First Consultant,



Drs. H. Suhud Eko Yuwono, M.Hum.

NIK. 691 092 128

Second Consultant,



Umi Sholihah, S.Pd., M.Pd.

NIK. 690 112 326

RATIFICATION

**A CASE STUDY OF TEACHING AND LEARNING SPEAKING OF THE
ELEVENTH YEAR STUDENTS OF SMA N 1 JATINOM IN THE
ACADEMIC YEAR 2015/2016**

BY

NAME : RIANA DESIANI

STUDENT NUMBER : 1211202816

This thesis has been ratified by the Board of Examiners of Teacher Training and Education Faculty of Widya Dharma University on:

Day : Friday

Date : 08 April 2016

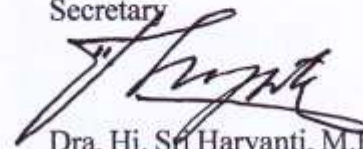
Board of Examiners

Chairman



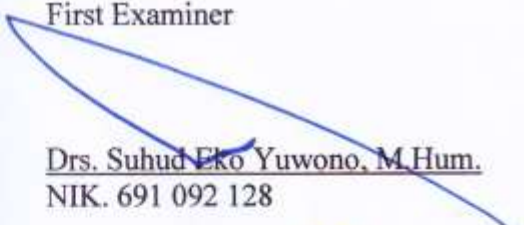
Drs. H. Udiyono, M.Pd.
NIP. 19541124 198212 1 001

Secretary



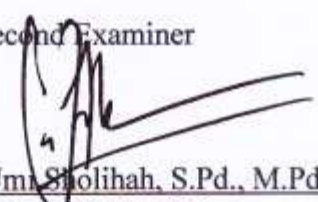
Dra. Hj. Sri Haryanti, M.Hum.
NIP. 19610619 198703 2 001

First Examiner



Drs. Suhud Eko Yuwono, M.Hum.
NIK. 691 092 128

Second Examiner

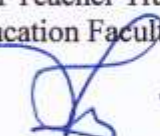


Umi Sholihah, S.Pd., M.Pd.
NIK. 690 112 326



Ratified by:

The Dean of Teacher Training
and Education Faculty



Drs. H. Udiyono, M.Pd.
NIP. 19541124 198212 1 001

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“A Case Study of Teaching and Learning Speaking of the Eleventh Year Students of SMA N 1 Jatinom in the Academic Year 2015/2016”**.

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 on bibliography.

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

Klaten, March 2016



Riana Desiani

1211202816

MOTTO

Learn from yesterday, live from today, and hope for tomorrow
(Albert Einstein)

Build your dreams, or someone else will hire you to build theirs
(Farrah Gray)

If friendship is your weakest point then you are the strongest
person in the world
(Abraham Lincoln)

Just do the best on your own version, then God will give the best
thing for us
(The Writer)

PRESENTATION

This thesis is presented to:

1. My beloved parents, *Mr. Mujiyono and Mrs. Suryani*, who give me supports and chances to be better. Thank you so much for your great love and prayer. I love you all my life.
2. My beloved sister, *Willis Ariyani*, and my brothers, *Iswahyudianto and Edi Purnama*, who always help in material, moral, and support. Thank you so much and I love you.
3. My fiancé, *Nico Setiawan*, who always gives me motivation, spirit, and love. Thank you for accompanying me in every moment both sadness and happiness. Having someone like you is my great destiny.
4. My best friends, *Langgeng Aprianto, Ardi Yoga, Irawati, Ayu Rahayu, Deni Bayu Aji, Dindha Sandra, Eka Nur 'Aini* and the others, who make my life so colorful, thanks for help, advice, and togetherness. I have learnt many things from you.
5. All of my friends *English A & B '12*, especially my beloved friends *English B '12*. I cannot be like this without you. Thank you for being my friends. Thank you for your friendship.
6. My friends in *English Student Association*, thank you for much giving me experience in organization.
7. All of my friends in *KKN Kahuman '15 and PPL SMK Muhammadiyah 3 Klaten Utara*, thanks for kindness, togetherness, and many new things.

ACKNOWLEDGMENT

The researcher would like to praise to Allah SWT that has blessed the researcher so that she can finally finish this thesis. The researcher realizes that this thesis cannot be finished without others' help. In this chance, the researcher would like to express the deep appreciation to:

1. Prof. Dr.H. Triyono, M.Pd., as the Rector of Widya Dharma University.
2. Drs. H. Udiyono, M.Pd., as the Dean of Teacher Training and Education Faculty.
3. Dra. Hj. Sri Haryanti M.Hum., as the Head of English Education Study Program.
4. Drs. H. Suhud Eko Yuwono, M.Hum., as the first consultant, who patiently and correctly reads this thesis and give suggestion, encouragement, and motivation to finish this thesis.
5. Umi Sholihah, S.Pd., M.Pd., as the second consultant, the researcher says deeply thanks for her for giving guidance, suggestion, and correction to write this thesis.
6. The chairman and secretary of the board of examiners, thank you for giving the correction and suggestion to make this thesis better.
7. Purwanti, S.Pd., M.Pd., as the school principal of SMA N 1 Jatinom, thank you for giving permission to the researcher to conduct a research in SMA N 1 Jatinom.

8. The researcher's sincerely gratitude for Hariani, S.Pd., as the English teacher of SMA N 1 Jatinom, thank you for helping and giving information in writing this thesis.
9. The eleventh year students of SMA N 1 Jatinom, especially for XI IPA 3, who are willing to be observed and give so much helping on collecting the data.
10. The people in the past, thank you for taught me many things both in sadness and happiness.
11. Everyone whom I cannot mention one by one, thank you for your supports.

The researcher realizes that this thesis is far from being perfect because the researcher has limited knowledge and experience. The researcher would receive correction, suggestion, criticism, and advice from the readers to make perfect this thesis. However, the researcher hopes that this thesis is useful and gives contribution in teaching learning English.

Klaten, March 2016

The Researcher

LIST OF ABBREVIATIONS

1. Obv. : Observation
2. FN. : Field Note
3. Invw. : Interview
4. Doc. : Document
5. T. : Transcript
6. Syl. : Syllabus
7. LP. : Lesson Plan

LIST OF TABLE

Table 1. The Standard of Competence and the Basic Competency.....	32
---	----

LIST OF FIGURE

Figure 1. Components of the Data Analyzes: Interactive Model.....	52
---	----

LIST OF APPENDIXES

Appendix 1. Field Note of 1 st Observation.....	97
Appendix 2. Field Note of 2 nd Observation	98
Appendix 3. Transcript of 1 st Interview	99
Appendix 4. Transcript of 2 nd Interview.....	100
Appendix 5. Document of Syllabus	101
Appendix 6. Document of Lesson Plan.....	102
Appendix 7. Teaching and Learning Material	103
Appendix 8. The Photos.....	104
Appendix 9. The Letter for Consultants.....	105
Appendix 10. Research Letter from University	106
Appendix 11. Research Letter from BAPPEDA.....	107
Appendix 12. Research Testimony Letter from SMA N 1 Jatinom.....	108

TABLE OF CONTENTS

TITLE	i
APPROVAL	ii
RATIFICATION	iii
PRONOUNCEMENT	iv
MOTTO	v
PRESENTATION	vi
ACKNOWLEDGMENT	vii
LIST OF ABBREVIATIONS	ix
LIST OF TABLE	x
LIST OF FIGURE	xi
LIST OF APPENDIXES	xii
TABLE OF CONTENTS	xiii
ABSTRACT	xvi

CHAPTER I INTRODUCTION

A. The Background of the Study.....	1
B. The Reason for Choosing the Topic.....	6
C. The Limitation of the Study	6
D. The Problem of the Study.....	7
E. The Aim of the Study	7
F. The Use of the Study.....	8
G. The Clarification of the Key Terms	8
H. The Organization of the Study	10

CHAPTER II THE REVIEW OF RELATED LITERATURE

A. Case Study	12
B. Speaking Skill.....	13
1. The Nature of Speaking Skill.....	13
2. The Purpose of Speaking Skill.....	16

3. The Component of Speaking Skill	16
C. Classroom Speaking Activities	17
1. Acting from script.....	17
2. Communication games	18
3. Discussion.....	18
4. Prepared talks	19
5. Questionnaires	19
6. Simulation and role play.....	19
D. Types of Speaking Performance	20
1. Imitative.....	20
2. Intensive	20
3. Responsive.....	21
4. Transactional (dialogue).....	21
5. Interpersonal (dialogue).....	21
6. Extensive (monologue).....	21
E. Teaching and Learning in Senior High School	22
1. Teaching and Learning English in Senior High School	22
a. Teacher	23
b. Students	24
c. Method of Teaching and Learning	24
d. Materials	25
e. Facility	25
f. Teaching and Learning Process	26
2. Teaching Speaking in Senior High School.....	30
F. The English Material in Senior High School	33
1. Syllabus	33
2. Lesson Plan.....	34
3. Competency	35
4. The English Material in the Eleventh Year Students	35

CHAPTER III THE METHOD OF THE STUDY

A. The Meaning of Research Method..... 40
B. The Strategy of the Research 41
C. The Data and the Source of the Data 42
D. The Techniques of Collecting the Data..... 45
E. The Validity of the Data..... 49
F. The Technique of Analyzing the Data 52

CHAPTER IV THE RESULT OF THE STUDY

A. The Analysis of the Data..... 56
B. The Discussion of the Findings 73

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion..... 88
B. Suggestion 91

BIBLIOGRAPHY 92

APPENDIX 96

ABSTRACT

RIANA DESIANI, 1211202816. English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2016. Thesis: *A Case Study of Teaching And Learning Speaking of the Eleventh Year Students of SMA N 1 Jatinom in the Academic Year 2015/2016.*

The aim of this study is to describe the process of teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016, the obstacles found by English teacher in teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016, and the solution of the obstacles found by English teacher in teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016.

In this study, the researcher conducts a study by using qualitative case study in the teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016. The sources of data are the events, the informants, and the documents such as the syllabus, lesson plan, material, photos, and videos. The data are collected by observation, interview, and documentation from the process of teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016. The researcher analyzes the data by using flow model.

After analyzing the data, the researcher finds out some facts about the process of teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016. The teacher prepares the lesson plan and the material before she teaches her students in the classroom. The teacher arranges a sequence of activities: opening, main and closing activities. The teacher uses communicative approach as the teaching method by conducting classroom speaking activities like communication games, discussion, and prepared talks. The teacher gives evaluation like assignment or homework for the students in the end of the lesson. The obstacles found in teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom are as follows: a) the students can understand what the teacher says but they cannot respond it, b) the students get difficulties in arranging the utterances, especially in grammar, c) the students cannot understand what the teacher says if she speaks very fast, d) some students are lack of vocabularies. The solutions to solve the obstacles in teaching and learning speaking are as follows: a) the teacher makes various material and media, b) the students and the teacher make the classroom atmosphere more conducive and enjoyable, c) the students as beginner are taught of simplest vocabularies, grammar, and certain rules about the language, d) the teacher monitors the students one by one.

Keywords: case study, teaching and learning process, speaking.

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a means of communication. In this case, as a human being, it must be able to communicate or speak orally. Nowadays, many people in the world make a wide social relationship with other people. According to Morris (2007: 1), language is a system of signs which we use to communicate with each other. Based on the definition above, it is known that language cannot be separated from human life, when, and where, people gather languages are chosen as the best instrument for communication.

There are many languages in this world. Every country has its own language to communicate to each others. English is known as international language and it is taught as a foreign language in Indonesia. Many countries, including Indonesia choose English as subject in educational program. So, the students of elementary school until the college are taught English.

English as an international language and as a means of communication reaches every aspect of human's life and plays a very important role in the world. English is used to keep up the development of the modern technology and science of many countries and to make cooperation with foreign countries in improving the power of knowledge.

Indonesian government has established a program to study English as the first foreign language. It belongs to one of the compulsory subjects that is

taught and learned from elementary school to university. In *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 dan 23 Tahun 2006* (2006: 214), the objective of teaching English as foreign language in Senior High School is students could have skills of listening, speaking, reading and writing.

Teaching and learning English in schools need an instructional system or curriculum. Curriculum is all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school (Kelly, 2004: 3). School curriculum on general scale is as a concept of national curriculum that has the real influence to the national education system and social system of state. With curriculum, the government tries to adjust the national identity with the nation's inspiration. Therefore, curriculum directly involves and handles the students as nation generation in the future.

The recent curriculum of Senior High School in Indonesia is the School-Based Curriculum or in Indonesian it is popularly known as *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. The essence of the curriculum is that the curriculum is developed and implemented by each school unit. *KTSP* is developed based on the condition of each school, the school characteristics, socio-cultural environment, and the learner characteristics. Mulyasa (2008: 21) states that *KTSP* is one of curriculum reforms in which each unit or level of education has an autonomy to develop its own curriculum in accordance with its own potencies, social needs, environment,

strength, weakness, opportunity, and threats in the efforts of developing the quality, efficiency, and propagation of education. It is hoped that principals, teachers, school committee and education board are more familiar, accustomed, and closer to the curriculum designed by themselves.

As stated in School-Based Curriculum, the purpose of the English subject in Senior High School is to develop communicative competence in spoken and written English through the development of related skills. These skills are taught so that at the end of course, the students will have the ability to communicate English. The students' language activities should involve the students in using the language in real life.

In teaching and learning English, the teachers have to teach four language skills in English to the students. The four skills are listening skill, speaking skill, reading skill, and writing skill. The four skills have to be taught or learnt integratedly. The integration of four skills is only plausible approach within a communicative, interactive framework (Brown, 2001: 233).

Listening is the language skill that is used most frequently (Fauziati, 2010: 3). Murcia as quoted by Fauziati (2010: 3) states that listening comprehension is now regarded as a prerequisite for oral proficiency as well as an important skill in its own right. So, in teaching listening comprehension, the teacher must be careful not go to extremes, either by being concerned too much with theories without thinking about their application to teaching.

Speaking is a system of signs which is audible and visible using muscle of human being for the purposes of that ideas. So, speaking is only sounds or words pronunciation. Speaking is a means to communicate the ideas that arranged and developed with the listener's need. Many people feel that speaking in a new language is harder than writing, reading, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. (Bailey in Nunan, 2003: 48).

Reading is one of the language skills which needs be taught in language classroom (Fauziati, 2010: 32). Reading skill plays an important role for language acquisition process will be more successful. Reading texts also provide opportunities for the students to learn vocabulary, grammar, pronunciation, and even good models for English writing- text sentences, paragraphs, or texts are constructed (Harmer, 2005: 68).

After mastering reading, writing is the most complex skill for the students to be learnt. Writing is the most difficult skill for foreign language learners. Richards and Renandya (2002) as quoted by Fauziati (2010: 45) state that this is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also turn such ideas into a readable text. So, the students also have difficulties transferring ideas from their native language into the target language.

The researcher realizes that to master English well, Indonesian students face many difficulties. It is caused by the differences of systems and forms between English and Indonesian. One of the difficulties in learning English that is often encountered by Indonesian students is in speaking. The researcher knows that the students still face many difficulties to pronounce and spell English words or sentences.

Talking about speaking, it is one of the four language skills that must be learnt by the students at school. Speaking helps the students to communicate in the target language. Developing the learners' communicative proficiency, conversation practice is probably the most important variable needed by the students for communication. To make the students speak in the classroom is not easy. The failure of teaching speaking may be caused by teacher's factors and students' factors.

The first is teacher's factors. The teacher is reluctant to train the speaking skills in teaching, because speaking is not tested in final examination. Many teachers prefer to teach writing and reading than speaking. Beside that, the teacher does not use English fully as media to inform or teach in class.

The second is the students' factors. In teaching learning process, the teacher tries to make an interaction using English, the students tend to keep silent, or speak weakly. It seems that they are afraid to speak or shame of making mistake. Then based on the teachers' ledger, students' value of

speaking is low because of their poor pronunciation. In other words, bad pronunciation gives a bad impact on listening and speaking.

In addition, learning English is not easy, especially for speaking skill, because the speaker should master several elements which are very important such as pronunciation, vocal style, gesture, fluency, and comprehension.

Based on the explanations above, the researcher focuses on the teaching and learning speaking in case study view. Case study means a research study for investigating a phenomenon. In this study, the phenomenon is the process of teaching and learning speaking of the eleventh grade students of SMA N 1 Jatinom in the Academic Year 2015/2016.

Based upon the situation above, the researcher is interested in conducting research focused on teaching and learning speaking in SMA N 1 Jatinom in the Academic Year 2015/2016. Therefore, the research is entitled *“A Case Study of Teaching and Learning Speaking of the Eleventh Year Students of SMA N 1 Jatinom in the Academic Year 2015/2016”*.

B. The Reason for Choosing the Topic

The reasons that encourage the researcher for choosing the topic of the research are as follows:

1. Speaking helps the students to communicate in the target language.
2. Speaking is very important to be learnt by the students in order to use a language as a means of communication.
3. Speaking is the main thing of learning English, because with speaking

the students will produce words or sentences that will be known by their partner.

C. The Limitation of the Study

In this study, the researcher wants to limit the study in order to focus the topic that will be discussed. The researcher limits the study as follows:

1. The process of teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016.
2. The obstacles found by English teacher in teaching and learning speaking.
3. The solution of the obstacles found by English teacher in teaching and learning speaking.

D. The Problem of the Study

The researcher would like to present the problem that can be formulated as follows:

1. How is the process of teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016?
2. What are the obstacles found by English teacher in teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016?
3. How does the English teacher solve the obstacles in teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in

the Academic Year 2015/2016?

E. The Aim of the Study

Based on the statements of the problem, the researcher has some aims of the study as follows:

1. To describe the process of teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016.
2. To describe the obstacles found by English teacher in teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016.
3. To describe how the English teacher solve the problem in teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016.

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

It can be used to enrich the repertoire of teaching and learning speaking.

2. The Practical Use

It can be used to provide of developing teaching and learning speaking.

G. The Clarification of the Key Terms

The title of the thesis is a case study of teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016. To make it is easy to understand, the researcher clarifies the terms of the study as follows:

1. Case Study

Bassey (1999: 28) taken from Stenhouse (1985) states that case study is concerned with contributing to the development of the case or cases under study by feedback of information which can guide revision and refinement of the action. Generally, case study is a proper strategy in a research related to the question of how or why, when the researcher has a little chance to control the research events, and when the researcher lies in the contemporary phenomenon in the real life. In this study, case study means a method of research in which the primary question is how the process of teaching and learning speaking to the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016.

2. Teaching and Learning

According to Arends (2012: 4), teaching is an art based on teacher's experiences and the wisdom of practice. Learning is acquiring or getting

of a knowledgee of a subject or a skill by study, experience or instruction (Brown, 2000: 7).

In this study, teaching and learning means guiding and facilitating learning, enabling the learner to learn, setting the condition for speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016, by acquiring or getting knowledge of a subject or a skill by study, experience or instruction.

3. Speaking

Speaking ability means that the students can speak English fluently. While according to Hughes (2011: 180), speaking is very often taught as if it is written language delivered through oral or aural channels. It consists of producing systematic verbal utterances to convey the meaning.

In this study, speaking means a communication skill that enables to transfer thoughts and idea effectively, convey the meaning about something wants to communicate in the teaching and learning process by the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016.

H. The Organization of the Study

The organization of the study is presented in order to give the direction of the thesis arrangement. It is also meant to give description to the readers. The organization of the thesis of each chapter is as follows:

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of case study, speaking skill, classroom speaking activities, types of classroom speaking performance, teaching and learning in Senior High School, and the English material in Senior High School.

Chapter III is the method of the study. It consists of the meaning of research method, the strategy of the study, the data and the source of data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists of presenting the data, the analysis of the data, and the discussion of the findings the data.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses the conclusion and the suggestion of teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016. The further explanations are as follows:

A. Conclusion

After the researcher analyzes the result of observation, interview with the informant, and documents of teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016, the researcher gets the information about the teaching and learning speaking. In this case, the researcher answers the problems stated in previous chapter.

1. How is the process of teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016?
2. What are the obstacles found by English teacher in teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016?
3. How does the English teacher solve the obstacles in teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016?

Based on the analysis, the researcher concludes that the process of the teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016 as follows:

1. The process of the teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom is conducted from the preparation until the evaluation as well as the method used. First, the English teacher of SMA N 1 Jatinom always prepares the lesson plan, material, and source of learning before she teaches in the class. Second, the teacher arranges a sequence of activities: opening, main and closing activities. Third, the teacher uses communicative approach by conducting classroom speaking activities like communication games, discussion, and prepared talks. Fourth, the material is about narrative. The teacher explores the purpose and the generic structure of narrative text. Fifth, the teacher uses picture, laptop, speaker, LCD, and projector in teaching speaking. Sixth, the teacher gives evaluation to the students in the end of the lesson by giving them homework or assignment. The assessment is done by the teacher both in individually and group based on suitability of content with the goal of speaking: grammar, pronunciation, vocabulary, fluency, and comprehension. Lastly, the time allocation in processing of teaching and learning provides 2 x 45 minutes in a meeting.
2. The English teacher gets the obstacles in teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom, such as the students find some difficulties to be confident in directly speaking. The students

can understand what the teacher says but they cannot respond it. The students get difficulties in arranging the utterances, especially in grammar. There are some troubles with the meaning. The students try to understand every word. Sometimes the students cannot understand what the teacher says if she speaks very fast. Some students are lack of vocabularies, so they are shy and doubt to speak English directly.

3. Based on the observation of teaching and learning speaking process and the interview, there are some solutions to solve the obstacles in teaching and learning speaking by the English teacher. They are as follows:
 - a. The teacher makes various materials and media, so the students are interested in and gives them a chance to discuss. The teacher uses different method for each meeting, so it can minimize students' boredom and build the students' interest to keep up the lesson because speaking class needs the students being more active in the class.
 - b. The students and the teacher make the classroom atmosphere more conducive and enjoyable.
 - c. The students as beginner are taught of simplest vocabularies, grammar, and certain rules about the language, so they can more pay attention to the teacher and they understand deeply when the teacher delivers the material.

- d. The teacher monitors the students one by one, how the student's ability is, in order to understand her students' ability and apply the teaching method well in the classroom.

B. Suggestion

Based on the result of the research of teaching and learning speaking of the eleventh year students of SMA N 1 Jatinom in the Academic Year 2015/2016, the researcher would like to present the suggestions as follows:

1. For the students

The students should be more active to take a part in the process of teaching and learning speaking in the classroom, for the example the students do the teacher's instruction like storytelling, answer when the teacher gives the question, give their opinion and ask to the teacher when the explanation of the teacher is not clear enough. The students have to study hard to become more confident in speaking directly. The students must be brave to speak English, so that the teacher knows their weakness and the teacher will correct it. It is good for the students to know their weakness and they will correct it, so their performances can be better in the next time.

2. For the teacher

The researcher finds that teacher needs to monitor the students deeply and be more patient on transferring her knowledge because some students sometimes got difficulties in speaking, especially in understanding the utterances.

BIBLIOGRAPHY

- Arends, Richard I. 2012. *Learning to Teach (9th ed.)*. New York: McGraw-Hill Companies, Inc.
- Ariatmi, Siti Zuhriah and Rini Fatmawati. 2013. *English Language Teaching and Learning: Theory and Practice (Language Learning Evaluation)*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Arikunto, Suharsimi. 2002. *Prosedur Penilaian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Bailey, Kathleen M. 2005. *Practical English Language Teaching: Speaking*. New York: McGraw-Hill.
- Bassey, Michael. 1999. *Case Study Research in Educational Settings*. Buckingham, Philadelphia: Open University Press.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching (4th ed.)*. White Plains, NY: Addison Wesley Longman Inc.
- _____. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.)*. New York: San Fransisco States University.
- _____. 2004. *Language Assessment Principles and Classroom Practices*. San Francisco State University: Longman.
- BSNP. 2006. *Standar Isi: Standar Kompetensi dan Kompetensi Dasar SMA/MAK*. Jakarta: BSNP Departemen Pendidikan Nasional.
- Bungin, Burhan. 2007. *Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik, dan Ilmu Sosial lainnya*. Jakarta: Kencana.
- Celce-Murcia, Marianne. 2001. *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle Thomson Learning Inc.
- Creswell, John W. 2010. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2nd ed.)*. London: Pearson Education, Inc.
- _____. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.)*. London: Pearson Education, Inc.
- Davies, Paul. 2002. *Success in English Teaching*. London: Oxford University Press.

- Davies, Paul and Eric Pears. 2007. *Success in English Teaching*. New York: Oxford University Press.
- Depdiknas. 2006. *Permendiknas Nomor 22 dan 23 Tahun 2006 tentang Standar Isi dan Standar Kompetensi Lulusan untuk Satuan Pendidikan Menengah SMA*. Jakarta: Departemen Pendidikan Nasional.
- _____. 2007. *Permendiknas Nomor 24 Tahun 2007 tentang Standar Sarana dan Prasarana untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Departemen Pendidikan Nasional.
- _____. 2008. *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: Departemen Pendidikan Nasional.
- Duff, Patricia A. 2008. *Case Study Research in Applied Linguistics*. New York: Taylor & Francis Group.
- Fauziati, Endang. 2010. *Teaching of English as a Foreign Language (TEFL)*. Surakarta: Muhammadiyah University Press.
- Gerring, John. 2007. *Case Study Research: Principles and Practices*. New York: Cambridge University Press.
- Gillham, Bill. 2000. *Case Study Research Methods*. London and New York: Continuum.
- Grasha, F. Anthony. 2002. *Teaching with Style*. New York: Alliance Publisher.
- Hancock, Dawson R. and Algozzine, Bob. 2007. *Teachers College Doing Case Study Research: A Practical Guide for Beginning Researchers*. New York: Teachers College, Columbia University.
- Harmer, Jeremy. 2005. *The Practice of English Language Teaching (3rd ed.)*. Essex, UK: Longman.
- Harris, David. 1984. *Teaching English as a Second Language*. London: Hill Book Company.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Hughes, Rebecca. 2011. *Teaching and Researching Speaking*. London: Longman Pearson Education.
- Kelly, A. V. 2004. *The Curriculum: Theory and Practice (5th ed.)*. London: Sage Publications.

- Larsen, Freeman D. 1992. *An Introductory to Second Language Acquisition Research*. New York: Longman Inc.
- Laila, Malikatul. 2013. *English Language Teaching and Learning: Theory and Practice (Long Functional Text)*. Surakarta: Muhammadiyah University Press.
- Liddicoat, J. Anthony and Angela Scarino. 2009. *Teaching and Learning Languages: A Guide*. Carlton South, Australia: Curriculum Corporation.
- Mardalis. 2006. *Metode Penelitian: Suatu Pendekatan Proposal*. Jakarta: Bumi Aksara.
- Miles, Mathew B. A. And Michael Huberman. 2007. *Qualitative Data Analysis: A Sourcebook of New Methods*. Beverly Hills, California: Sage Publications, Inc.
- Moleong, Lexy. 2010. *Metodologi Penelitian Kualitatif*. Bandung: CV. Remadja Karya.
- Morris, Michael. 2007. *An Introduction to the Philosophy of Language*. New York: Cambridge University Press.
- Mulyasa, E. 2008. *Kurikulum Tingkat Satuan Pendidikan*. Bandung: Remaja Rosdakarya.
- Muslich, Mansur. 2007. *KTSP: Pembelajaran Berbasis Kompetensi dan Kontekstual*. Jakarta: Bumi Aksara.
- _____. 2008. *KTSP (Kurikulum Tingkat Satuan Pendidikan): Dasar Pemahaman dan Pengembangan*. Jakarta: PT Bumi Aksara.
- Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw Hill.
- Nurdin, Syarafuddin. 2005. *Guru Profesional dan Implementasi Kurikulum*. Jakarta: Quantum Teaching.
- Pole, Christopher J. and Robert G. Burgess. 2000. *Cross-Cultural Case Study*. Amsterdam: JAI Elsevier Science Inc.
- Ramelan. 1992. *Introduction to Linguistic Analysis*. Semarang: IKIP Semarang Press.
- Rea-Dickins, Pauline and Kevin Germaine. 1993. *Evaluation (Language Teaching: A Scheme for Teacher Education)*. Oxford: Oxford University Press.
- Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

- Richards, Jack C and Charles Lockhart. 2007. *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.
- Richards, Jack C. and Willy A. Renandya. 2002. *Methodology in Language Teaching: In Anthology of Currant Practice*. Cambridge: Cambridge University Press.
- Richards, Jack C. and Theodore S. Rodgers. 2007. *Approaches and Methods in Language Teaching (2nd ed.)*. New York: Cambridge University Press.
- Richards, Jack C. and Richards Schmidt. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics (4th ed.)*. London: Longman (Pearson Education).
- Sardiman A. M. 2007. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
- Seliger, Herbert W. and Elana Shohamy. 1989. *Second Language Research Methods*. Oxford: Oxford University Press.
- Spratt, Mary. 2005. *English for the Teacher: A Language Development Course*. Cambridge: Cambridge University Press.
- Sugiyono. 2009. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
- Sutopo, H. B. 2006. *Metodologi Penelitian Kualitatif*. Surakarta: Sebelas Maret University Press.
- Tarigan, Henry Guntur. 2008. *Berbicara Sebagai Suatu Ketrampilan Berbahasa*. Bandung: Angkasa.
- Thornbury, Scott. 2005. *How to Teach Speaking*. London: Pearson Longman.
- Wijayanto, Agus and Siti Zuhriah Ariatmi. 2013. *English Language Teaching and Learning: Theory and Practice (Interpersonal Text)*. Jakarta: Kementerian Pendidikan dan Kebudayaan.