

**A CASE STUDY OF TEACHING AND LEARNING SPEAKING OF THE
ELEVENTH YEAR STUDENTS OF SMK NEGERI 1 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



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2017

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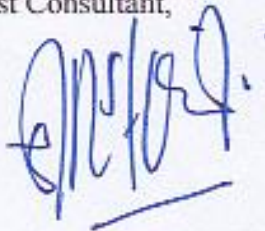
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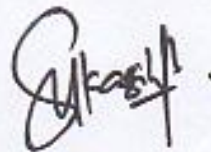
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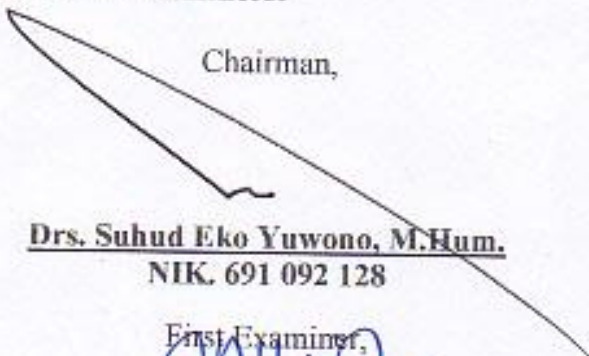
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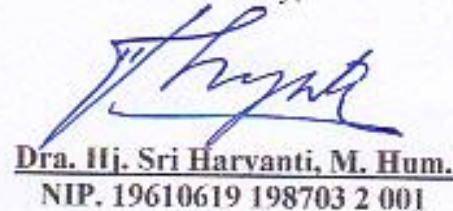
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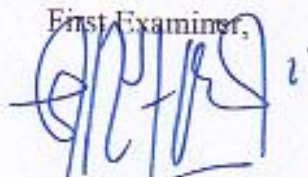
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Klaten, 14 June 2017



IRA NURMALASARI
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PRESENTATION

This thesis is presented to:

1. My beloved parents, thank you for your prayer and support. I love you so much.

May God's grace always be with you.

2. My beloved brother and sister who always give me spirit and motivation to finish this thesis.

3. My beloved consultants, Mrs. Dr. Hj. Hersulastuti, M.Hum and Mrs. Sukasih Ratna W., S.S., M.Hum. who are always patient in guiding me to finish this thesis.

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MOTTO

Take the risk or lose the chance

(Anonymous)

*Satu hal yang membuat kita maju adalah usaha, satu hal yang membuat kita kuat
adalah do'a*

(Ust. Bactiar Nasir)

No great thing is created suddenly.

(Epictetus)

Keep your hope so high and your head down low

(Zainnuri Arrasyid)

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The writer would receive correction, suggestion, criticism, and advice from the readers to make perfect this thesis.

Finally, the writer hopes that this thesis is useful for the writer herself and the readers in general especially those who are involved in the English teaching profession.

Klaten, June 2017

The writer

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LIST OF THE ABBREVIATIONS

➤ Code (Obs.1/Fn/01), this is read as follow.

Obs.1 : The first observation

Fn : Field Note

01 : The number of data got from the observation in the field note

➤ Code (INV.1/TR/01), this is read as follow.

INV.1 : The first interview

TR : Transcript

01 : The number of data got from the interview

➤ Code (DOC/LP/01), this is read as follow.

DOC : Documentation

LP : Lesson Plan

01 : The number of the data got from the lesson plan

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ABSTRACT

IRA NURMALASARI, NO: 1311202866, 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 SMK Negeri 1 Klaten in The Academic Year 2016/2017*”.

This study aims to describe the process on the teaching and learning speaking, to describe the obstacles found by English teacher and the students in teaching and learning speaking, and describe the English teacher's efforts to solve the obstacles in teaching and learning speaking. 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 the utterances, action, and documents such as the syllabus, lesson plan, textbook, and the students' material. The data analysis uses interactive model which consists of data reduction, data display, and conclusion drawing or verification.

After analyzing the data, the researcher finds the conclusion as follow. Firstly, the teaching and learning speaking process consists of preparation, teaching and learning activities (opening activity, main activity, and closing activity), the material of teaching and learning speaking, the teaching method, teaching media, and the evaluation. Secondly, the obstacles found in teaching and learning speaking are such as the students were looked confused when answering the teacher's questions. The students also looked confused to say the opening words when they presented in the front of the class. They were nervous. The students had difficulties in arranging the sentence, especially in grammar. The students also got difficulties when they said the words. Thirdly, the efforts to solve the problem found in the teaching and learning speaking are the teacher gave clue of word for the students to cope the obstacle which is about the students who were confused in expressing words, the teacher gave motivation to cope the obstacle which is about the students who were nervous when answering the teacher's question and saying the opening words in presenting their project, and the teacher asked the students to read text to cope the obstacle about the students that had difficulties in arranging sentences.

Key words : *case study, speaking, teaching and learning*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Mastering English is important in our modern society and global area, as we know that English is international language. Human being needs communication to fulfill their needs in their life. People can communicate in written and spoken form. They communicate and interact each other by using language in spoken form in daily life. English as a language for science and technology also becomes an instrument for everyone to broaden and to move beyond particular boundaries.

English is international language, so, every country must be able to use this language. In Indonesia, English is one foreign language used to communicate with another people abroad. Not only in Indonesia that considered English as foreign language but also in another country. There are many reasons for people to study English. One example, English is very useful to get information from other countries. It can increase our understanding of the world's development. Based on the importance of the English language above, the purpose of teaching English is to enable the student to acquire working of English lesson.

In learning English, there are four skills which are important to learn, namely listening, speaking, reading, and writing. Those skills are supported by some components such as vocabulary, grammar, and pronunciations. All of the skills should be mastered by the learners through learning. Students cannot learn

the skills in isolation. It means that the four skills is only plausible approach within a communicative, interactive framework (Brown, 2001: 234).

In teaching and learning process for the students of SMK/SMA, a teacher must adjust with the curriculum used at present. In *Peraturan Pemerintah No.32 Section 2 Verse 1* (2013: 8), it is stated that the national standard of education consists of content standard, process standard, graduate competence standard, educator and educational employees' standard, instrument standard, management standard, financial standard, and educational assessment standard.

While in *Peraturan Menteri Pendidikan dan Kebudayaan No. 64 Section 1 Verse 1* (2013: 4), it is stated that the content standard for Elementary School until Senior High School is called as the content standard. It includes the minimum material and the grade of minimum competency standard. It has aims to achieve the minimum graduation competency in the grade and kind of the certain education.

As one of the four language skills, speaking is one of essential skills for learner of English as second language. According to Hymes in Fauziati (2010: 15), teaching of speaking skill has become central in foreign language classrooms. The goal of teaching speaking is effective communication for the learners to gather their ideas and expression. This means that all learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary. They also should try to observe the social and cultural rules that apply in each communication situation. So, speaking is a

means to communicate the ideas that arranged and developed with the listener's need.

It is realized that to master English well, Indonesian students face many difficulties. It is caused by differences in learning English that is often encountered by Indonesian students in speaking. It is known that the students still face many difficulties to pronounce and spell English words or sentence, so most of the problems have to be observed and analyzed.

Speaking is one of the four language skills that must be learnt by the students at school. It helps the students to communicate in the target language. Developing the learners' communicative proficiency, conversation practice is probably the most important variable needed by students for communication. To make the students speak in the classroom is not easy. Sometimes, the students are just silent when teacher gives a question. The failure of teaching speaking may because of teacher's factors and students' factor.

According to the observation, SMK Negeri 1 Klaten uses 2013 curriculum. In this curriculum, the method in teaching and learning process is scientific approach. It means that the students must be more active than their teacher. Here, the teacher must be able to make students improve their knowledge by themselves and the teacher is not the only one source of information for the students. Especially in speaking ability, the students of SMK Negeri 1 Klaten should master several elements in speaking ability, such as pronunciation, vocabulary, fluency, comprehension, and grammar.

In fact, the students had a low ability of speaking. They found difficulties to express something that they wanted to say because they did not know the

English word or expression. They often do mistakes and errors in pronouncing some words. These problems lead to providing great quantities of speaking experiences for the students before they are demanded to react on the other people's utterances in real situation. Thus, the teacher needs to encourage the students for speaking skill.

Speaking in a new language is harder than reading, writing, or listening. Unlike reading or writing, speaking happens in real time. The students' partner of speaking usually waiting for them to speak right then. The students also get the difficulties to use English especially in learning speaking. The problem frequently found is that their native language causes them difficult to use the foreign language. It is because English has different pronunciation with their native language. They are also too shy, nervous, and afraid of talking part in the conversation, especially when they perform in front of the class.

Based on the fact and the statement above, the writer conducted a research of the eleventh year students of SMK Negeri 1 Klaten in academic year 2016/2017. The writer chooses the eleventh year students and the material in collecting the data, especially, in marketing class of eleventh year students. The students in this class are more active than the other, but when teaching and learning speaking process is ongoing, they get some problems to express what they want to say. They always make wrong pronunciation when they try to say something. It looks different from tenth year students, they are in transition phase from Junior High School. Here, they have to adapt about the school and the material that they learn. Another way, the twelve year students cannot be writer's data. Based from teacher's explanation, this grade focus in final examination that

will be held. So, the writer chooses the eleventh year students as the source of data.

From the phenomena stated before, the writer wants to describe teaching and learning process from preparation until the evaluation. The writer focuses on the teaching and learning speaking in case study view, therefore, the title of this research is “A Case Study on Teaching and Learning Speaking of the Eleventh Year Students of SMK Negeri 1 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 one of skills that is very important to be learnt by the students in order to use a language as a means of communication.
3. Speaking is one of skill of learning English, because by using speaking students will produce words or sentences that will be known by their partner.

C. The Limitation of the Study

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

1. The process on teaching and learning speaking of the eleventh year students of SMK Negeri 1 Klaten in the academic year 2016/2017.
2. The obstacles found by English teacher and the students in teaching and learning speaking of SMK Negeri 1 Klaten in the academic year 2016/2017.

3. The English teacher's efforts to solve the obstacles found in teaching and learning speaking of SMK Negeri 1 Klaten in the academic year 2016/2017.

D. The Problem of the Study

The writer would like to present the problem that can be formulated as follows.

1. How is the process on teaching and learning speaking of the eleventh year students of SMK Negeri 1 Klaten in the academic year 2016/2017?
2. What are the obstacles found by English teacher and the students in teaching and learning speaking of the eleventh year students of SMK Negeri 1 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 SMK Negeri 1 Klaten in the academic year 2016/2017?

E. The Aim of the Study

Related to the problem of the study above, the aims of the study are as follows:

1. to describe the process on the teaching and learning speaking of the eleventh year students of SMK Negeri 1 Klaten in the academic year 2016/2017,
2. to describe the obstacles found by English teacher and the students in teaching and learning speaking of the eleventh year students of SMK Negeri 1 Klaten in the academic year 2016/2017, and

3. to describe the English teacher's efforts to solve the obstacles in teaching and learning speaking of the eleventh year students of SMK Negeri 1 Klaten in the academic year 2016/2017.

F. The Use of the Study

The result of the study is useful both theoretically and practically. Theoretically, it can be used to enrich the repertoire of teaching and learning speaking. Practically, it can be used to provide of developing teaching and learning speaking in Senior High School.

G. The Clarification of the key Terms

The title of the thesis is "A Case Study on Teaching and Learning Speaking of the Eleventh Year Students of SMK 1 Negeri Klaten in the Academic 2016/2017". To make it is easy to understand, the writer clarifies the terms of the study as follows

1. Case Study

According to Hill and Turner in Bent (2006: 220), case study is the detailed examination of a single example of a class of phenomena. A case study cannot provide reliable information about the broader class, but it may be useful in the preliminary stage of an investigation since it provides hypothesis, which may be tested systematically with a larger number of cases. In another way Yin (2015: 1) states that case study is one of the research methods related with the social sciences. So, case study is the research to get knowledge of circumstance or special conditions of

teaching and learning speaking. In this study, case study means a research study for investigating phenomenon in teaching and learning speaking of the eleventh year students of SMK Negeri 1 Klaten in the Academic 2016/2017.

2. Teaching and Learning

According to Sadirman (2007: 47) teaching is an activity to organize or maintain a good environment and to relate with their learner. Learning is shown by a change in behavior as a result of experience, learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction, learning is a change in performance as a result of practice (Sardiman, 2007:20). Teaching and learning in this way means giving students knowledge that they gain the knowledge or skill by studying, practicing or taught, having or showing much knowledge teaching and learning speaking. While Brown (2000: 7) describes teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, and interaction. In this study, teaching means guiding and facilitating learning, enabling the learner to learn, setting the condition for speaking of the eleventh year students of SMK Negeri 1 Klaten in the Academic 2016/2017, by acquiring or getting knowledge of a subject or a skill by study, experience or interaction.

3. Speaking

Brown in Celce-Murcia (2001: 103) mention a number of feature that interact to make speaking as challenging a language skill as it is. To start,

fluent speech contains reduced forms, such as contraction, vowel reduction, and elision, so that learners who are not exposed to or who do not get sufficient practice with reduced speech will retain their rather formal-sounding full. In another way, Nunan (2003: 48) says speaking is the productive aural or oral skill. It consist of producing systematic verbal utterance to convey the meaning. Speaking skill is the ability to express or practice dialogue, their ideas and feeling. In this study, speaking means that the learners should be creative and have a good utterance in using language for communication appropriately gained in the teaching and learning process of the eleventh year students of SMK Negeri 1 Klaten in the Academic 2016/2017.

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 definition of speaking, the purpose of speaking skill, the components of speaking skill, the importance of speaking, macro and micro skill of speaking, types of classroom

speaking performance, assessing speaking, teaching speaking in Vocational High School, and the component of teaching and learning.

Chapter III is the method of the study. It consists of the 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 data findings and the discussion of the data findings.

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

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and proposes some suggestion of the study about teaching and learning speaking of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017. The further explanations are as follows.

A. Conclusion

After analyzing the result of the observation, documentation, and interview with the informant of the teaching and learning speaking skill in the eleventh year students of SMK Negeri 1 Klaten, the writer can get information about the teaching and learning speaking. The conclusion concerns with teaching and learning speaking in the eleventh year students of SMK Negeri 1 Klaten in the academic year 2016/2017 as follows.

1. The process of teaching and learning speaking of the eleventh year students of SMK Negeri 1 Klaten is conducted from preparation until evaluation as well as the method used. The English teacher always prepares the lesson plan, media, material, and source of learning before she teaches in the classroom. Teaching and learning process includes opening, main activity, closing, and evaluation. Based on the observation, the teacher uses scientific approach and some methods to support teaching and learning process. The methods are giving an assignment, communicative explanation, and question-answer. When teaching and learning was ongoing, the material was about procedure text. The teacher uses various media such as laptop, LCD, and textbook. She

also gives evaluation in the last session in teaching and learning process by giving them assignment or homework. The assessment is done by the teacher in group based on suitability of content with the goal of speaking: grammar, pronunciation, vocabulary, fluency, and comprehension.

2. The English teacher gets the obstacles in teaching and learning speaking of the eleventh year students of SMK Negeri 1 Klaten, such as the writer saw that the students were looked confused when they answered the teacher's questions. The students also looked confused to say the opening words when they presented in the front of the class. They were nervous. The students had difficulties in arranging the sentence, especially in grammar. The students also got difficulties when they expression the words.
3. The efforts of the obstacle found in teaching and learning speaking are the teacher gave clue of word for the students to cope the obstacle which is about the students who were confused in expressing words, the teacher gave motivation to cope the obstacle about the students who were nervous when they answered the teacher's questions and said the opening words in presenting their project, and the teacher asked the students to read text to cope the obstacle about the students that had difficulties in arranging sentences.

B. Suggestion

Based on the result of the research of the teaching and learning speaking in eleventh year students of SMK Negeri 1 Klaten in the academic year 2016/2017, the writer would like to present some suggestions to the students and the English teacher. They are as follows.

1. For the students

The students should be more active using English than Indonesian language. They are expected to be more active to take a part in the process of teaching and learning speaking. The students should learn about grammar and memorize the vocabulary by themselves.

2. For the English teachers

The writer finds that the teacher needs to give more exercises to the students. The teacher is also advised giving motivation to the students for learning speaking more and more. It is better for the teacher in other school to use more creative teaching media in teaching and learning. It will be useful to make the students interested in teaching and learning speaking.

APPENDICES

- Appendix 1. Fieldnote 1 of Observation
- Appendix 2. Fieldnote 2 of Observation
- Appendix 3. Transcript 1 of Interview with English Teacher
- Appendix 4. Transcript 2 of Interview with Students
- Appendix 5. *Silabus Mata Pelajaran bahasa Inggris*
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- Appendix 11. *Surat Keterangan dari SMK Negeri 1 Klaten*
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