

**A CASE STUDY OF TEACHING AND LEARNING SPEAKING OF THE
ELEVENTH YEAR STUDENTS OF SMK N 4 KLATEN IN ACADEMIC
YEAR OF 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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KLATEN

2017

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ELEVENTH YEAR STUDENTS OF SMK N 4 KLATEN IN ACADEMIC YEAR
OF 2016/2017**

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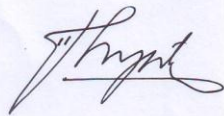
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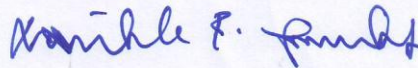
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PRONOUNCEMENT

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 SMK N 4 KLATEN IN ACADEMIC YEAR OF 2016/2017”**

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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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PRESENTATION

This thesis is presented to:

1. My beloved late mother Sri Wahyuni, I have grown up becoming a woman. You will always be in my heart.
2. My beloved late sister Fitriana Nur Jariyah. Thanks for being my sister.
3. My beloved grandpa who gives me endless support and love, Sugeng Wiyoto. I love you. May God's grace always be with you.
4. My beloved parents, Sukar and Nanik Purwini. Thank you for supporting me. I love you so much.
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MOTTO

Sebanyak apapun masalah yang menimpamu, jangan pernah menyerah dan melarikan diri

(The writer)

There is no reason to be sad and give up, because we all know there will come rainbow after the rain, so there will come good time after the pain

(The writer)

Menegur jangan sampai menghina, mendidik jangan sampai memaki

(Anonymous)

La Tahzan, Innallaha Ma'ana

Don't be sad, Allah is with us

(Q.S At-Taubah: 40)

For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.

(Q.S Al-Insyirah: 5-6)

Avoiding this will not change everything. You have to be strong

(Scarlet Heart)

Just live no matter how. Even if it hurts, still live. If you survive, it means you've won.

(Another Miss Oh)

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The writer realizes that without the help of Allah and those persons mentioned above, the writer can not finish this research. Wish Allah give them a good reward,

Aamiin. The writer expects this research will be useful and can give contribution in teaching and learning English, especially in speaking.

Klaten, June 2017

Rima Kusuma Wardani

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LIST OF ABBREVIATIONS

A. Code (App. 1/Obs.1/Fn.1/01) this is read:

1. App.1 : Appendix 1
2. Obs.1 : Observation 1
3. Fn.1 : Field Note 1
4. 01 : The number of data got from observation in the field note

B. Code (App. 3/Inv.T/Tr/01) this is read:

1. App.3 :Appendix 3
2. Inv.T : Interview with the teacher
3. Tr : Transcript
4. 01 : The number of data got from interview

C. Code (App. 4/Inv.S/Tr/01) this is read:

1. App.4 :Appendix 4
2. Inv.S : Interview with the students
3. Tr : Transcript
4. 01 : The number of data got from interview

D. Code (App. 6/Doc/LP/01) this is read:

1. App.6 :Appendix 6
2. Doc : Document
3. LP : Lesson Plan
4. 01 : The page of lesson plan

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ABSTRACT

RIMA KUSUMA WARDANI, STUDENT NUMBER: 1311202851, English Education Study Program, Teacher Training and Education Faculty. Widya Dharma University of Klaten, 2017. S-1 Thesis: “*A Case Study on Teaching And Learning Speaking of The Eleventh Year Students of SMK N 4 Klaten in Academic Year of 2016/2017*”.

This study aims to describe the process on the teaching and learning speaking, to identify the obstacles found by English teacher and the students in teaching and learning speaking, to describe the English teacher's solution to solve the obstacles in teaching and learning speaking.

This is a descriptive qualitative study. The data are collected by using observation, interview, and documentation. The data analysis uses data reduction, data display, and conclusion drawing or verification.

The finding shows that, first 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, source of the material, teaching media, and the evaluation. Second, the obstacles found in teaching and learning speaking are the students are doubtful in delivering their answer toward the teacher's question, their answers are unclear and they react the teacher's speech in low voice; the students tend to use *Bahasa Indonesia* to answer since they lacked of vocabulary; the students are embarrassed to practice in front of the class; the students get difficulties in pronunciation and grammar; the students are afraid of making mistake. Besides that, the students are unwilling to raise their hand and just keep silent. Third, the teacher's solutions to solve the problem found in the teaching and learning speaking are the teacher corrects the students' pronunciation and grammar, the teacher gives vocabulary scratch to increase students' vocabulary, the teacher gives advice to the students not to be afraid of making mistake and the teacher also convinces the students to be brave to speak and practice.

Key words : *Case Study, Speaking, Teaching and Learning*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a means of communication which is used by every single person to communicate with other people. Richards and Schmidt (2010: 313) state that language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger unit, e.g. morphemes, words, sentences, utterances. Thus, communication through language will occur when the speaker or writer produces words, sentences or utterances which will be reacted by the hearer or reader.

Language is important in human life because without it, people cannot communicate with other people. Then, every aspect of it must be mastered well in order to do effective and efficient communication. In the whole world there are many languages spoken. People perhaps speak more than one language since every country has different language. Therefore, people communicate each other by using English. Broughton et al state that of the 4000 to 5000 living languages, English is by far the most widely used (2003: 1). Thus, it is possible that every country chooses English as a subject in educational program. Indonesia is one of the countries that chooses English as subject of educational program. But in Indonesia it is used as a foreign language.

English has important role in international communication. It is used by the most of people in the world which has different language to communicate each other. Broughton et al state that indeed more than 60 per cent of the world's

radio programs are broadcast in English and it is also the language of 70 per cent of the world's mail. From its position 400 years ago as a dialect, little known beyond the southern countries of England, English has grown to its present status as the major world language (2003: 1). It indicates that English as International language always grows over time. In the other hand, everything in the world which also grows is conveyed through language. Thus, mastering English is naturally important. For example, new terms that arise because of development of science and technology or new discoveries will be delivered by English across the whole world.

Anjaniputra (2013: 2) argues that a various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. It is correspondingly asserted by Cole (2008: 98) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt. Therefore, teachers should use more than one method in teaching and learning process and mix it well in order to achieve the learning objective. But in Indonesia, the government makes a system or plan to organize the teaching English. Therefore, if the teacher gets a problem in teaching and learning process, it can be solved by the government's system or plan.

As stated in School-Based Curriculum the purpose of the English knowledge and skill in Vocational High School is to support the accomplishment of skill competency program, and to implement the competence and skill of English language in both oral and written communication at intermediate level. It is clear that the four skills in language should be taught for the students. The four

skills are listening skill, speaking skill, reading skill and writing skill. Brown (2001: 234) adds that the integration of four skills is only plausible approach within a communicative, interactive framework.

It has been claimed that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening (Nunan, 1998) as quoted by Nation and Newton (2009: 37). This indicates that listening is the crucial thing in communication because by listening we can produce words to react what the other says is. Harmer adds that listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other language) are dependent on listening (2007: 303). Therefore, we can assume that listening is the first skill in communication. As the first skill it certainly should be taught well. Then the teacher should use right method in order to achieve the expected objectives of listening. So that, the other skills are also mastered well.

Nunan (2003: 48) states that speaking is the productive aural/oral skill. It means that through speaking, the speaker will produce words and sounds to do communication. The words which are delivered through speaking represent our feelings, thoughts and what we want to convey. Therefore, we can assume that pronunciation becomes a very important part in speaking, especially in English.

Reading text provides opportunities for the students to learn vocabulary, grammar, pronunciation, and even good models for English writing the way sentences, paragraph, or texts are constructed (Harmer, 2001: 68). Writing has

important role in language acquisition, especially when the students are unable to speak or they are too ashamed to deliver their ideas through utterance.

Tarigan states that writing is a language skill which is used to communicate indirectly, do not face to the other speaker (2008:3). It is called indirect communication because it correlates the writer with the reader without involving the reader directly in the process of communication.

In writing there is a process of transferring ideas from the source language into the target language. The process is convey the ideas into the sentences and paragraphs using vocabulary and grammar. Usually in this process, grammar mistake and vocabulary rarely occur because the writers can evaluate what they have written. In order to make the reader understand, the writer should arrange the sentence well and use the appropriate grammar. It is correspondingly as stated by Richards and Renandya (2002: 303)state that the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

In Indonesia, English is taught as a foreign language. So, it is certain that Indonesian learners get many difficulties in learning English. The difficulties can be also caused by the system and form of both. Usually, Indonesian students get difficulty in speaking skill because the spelling and pronunciation of English is different from its transcription. This case needs to be observed and it is very interesting to analyze.

Gebhard in Fauzan (2012: 147) states that one of the problems faced by EFL learners is *the students won't talk* problem. That is why getting students to speak in classroom is difficult. Sometimes, the teacher finds out that the students

are reluctant to reply the teacher speech when the teacher speaks in English. Thus, from the students' side it can be said that they are afraid of making mistake in grammar and pronunciation, they are also ashamed to speak, fearful of criticism and losing face. Then, in teaching and learning process the students usually keep silent and although they speak, they will deliver it in doubt. This phenomenon really occurs in the class. Based on interview with the English teacher of eleventh grade of SMK N 4 Klaten, the problems were identified as follows: some of students became very nervous and embarrassed when the teacher asked them to speak English. They were afraid of getting mistakes, but after the teacher forced them, they were willing to speak up. They could arrange sentences but their grammar and pronunciation were not appropriate. Sometimes, they used code mixing in arranging sentences. When the teacher gave questions, some of students gave response. They were unmotivated in learning English. But, they doubted that their answer would be wrong or it was not appropriate. When the teacher asked them to practice with their friends, they tended to use Indonesian language or they just kept silent. Meanwhile, almost all the students were rarely to communicate their English language. The conditions above were found during the interview which was done two times on October 12 and 20, 2016.

Learning English is not easy, although it is taught from kindergarten until university level. It is because English is not only as a foreign language, but also has the different system and form. To master English well, especially for speaking skill, learners should master several aspects which are involved in

speaking such as grammar, pronunciation, and vocabulary. In classes where all or a number of the learners share the same mother tongue, they are likely to use it. It is easier and it feels unnatural to speak to one another in a foreign language. It is correspondingly asserted by Crystal (2003: 2) who states that people in other countries may not want to use the language (English) in the same way that the native do, and are changing it to suit themselves. Moreover, we have to be able to speak in different genre and situation. It will be difficult to deliver our ideas in certain situation orally if we do not know or does not have comprehension about that situation.

Based upon the situation above, the writer conducts a research which focuses on teaching and learning speaking for the eleventh year students of Vocational High School. Thus, the research is entitled “A Case Study of Teaching and Learning Speaking of the Eleventh Year Students of SMK N 4 Klaten in the Academic Year of 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. Through speaking people can convey their thought and what they want to deliver.
3. There are many people whostate that the language ability of one people can be seen on their speaking skill.

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. A process of teaching and learning speaking of the eleventh year students of SMK N 4 Klaten in Academic Year 2016/2017.
2. The obstacles found by the English teacher in teaching and learning speaking.
3. The solution of the obstacles found by the English teacher in teaching and learning speaking.

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 of teaching and learning speaking of the eleventh year students of SMK N 4 Klaten in Academic Year 2016/2017?
2. What are the obstacles found by the English teacher in teaching and learning speaking of the eleventh year students of SMK N 4 Klaten in 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 N 4 Klaten in Academic Year 2016/2017?

E. The Aim of the Study

Based on the statement of the problem, the writer has some aims of the study as follows:

1. To describe the process of teaching and learning speaking of the eleventh year students of SMK N 4 Klaten in Academic Year 2016/2017.

2. To describe the obstacles found by the English teacher in teaching and learning speaking of the eleventh year students of SMK N 4 Klaten in Academic Year 2016/2017.
3. To describe how the English teacher solves in teaching and learning speaking of the eleventh year students of SMK N 4 Klaten in Academic Year 2016/2017.

F. The Benefit of the Study

The result of the study is expected to be useful in relation in teaching and learning speaking, the benefits of the study are as follows:

1. For the students, the result of the research will make the students realize that speaking is an important skill in learning English. It will encourage the students to be active in learning English, and it will make the students comprehend the aspect of speaking, thus they can enhance their knowledge.
2. For the teacher, the benefit of the study will encourage the teacher to create the appropriate technique that can be used to improve English-speaking skill.

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 SMK N 4 Klaten in the academic year of 2016/2017. To make it easy to understand, the writer gives explanation about the study as follows:

1. Case Study

Gerring (2007: 20) states that case study is an intensive study of a single case where the purpose of that study is to shed light on a larger class of

cases (a population). It means that the study is aimed to elaborate the phenomenon in a large class with a case. Thus, case study will help to answer the question why or how on a process.

In this study, case study means an intensive study which focuses on teaching and learning speaking of the eleventh year students of SMK N 4 Klaten in the Academic Year 2016/2017.

2. Teaching

According to Brown (2000: 7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It means that, in teaching process, the teacher guides and facilitates the students to learn. In the other hand, the teacher also has role to set the condition of learning.

In this study, teaching means guiding and facilitating the teaching and learning speaking of the eleventh year students of SMK N 4 Klaten in Academic Year 2016/2017.

3. Learning

Brown (2000: 7) states that learning is acquiring or getting of a knowledge of a subject or a skill by study, experience or instruction.

In this study, what is meant by learning is a process of getting experience and knowledge of speaking by study, experience or instruction.

4. Speaking

Nunan (2003: 48) states that speaking is the productive aural or oral skill. It produces sounds and words through utterance to deliver the speaker's feelings and thoughts.

In this study, speaking skill means that the students can produce utterances to deliver their ideas orally in teaching and learning process.

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 benefit 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 skill, the purpose of speaking skill, the component of speaking skill, types of speaking, teaching speaking, and the English material in Vocational High School.

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

Chapter IV is research findings and discussion. It consists of presenting the data, analysing of the data, and finding the data discussion.

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

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 SMK N 4 Klaten.

A. Conclusion

After analyzing the result of the observation and interview with the informants of the teaching and learning speaking in the eleventh year students of SMK N 4 Klaten, the writer gets information about the teaching and learning speaking. The writer concludes concerning with the teaching and learning speaking in the eleventh year students of SMK N 4 Klaten in the academic year of 2016/2017 are as follows:

1. The teaching and learning is conducted from preparation until evaluation. The English teacher always prepares the lesson plan, media and material before teaching the students. The teaching and learning process consists of three activities, starting from opening, main activity and closing.
2. The obstacles found in the process of teaching and learning speaking are the students answer the teacher's question doubtly; their answers are not clear and they also answer in low voice; the students tend to use *Bahasa Indonesia* to answer due to their limited vocabulary; the students are embarrassed to practice and perform in front of the class; the students make mistake in pronunciation and grammar; the students do not want to raise their hand and just keep silent when the teacher asks them to do; the students are afraid of making mistake.

3. The solutions of the obstacles found in teaching and learning speaking are the teacher helps the students to correct their pronunciation and grammar, the teacher gives vocabulary scratch to inscrease students' vocabulary, the teacher advises the students not to be affraid of making mistake, the teacher also convinces the students to be brave to speak and practice, the teacher gives motivation to the students in order to make them study English harder, the teacher changes the technique when it is not suitable for the students.

B. Suggestion

Based on the result of the research on the teaching and learning speaking in the eleventh year students of SMK N 4 Klaten in the academic year of 2016/2017, the writer would like to present some suggestions to the sudents and the English teacher.

1. For English Teacher

It is important for the English teacher to improve her teaching and learning process. For the students who answer the teacher's question doubtly, unclearly and in low voice, unwilling to raise their hand, just keep silent, and afraid of making mistake, it is important for the teacher to give them motivation and feedback based on their characteristic after they do performance. It is better for the teacher to give more excercise to the students in order to increase students' vocabulary since they lack of vocabulary. Therefore, the use of *Bahasa Indonesia* in teaching and learning speaking will decrease. In speaking, it is better to use video as teaching media than just a picture. Thus, the students can learn how to pronounce well.

2. For Other Researcher

This study is aimed to describe and analyze the process of teaching and learning speaking of the eleventh year students of SMK N 4 Klaten in which there are several obstacles found by the English teacher such as the students become nervous and embarrassed when the teacher asks them to speak English, the students are reluctant to reply the teacher's question, they are afraid of making mistake in grammar, ashamed to speak of making mistake in pronunciation, fearful of criticism and losing face. In speaking class, the students produce ungrammatical sentences and inappropriate pronunciation, they are unmotivated in learning English speaking, the students tend to use *Bahasa Indonesia* in speaking. Related to the focus of the study, it is advisable that the result of the study can be used as one of references for other researchers who conduct similar study related to the development of the students' speaking skill.

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