

**A CASE STUDY ON TEACHING AND LEARNING SPEAKING OF THE
ELEVENTH YEAR STUDENTS OF SMA N 2 KLATEN IN THE ACADEMIC
YEAR 2016/2017**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree in
English Education Study Program



By

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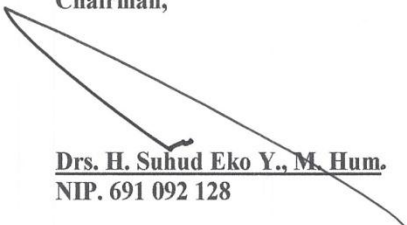
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“A CASE STUDY ON TEACHING AND LEARNING SPEAKING OF THE ELEVENTH YEAR STUDENTS OF SMA N 2 KLATEN IN THE ACADEMIC YEAR 2016/2017**

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, May 2017



DEWI PUJANTI
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PRESENTATION

This thesis is presented to:

1. My beloved parents, Mujiyo and Purwanti. Thank you for your prayer, support, and my strength to face the hard life without them in my side.
2. My beloved brother and sister who always give me support to finish this thesis.
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MOTTO

- The best effort will create the best result.

(the writer)

- *Kebaikan akan selalu ada bagi orang – orang yang mau bersyukur.*

(the writer)

- Allah will not change the condition of people unless there is a change of what is in themselves.

(Qur'an 13: 11)

- Knowledge is the treasure, but practice is the key.

(Anonymous)

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Klaten, June 2017

The Writer

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LIST OF THE ABBREVIATIONS

1. Doc. : Document
2. FN. : Field Note
3. INV. : Interview
4. LP : Lesson Plan
5. Obs. : Observation

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ABSTRACT

DEWI PUJANTI, 1311202872, English Education Study Program, Teacher Training and Education Faculty. Widya Dharma University, Klaten, 2017. Thesis: *“A Case Study on Teaching and Learning Speaking of the Eleventh Year Students of SMA N 2 Klaten in the Academic Year 2016/2017”*.

This study aims to describe the process of teaching and learning speaking, describe the obstacles found by English teacher in teaching and learning speaking, and describe English teacher's solution to solve the obstacles in teaching and learning speaking of the eleventh year students of SMA N 2 Klaten in the academic year 2016/2017. This is descriptive qualitative study.

The data are the facts concerning with the process of teaching and learning speaking. The data are collected by using observation, interview, and documentation. The sources of data are event, the result of interview, and the document such as the syllabus, lesson plan, textbook, and the students' material. The data analysis uses interactive method which consists of data collection, data reduction, data display, and conclusion drawing or verification.

After analyzing the data, the writer draws the research findings. Firstly, the process of teaching and learning speaking of the eleventh year students of SMA N 2 Klaten consists of preparation, the activities in teaching and learning speaking, the teaching method, the material in teaching and learning speaking, the media in teaching and learning speaking, and the evaluation in teaching and learning speaking. Secondly, the obstacles found by English teacher in teaching and learning speaking are the students were nervous when answering the teacher's and other students' question; the students were lack of vocabulary; and some students had difficulty in what the teacher explained. Thirdly, the teacher's solutions to solve the problem found in the teaching and learning speaking are the teacher invited the students to role play, the teacher ordered the students to present by using English, and the teacher suggested the students watch English movie, read the subtitle and read the dictionary to improve their vocabulary.

Keywords : *case study, teaching and learning, speaking*

CHAPTER I

INTRODUCTION

A. The Background of the Study

In learning English, learners have to learn four language skills. The four skills such as listening, speaking, reading, and writing must be mastered by the students in learning English. According to Harmer (2001: 269), the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Harmer (2001: 28) adds that speaking on the other hand, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings. Communicative and whole language instructional approaches promote integration of speaking, listening, reading, and writing in ways that reflect natural language use.

While Nunan (2003: 48) states that speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning. Speaking happens in real time and when the students speak the utterances cannot be edited and revised. So, speaking depends on individual skill. To improve the students' ability, they must be attention to their utterance when they speak because the utterances cannot be edited. To analyze speaking, there are some reasons to re-examine it in the classroom. The first is students know what they want to speak but cannot find the right vocabulary or how to arrange the word into a good sentence. The second is they are not brave enough. Their lack of vocabulary and less understanding of pronunciation make them feel unconfident to speak.

In addition, learning speaking is not easy because the speaker should master several elements which are very important such as pronunciation, grammar, vocabulary, fluency, and comprehension. According to *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 70 Tahun 2013*, it is stated English is one and the only foreign language which is officially taught in Indonesia. Officially, Indonesian Government thinks learning English is important for the learners. It is very important because English is an international language that must be learnt by the learners in Senior High School. By learning English, the learners can communicate to other in English. One of such ways to communicate with other is speaking. Hence, the learners should master the English skill. It becomes very important because the learners graduate from their school, they will face the work life.

In *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 32 Th. 2013* verse 1 point 16 stated that curriculum is a set of plan and tool about aim, content, and teaching material also the method used as a guide the implementation of learning activities to achieve specific educational objectives. SMA N 2 Klaten uses curriculum 2013 which students as a center of teaching and learning process. This curriculum demands the student to become more active, creative, and productive. The teacher does not explain the detail information but the students find out more information by themselves.

Based on preliminary research done in SMA N 2 Klaten during the process of teaching and learning speaking, when the teacher asked the students to speak English in front of class to introduce themselves, the students could not speak English well because they were not confidence to speak English. They were lack of

vocabulary and pronunciation. One example is when the teacher asked the students to present a drama and they tried to speak English. Not only present drama but also the material in front of class using English, this activity is stimulate the students to speak English. The students get difficulties in using the foreign language. It is because English has different pronunciation from their native language. So, the students are often feel difficult to pronounce it properly. The writer chooses the eleventh year students because they are in the middle of tenth and twelve years. If the writer choose the tenth years the students, they are still too young. The writer also feels difficult to conduct the research. The resarcher could not chooses the twelve years since they focus in the final examination. So, this research uses the eleventh years to find the data because the eleventh is the time transition and the students are more understand the material than the tenth years students.

Based on the explanation, the writer is interested in conducting research focused on teaching and learning English in SMA N 2 Klaten in Academic Year 2016/2017. Therefore, the research is entitled “A Case Study on Teaching and Learning Speaking of the Eleventh Year Students of SMA N 2 Klaten in Academic Year 2016/2017”.

B. The Reason for Choosing the Topic

The reasons that encourage the writer 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 since speak a language used as a mean of communication.

C. The Limitation of the Study

In this study, the writer limits the study in order to focus the topic that will be discussed. The writer limits the study as follows.

1. The process of teaching and learning speaking of the eleventh year students of SMA N 2 Klaten in the Academic Year 2016/2017.
2. The obstacles found by English teacher in teaching and learning speaking of the eleventh year students of SMA N 2 Klaten in the Academic Year 2016/2017.
3. The solution to solve the obstacles found by English teacher in teaching and learning speaking of the eleventh year students of SMA N 2 Klaten in the Academic Year 2016/2017.

D. The Problem of the Study

The writer presents the problem that can be formulated as follows.

1. How is process of teaching and learning speaking of the eleventh year students of SMA N 2 Klaten in the Academic Year 2016/2017?
2. What obstacles are found by English teacher in teaching and learning speaking of the eleventh year students of SMA N 2 Klaten in the Academic Year 2016/2017?
3. How does the English teacher solve the obstacles in teaching and learning speaking of the eleventh year students of SMA Negeri 2 Klaten in the Academic Year 2016/2017?

E. The Aim of the Study

Based on the statement of the problem, the aims of the study are as follows:

1. to describe the process of teaching and learning speaking of the eleventh year students of SMA N 2 Klaten in the Academic Year 2016/2017,
2. to describe the obstacles found by English teacher in teaching and learning speaking of the eleventh year students of SMA N 2 Klaten in Academic Year 2016/2017, and
3. to describe English teacher's solution to solve the obstacles in teaching and learning speaking of the eleventh year students of SMA N 2 Klaten in Academic Year 2016/2017.

F. The Use of the Study

By knowing the result of the research, the writer hopes that this research gives some uses for the students and the teacher as follows.

1. For the Student

The result of the study is hoped to help the students explore their speaking ability especially their vocabulary and pronunciation.

2. For the Teacher

The study can be used to recommend the teacher in improving the technique of teaching speaking in Senior High School. So, the students can develop their speaking ability.

G. The Clarification of the Key Terms

The title of the study proposed by the writer is "A Case Study of Teaching and Learning Speaking of the Eleventh Year Student of SMA N 2 Klaten in 2016/2017". In order to avoid misunderstanding and misinterpreting the title of this study, the writer clarifies its key term as follows.

1. Case Study

According to Yin (2011: 1), case study is one of the research methods related with the social sciences. 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 2 Klaten in Academic Year 2016/2017.

2. Teaching and Learning

Brown (2000: 7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. While, learning is acquiring of a knowledge 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, and also setting the condition for speaking of the eleventh year students of SMA N 2 Klaten in academic year 2016/2017, by acquiring or getting knowledge of a subject or a skill by the study, the experience, or the instruction.

3. Speaking

Nunan (2003: 48) states that speaking is the productive aural or oral skill which consists of producing systematic verbal utterances to convey meaning. In this study, speaking refers to the systematic verbal utterance used by the eleventh

year students of SMA N 2 Klaten in academic year 2016/2017 to convey meaning.

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 the meaning of speaking, the types of classroom speaking performance, the component of speaking skill, the importance of speaking, teaching speaking, and the speaking material in Senior High School.

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

Chapter IV is the result of the study. It consists of the finding of the data and the discussion of the findings the data.

Chapter V is conclusion and suggestion. Conclusion is the summary of the study. Suggestion provides some suggestions to the students and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and suggestion of teaching and learning speaking to the eleventh year students of SMA N 2 Klaten in academic year 2016/2017. The further explanations are as follow.

A. Conclusion

After analyzing data in the eleventh year students of SMA N 2 Klaten, the writer can get information about the teaching and learning speaking. The writer concludes that the teaching and learning speaking in the eleventh year students of SMA N 2 Klaten in academic year 2016/2017 as follows.

1. The process of teaching and learning speaking to the eleventh year students of SMA N 2 Klaten is conducted from preparation until evaluation. The process of teaching and learning speaking consists of the preparation, the activities in teaching and learning speaking, the teaching method, the material in teaching and learning speaking, the media in teaching and learning speaking, and the evaluation in teaching speaking.
2. The obstacles found by English teacher in teaching and learning speaking to the eleventh year students of SMA N 2 Klaten are as follow. Firstly, the students are not confident speak English. Secondly, some students feel nervous to speak directly in front of the class. Lastly, the students are lack of vocabulary then they do not understand what the teacher explains.
3. The solutions the obstacles found by English teacher in teaching and learning speaking are as follows. Firtsly, the teacher invites the students to role play.

Secondly, the teacher uses presentation method in conducting the discussion, the students can explain the material in English, practice in greeting, and offer any question. It creates an interaction between presenter and audience by using English. Lastly, the teacher asks the students to watch the English movie and read the subtitle. So, they are expected to speak English in daily life and they can improve their speaking ability.

B. Suggestion

Based on the finding of the study, the writer would like to give the suggestion for the students and the English teacher.

1. For the Students

- a. The students should always practice speaking in English at school and at home. They can practice by speaking with their friend, listening English songs then, practice it, and watching English movies.
- b. They should learn about grammar by themselves and be more active by asking questions to the teacher if they find difficulties.

2. For the English Teacher

- a. The teacher should monitor the students attentively and be more patient on transferring her knowledge because some students sometimes get difficulties in speaking, especially in understanding the utterance and speaking English in daily life.
- b. The teacher should always motivate the students to improve their willingness to study harder, improve their self-confident and ability of speaking.

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