

A STUDY OF TEACHING ENGLISH SPEAKING AT SENIOR HIGH SCHOOL IN BIMA

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Abstract

The objective of this study is to describe the teaching of English Speaking AT Senior High School (SMA) 2 Woha-Bima. This study is naturalistic case study were the researcher must stand-by at the school to getting and collected the data. The method of collecting data is observation, interview and documentation. The result shows that the curriculum of teaching English is tries to use Cambridge curriculum and K13 Curriculum . The materials of the English teaching are taken form textbook, internet, and the other resources which related to the materials. The teacher activities in the classroom are; pre-activities, main-activities and post-activities. Besides, the teacher's check student's assignment and control them. Then, the methods of teaching English are communicative approaches, group discussion, speaking practice, and English club. The teacher is teaching the students dominated used English. Both of teacher and students are active in the classroom. For the assessing students by give the oral and written test. The teacher give the values is very objectives, it means the scores depend on student's ability to finished the assignment or testing.

Keywords: *Teaching, English Speaking, and Boarding School*

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan pengajaran speaking bahasa Inggris di sekolah berasrama pada siswa kelas XI Sekolah Menengah Atas (SMA) 2 Woha-Bima. Penelitian ini merupakan studi kasus dimana peneliti harus berada di sekolah (tempat peneliti melakukan penelitian) untuk mendapatkan dan mengumpulkan data. Metode penelitian ini adalah study kasus. Pengumpulan data dilakukan dengan pengamatan, wawancara dan dokumentasi. Hasil penelitian ini menunjukkan bahwa kurikulum yang digunakan untuk pengajaran speaking bahasa Inggris di ini adalah kurikulum Cambridge dan kurikulum nasional. Materi pengajaran speaking (berbicara) diambil dari buku teks, internet dan sumber-sumber lain yang relevan dengan materi. Aktifitas mengajar guru didalam ruangan kelas terdiri dari pengajaran pembuka, pengajaran inti dan penutup. Selain itu, guru juga mengecek tugas siswa dan mengontrol aktifitas siswa. Kemudian untuk metode pengajaran menggunakan pendekatan komunikasi, grup diskusi, praktek berbicara bahasa Inggris, dan kelompok belajar. Guru mengajar lebih banyak menggunakan bahasa Inggris dan antara guru dan siswa sangat aktif berkomunikasi bahasa Inggris didalam ruangan kelas. Penilaian siswa dengan menggunakan tes tulis dan tes biasa (komunikasi). Pemberian nilai siswa sangat objective, artinya, itu tergantung dari kemampuan siswa menyelesaikan tes atau tugas yang diberikan oleh guru.

Kata kunci: *Mengajar, Berbicara Bahasa Inggris, dan Sekolah Berasrama*

INTRODUCTION

Now days, the teaching of English speaking is important to giving for the students in the school. The Teaching English are needs ability, some of strategy and skill to improve student skill in English language. In grammatical studies, there are some aspect of English competence that have to know such as writing, reading, speaking, and listening.

Those competences must be studies as basic of science in English because the aspects are necessary to studying for everyone.

Basically, the students' ability in speaking is important to show their performance for the other because speaking is a tool of communication in the world. In daily life, the human who can speak clearly by create the good word or sentences is easily to understand

so that the people have to know the rule of communication especially in English language. The rule of communication means that, the people who is speaking or communication have to realize that the content of speaking must be understand of the other So, the writer in every day and time try to analyze and think about the rule whether true or not. The fact is when students talking in English with their speaking partners, they are able to show their ability and performance to their friends. They are can producing the good language and able to explain anything clearly. However for a part of students, the students have any problems in communication too. The problem is more attention for the learner to use the good strategy for increasing their language in teaching and learning process.

Indeed, English speaking ability is very important for people interaction because most of people in the word use the English language. In this global era many people use English as a media of communication and it make the people who come from different countries to be easier to interaction. According to Girt and Hans (2008. p. 27), speaking is speech or utterances with the purpose of having intention to be recognized by doing the speaker and the receiver processes the statements in order to recognize their intentions. They are would like to express that, utterance on speaking have to clear and it has meaning. Beside, Speaking is one way to communicate which ideas and though a message by the oral. To enable students to communicate, we need to apply the language in real communication.

The communication in English language is very crucial for people to be applied in every day. Communication is a part of activities for the human in their life so that speaking is very important for the people in the world. In other side, the researcher choose the speaking as a topic of this writing because

the researcher want to know the teachers activities in Senior High School Woha-Bima and how they develop the students ability in English Speaking.

The people need communication to explore their language and to give the recent information for the other. According to Rebecca (2006, p. 144), speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. The other sides, Rebecca stated, speaking also provides our main data for understanding bilingualism and language contact. It means that, speaking can be a source for the people to know the information by give real situation. As language learners who had learned English intensively, the students should be able to interact orally each other through English.

One of the formal school in Bima is Senior High School (SMA) 2 Woha-Bima . This school is very popular because implemented the English language as daily communication. The othe side, this school have many program for the students to be international school. This school is a place who taken by writer for doing the research to describe the situation in Senior High School (SMA), How the teachers strategies in teaching and learning and what the students activity in the classroom.

The other side, although the school are formal school and private school but the roles follows the Indonesian government It means that, the school still follow the ministry of national education and culture. Senior High School (SMA) 2 Woha-Bima is one of the popular schools in Indonesia because the school has a good management in the operated all of the academic system include the teachers ability to prepare the tolls of teaching and learning so that many students who register in the school.

In other hand, the system of that school make the society and government interest to become as sample best school Indonesia. According to teachers and students at Senior High School (SMA) 2 Woha, the teaching and learning process are comfortable and running as well as possible. When any competition in debating or speech contest which conducted by government, the students of the school always get winner. In this case, it would be a pride for teacher and all the school activities which able accompany the students to get winner national and international competition. Here as a researches not only analysis on teaching method by teacher, strategies, teaching learning process, curriculum but also want to analysis deeper how do the teaching English speaking. According to Ministry of education No. 22, 2006, the main purpose of teaching English is to prepare students master the English language skill and knowledge. The definition is clear that teaching English have to be an interesting one for teaching in the school to support their knowledge when the student finish to study.

Based on the explanation above, there are some reasons to be revealed for doing the study:

1. Senior High School (SMA02 Woha-Bima is using the Cambridge curriculum which taken from international education.
2. How is the English teacher activities in the SMA 2 Woha-Bima.
3. The student's problems in English In SMA 2 Woha-Bima.

Teaching English Language

The teaching of English language is one of the obligate for teacher to teach the students in the world. It is related to the government curriculum and in Indonesian English language as a second language. The fact is many cooperate or education centre when they are open requirement for people to need a job,

the peoples must able to speak English fluently. The implementation of English language in Indonesia is still low quality aspect which related of social content recently (EF EPI Survey, 2016). Based on this survey, Indonesian are 32th points from 72 countries. It means that, Indonesia people must seriously to study English to increasing their skill because it can influence to the nation.

In every year, there are thousands of Indonesian go to abroad for looking a job without give English language skill yet. In education, one of the aspect of this usual is the human being can not able to compete with the other. This require is the foundation of implement curriculum in education. Generally, the definition of Teaching is an activity to transfer knowledge from teacher to the leaner whether in the school and outdoor. Therefore, education is important for the people to study of English language.

Teaching English at boarding school is different with the other senior high school. The different influence to curriculum goal which at boarding school more teaching the students get the skill, development ability and often practice the language not only in the classroom but also outdoor. Teaching at boarding school is a process in education world for trainer the students to get the job and develop ability. It sometimes refer to technical programs who often give trainer to the learner. Teaching at this school can be classified as a teaching procedural knowledge. It is can be constricted with declarative knowledge as used in education in a usually broader scientific field, which may concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education (Martin, 2009, p. 47).

The other side, according to the headmaster and the English teacher of SMA 2 Woha-Bima are used the Cambridge curriculum and National Curriculum. For the learner, Cambridge curriculum contain the

levels of materials. The materials is teaching based on the students ability. For example, the teacher did not teaching the difficult materials such as vocabulary, sentences and something else. By this statement, SMA 2 Woha-Bima as the favorite school must be able to product the smart students and receive the teacher quality as English teacher's for teaching at the school.

The Nature Of Teaching Speaking

In general, teaching is not easy for everyone for to do. Teaching needs formal training and follows some of discussion or seminar whether local or international to be professional teacher in other to know what the real to be a teacher for the learner. Based on the statement, the researcher have many experiences when to be a teacher on 2010 until 2014 and it is related to the Ambrose, Brridges, Lovett, Dipietro, and Norman stated, "Teaching is a complex activity and yet most of us have not received formal training in pedagogy. Furthermore, teaching is highly contextualized activity because it is shaped by the students, advancement in our respect field, changes in technology and so on. Therefore, our teaching must constantly adapt to changing parameters or strategies in teaching by using the ability to show good performances for the students.

Furthermore, teaching speaking is a learning process which transfers the knowledge from the teacher to the learner to obtain the learning goals which is the needs to improve their performance in speaking skill. The teacher have to push the students to desire that speaking skill must show the good performances , intonation and it is very important one in communication.

Based on above meaning, the teacher have several obligate for their students, one of them is to help the students regarding performance in speaking skill. The teacher could make certain intervention such us making the

students practice to speak English and giving them feedback.

The intervention that could be given by the teacher take the form of giving information, explaining materials, listening activity, questioning, answering activity, demonstrating speaking skill or the process of it and testing the students understanding and capacity using note taking, discussion, debating, presenting, simulation and practice.

1. Curriculum

Curriculum is an important thing used by the teacher as a model in teaching and learning process in the class. Curriculum has several things to concern about. they are the objective, the contents, and all things which lead the educational process such us material's, media, method, assessment and the time management. Brown ever said on his book "Designs for caring out a particular language program. Feature include a primary concern with the specification of linguistic and subject-matter objective's, sequencing, and materials to meet the needs of a designated group of learner in a defined context. One of primary function of curriculum is to provide the students by helping and leading them to obtain what they want to get. In SMA 2 Woha-Bima, teaching and learning process must depend on the school rules, one of them is curriculum.

Materials

The Materials in teaching speaking is more important to show in the school or classroom. Every English teacher have to prepare the materials to provide students ability. The teacher can use any kinds of teaching speaking materials which become a course English book and prepared by school or institution. In addition, for any school the materials sources of teacher creativity based on syllabus content so that the students

achieves on studying process it depend how the teacher strategy use the material.

Therefore, when the teacher decides to teach the students using the course book, they need to consider several things such us how good the book itself and the place where they try to apply the book and it is related to the Tomlison, Brian (2010, p.7) stated that the goal of the materials is to provide the learner target in teaching and learner process. The materials should achieve impact. it means that, impact is achieved when materials noticeable effect on the learner, that is when the learner curiosity, interest and attention are attracted. Materials can achieve impact through:

- a. Novelty (Example; unusual topics, illustration and activities)
- b. Variety (Example; breaking up the monotony of a unit routine with an unexpected activity.
- c. Attractive presentation (Example; use of attractive colours, lost of white space, use of photographs).
- d. Content (Example; topics of interest to the target learner; topic which offer the possibility of learning something new, engaging stories, universal themes, local references).

In other words, materials can be anything which is deliberately used to increase the students` knowledge and/or experience of language. Crawford (2002, p. 84) suggested the effective materials are likely reflecting the following statements:

- 1) Language is functional and must be contextualized

Materials must contextualize the language they present. Without knowledge of what is going on, which the participants are and their social and psychological distance in time and space from the events referred to, it is impossible to understand the real meaning of an interaction. In other

words, language, whether it is input or learner output, should emerge from the context in which it occurs. One possible way to build a shared context for learners and their teachers is to use video drama. Familiarity with the context helps make the language encountered meaningful, and also extends the content of the course beyond that other rich source of contextualized language sue, the classroom itself.

- 2) Language development requires learners

Language development requires learners engagement in purposeful use of language the focus of input and output materials should thus be on whole texts, language in use, rather than on so-called building blocks to be used at some later date. This does not mean that there should be on focus on form, but rather that form normally comes out of whole texts which have already been processed for meaning. Depending on the background and goals of their learners, teachers can decide whether to enhance or reduce this focus on form and the language used to do this. Materials need to include such information for students so that they can be used as references beyond the classroom and independently of the teachers.

- 3) The language used should be realistic and authentic

Materials, therefore, need to be authentic-like, that is, authentic, in the sense that the language is not artificially constrained, and is, at the same time, amenable to exploitation for language teaching purposes. Another related aspect of authenticity concerns the classroom interaction to which the materials give rise. The more realistic the language, the more easily it can cater to the range of proficiency levels found in many classes. At the same time, the proposed activity

must varied and adaptable to classroom constraints of time and concentration span.

Here, one of the example of speaking materials which using in the classroom by

teacher. This material is a unit or a part of several topic in the textbook related to student's ability.

Table 1. Speaking material which takes from the Syllabus of English

Unit 1	Unit 2
<p style="text-align: center;">It's nice to meet you This is talking about; Alphabet; greetings; and leave-talking.</p> <p style="text-align: center;">Speaking;</p> <ol style="list-style-type: none"> 1. Introducing yours self and friends 2. Saying hello and good-bye 3. Asking for name and phones numbers 	<p style="text-align: center;">What's this This discussion about Possession, classroom object, personal, items, and location</p> <p style="text-align: center;">Speaking;</p> <ol style="list-style-type: none"> 1. Naming objects 2. Asking for and giving the location of objects
Unit 3	Unit 4
<p style="text-align: center;">Where are you from? This is discussion about cities and country.</p> <p style="text-align: center;">Speaking;</p> <ol style="list-style-type: none"> 1. Talking about cities and countries. 2. asking for and giving information about places of origin, nationality, first language, and age. 3. Finding the owners of object. 	<p style="text-align: center;">Who jeans are these This is discussion about Clothing, colours, weather and season.</p> <p style="text-align: center;">Speaking;</p> <ol style="list-style-type: none"> 1. Asking about and describing clothing and colours. 2. Talking about the weather and season. 3. Finding the owners of objects.
Unit 5	Unit 6
<p style="text-align: center;">What are you doing This is discussion about Clock time, times and the day, every day activities.</p> <p style="text-align: center;">Speaking;</p> <ol style="list-style-type: none"> 1. Asking for and telling time. 2. Asking about and describing current activities. 	<p style="text-align: center;">My sister works downtown This is discussion about Transportation, family relationship, daily routines, and days of the week</p> <p style="text-align: center;">Speaking;</p> <ol style="list-style-type: none"> 1. Asking for and giving information about how people go to work or school. 2. Talking about family members 3. Describing daily and weekly routines.
Unit 7	Unit 8
<p style="text-align: center;">Does it have a view This is discussion about house and apartment, rooms, and furniture.</p> <p style="text-align: center;">Speaking;</p> <ol style="list-style-type: none"> 1. Asking about and describing houses and apartment. 2. Talking about the furniture in a room. 	<p style="text-align: center;">What do you do This is discussion about Job and workplaces.</p> <p style="text-align: center;">Speaking;</p> <ol style="list-style-type: none"> 1. Asking for and giving information about works. 2. Asking for and giving opinion about jobs. 3. Describing workday routines.
Unit 9	Unit 10
<p style="text-align: center;">Do we need any eggs This is discussion about Basic foods, breakfast food, and meals.</p>	<p style="text-align: center;">What are sport do you play? This is discussion about Sports, abilities and talents.</p>

Speaking;	Speaking;
<ol style="list-style-type: none"> 1. Talking about food likes and dislikes. 2. Giving opinion about healthy and unhealthy foods. 3. Talking about foods you have and needs. 4. Describing eating habits. 	<ol style="list-style-type: none"> 1. Asking about free time activities. 2. Asking for and giving information about abilities and talents.
Unit 11	Unit 12
<p>What are you going to do? This is discussion about Month and dates, birthday, holidays, festival and special day.</p> <p>Speaking;</p> <ol style="list-style-type: none"> 1. Asking about birthday 2. Talking about plans for the evening, weekend and other occasion. 	<p>What's the Matter This is discussion about parts of the body, healthy problem, and advice, meditation</p> <p>Speaking;</p> <ol style="list-style-type: none"> 1. Describing healthy problem 2. Talking about common meditation 3. Giving advice for healthy problem

METHODS

To teach this skill is not easy since English is not our native language. The Teacher might have some difficulties that come from inside or from outside. Those which come from inside the teacher can be the lack of competencies whether in performing speaking skill ability or in teaching speaking skill.

The study is used qualitative method. The data were often collected through extensive and detailed field notes, observation, interview and focus group discussion with the participants in the school. The Qualitative method has important for the researcher to takes because it's related to the topic of the study.

FINDING AND DISCUSSION

In this part, the study is explain the data that were collected at the Senior Hugh School (SMA) 2 Woha-Bima. The data were the result of observation, interview and documentation. In this case, there are four aspects to explained, namely the Curriculum of Teaching Speaking English, the method of Teaching Speaking English, the teachers and students' activities in the process of teaching English, and the evaluation of teaching Speaking

English. Furthermore, in the discussion, the study is tried to explained about the superiority of studied in the school than the other school.

a. Curriculum

The used of curriculum in Senior High School (SMA) is very important for continue the studied because without curriculum the teachers cannot teach the students as a procedural on teaching and learning. This study was explained that the curriculum used in SMA 2 Woha-Bima is K13 and tries to use Cambridge Curriculum too. This curriculum is international curriculum and very popular in the world. According to teacher this curriculum was development by the English teacher teams, director of education and headmaster of SMA 2 Woha as students need and Educational national standards. The major development of Cambridge curriculum is to makes students interesting in teaching and learning so that the students faster understand than before. The other hand, the development curriculum involve some of English teacher which have more competences and ability in English education sciences such us had d written several journal, joined the training of English education, and ever winner on English language competition. The other words, The people who involve to developing the

curriculums had qualities. Cambridge curriculum in SMA 2 Woha-Bima have many advantages for teacher and learners although still on simple form. The curriculum at basic consists of materials, syllabus, lesson plan and the roles of teaching and learning for the English teacher. These had to be a unit for all the English teacher to teach their students. The development of curriculum focuses on determining what knowledge, values students in the school, skill, what experience should be provide to bring about intended learning outcomes, and how teaching and learning at schools or educational system can be planed, evaluated and measured. According to Richard (2001, p.14) Curriculum development refers to the field situations which conduct the major issues of students needs at the school. Generally, it was describes an interrelated set of process that focus on designing, revising,

implementing, and evaluating English program.

b. Teacher English activity in classroom

The teacher’s teaching in the classroom is very urgent to find out students ability. There are some of interesting teaching who doing by the teacher in the classroom such us teacher’s style, teacher’s performances, teacher’s body language and prepare materials to teach. in the field, the interaction between teacher and students were very intent and fluently although any several students who still low on speaking because lack of grammar and vocabulary. For the specification of English teacher to teaching in the classroom, the study makes into the table as follows and it’s related to the Ruddel, M.R & Shearer (2002).

Tabel 2. The Specification of English Teacher to Teaching in the Classroom

No	Activities	Objective
1.	Pre-Activities • Interested in the opening of the class • Responding to the teacher’s question about the topic enthusiastically.	• To make students interested in the lesson. • To build clarity of what is going to be learnt.
2.	While-activities • Following teacher’s instruction to work in the group. • Following teacher’s modeling enthusiastically. • Actively involved in the discussion of the task in group. • Recording the presented difficult words in worksheet actively. • Answering question of speaking test in group. • Checking together the answer of the question with the teacher	• To make students work freer and enable fast learner. • To Give clarity of the stages going to do in the lesson. • To build students understanding to the vocabulary. • To build long term acquisition of the vocabulary learnt. • To test whether students mastery in language and/or vocabulary. • To check student’s mastery in the lesson.
3.	Post-activities • Resolving the students’ obstacle in speaking. • Give motivation • Leave Taking	• To give a way and solve the problem. • To build students’ confidence in learning English • To close the class.

c. Students Problems In Speaking

This study wanted to explore the teacher experiences on teaching and learning. This experiences conducting teacher found the students difficulties when they are communicated and teaching in English. Based on the Mr. Farhan statement, the big problem for the students was Self-Confidence. As long as teaching in the school, He often found this problem on her students so that he must took some of the way to solve the problem. Self-confidence is major thing to have for every student because it can influence to students ability in communication each other. For Example, NH is a smart students in English such grammar, listening and writing however low on speaking because He was did not self-confidences. Therefore, the English teacher always pushed their students to brief and show the skill without fear.

CONCLUSION

The Senio High School (SMA) 2 Woha-Bima was the best place for studying English speaking, because the curriculum of teaching English was made for making the student to have an ability to speak English fluently. One of the speaking programs was practiced English, the teacher make groups discussion and English club. Besides, all students could join the English program at the school, because all of the students have obligated although any of them have different skill in English speaking. The curriculum was used are Cambridge Curriculum and National Curriculum but for the English language the teacher used the Cambridge curriculum in teaching. It was appointment of the stakeholders of the school such director of the school, headmaster and English teachers.

In the classroom, the teacher was very good to teaching although there was any mistake but it was not to be problem. The teacher activities has fulfill the procedural such us pre-activities, main-activities- and post-activities. besides, the teacher push the students to speak English, practice their

conversation in front of the classroom, check the students assignment, control students activities and give the assignment for develop students understanding of the subject. In teaching, the teacher use the communicated approach to know the student's condition.

The students had many activities to practice their English in all day long such as speech, debate, memorizing the vocabulary and others. Besides, in the process of teaching English, the students' were more active to practice the English than the teacher because the teacher believed that the more students practice the English the more they could speak English well. So, in this case the teacher only control the students' activities or speaking in the process of studying English.

Suggestion

Here some of suggestion for the teaching of English Speaking in SMA 2 Woha-Bima

1. Teacher

The teachers must more activate to push students for encouragement in speaking English because it was more important than teacher just control students activities in English. Besides, the teacher in Senior High School (SMA) 2 Woha-Bima must be able to see the student's weakness on English speaking because when the researcher getting the real data about teaching English the teacher only order to make English Conversation and practice their English.

2. Institution

For this point, the writer did not any suggested to SMA 2 Woha-Bima because after the researcher getting the real situation, the management of the school was very good. it has teacher quality who taken form popular university and all of the teachers were very relationship. They were supported each other to build the better quality of education.

3. Students

The students could choose SMA 2 Woha-Bima as the place for studying English because the curriculum of teaching English in the school is use the national and Cambridge

curriculum and focused in speaking skill. Then, the students were more active in the process of teaching English than the teacher. So that, the students had many activities to practice the English. Besides, the student must communicate English in the are of the school.

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