

**TEACHING SPEAKING THROUGH POEM TO THE ELEVENTH  
GRADE STUDENTS AT SMAN 4 KEDIRI  
ACADEMIC YEAR 2021/2022**

Skripsi

Submitted as Partial Fulfilment of the Requirements for the Attainment of the  
Degree of Sarjana Pendidikan in English Language Education



By:

**RINDANG HAYUNING SAMODRO RINI**

NPM 18.1.01.08.0044

ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
NUSANTARA PGRI KEDIRI UNIVERSITY

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**APPROVAL PAGE**

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Approved by the Advisors to be proposed to English Language Education

Examination Committee FKIP UN PGRI Kediri

Kediri, 20 July 2022

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Maintained in front of English Language Education Examination Committee  
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1. This Skripsi was never submitted to any institute of higher education for any academic degree.
2. This Skripsi totally independent of my work and not the result of plagiarism from the work of others.
3. If someday proved of this Skripsi as result of plagiarism, I would be willing to bear all the legal consequences occur.

Kediri, 20 July 2022

Signed by,

A handwritten signature in black ink is written over a yellow rectangular stamp. The stamp features the Garuda Pancasila emblem and the text 'SEPULUH RIBU RUPIAH' on the left, '25 METERAI TEMPEL' in the center, and the alphanumeric code '565AJX955072748' at the bottom.

**RINDANG HAYUNING S.R**  
18.1.01.08.0044

## **MOTTO AND DEDICATION**

### **MOTTO:**

*Nothing is impossible, the word itself says "I'm Possible"*

*(Audrey Hepburn)*

### **DEDICATION:**

*Mr. Andy and Mrs. Liya, my parents. Thanks for always support me in whatever I'm going to do.*

## ABSTRACT

**RINDANG HAYUNING SAMODRO RINI:** Teaching Speaking through Poem to the Eleventh Grade Students at SMAN 4 Kediri Academic Year 2021/2022, Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2020.

Keywords: Poem, Speaking Skill, Teaching Speaking

Teaching speaking is the teacher's way of guiding students to communicate fluently in English orally. Teaching speaking through poem is one of the unique and creative methods to increase student's creativity. This research uses a qualitative approach. The subject of this research is an English teacher in class XI MIPA 1 at SMAN 4 Kediri. In this research, there are several interrelated parts including teacher's role, material, and classroom management which was done online during the pandemic.

This data was collected through observation, interview, and documentation to get more valid data. The observation was carried out online 6 times during the teaching and learning activities to find out the teacher's role, the material used, and the classroom management. The interview was conducted the English teacher grade 11 MIPA 1 to find out her difficulties in teaching speaking through poem through Google Meet. The documentation was included are syllabus, lesson plan, and students' work results. The data analysis in this research was chosen by identifying the teacher's roles, classroom management, and materials used in teaching speaking using poem. In this research, the data is described and reduced into sentence form.

From the results obtained, the teacher performed the teacher's role, namely controlling, prompting, resourcing, assessing, organizing, and tutoring in teaching and learning activities. The teacher used teaching materials: syllabus and lesson plans that include poem material, namely definition, social function, generic structure, and language features of poem. And the teacher used Google Meet and WhatsApp application to deliver the material. The further researcher is expected to be able to conduct quantitative research to measure students' speaking ability.

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Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher was able to finish this skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This skripsi entitled “Teaching Speaking through Poem to the Eleventh Grade Students at SMAN 4 Kediri Academic Year 2021/2022”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs criticism and suggestion to make it better.

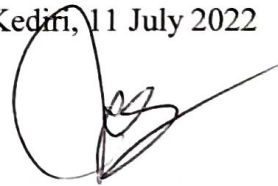
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Kediri, 11 July 2022



**RINDANG HAYUNING S.R**

18.1.01.08.0044

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# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher presents introduction to the research. It describes the reason of researcher chooses this topic. The basic detail of the research is to describe as following topics: Background of the Study, Focus of Research, Problem of the Research, Objective of the Research, and Definition of Key Terms.

### **A. Background of the Research**

At the beginning of the 2013 school year, to be precise, in July 2013, the Government has determined the implementation of the 2013 Curriculum, which is a renewal and improvement of the previous curriculum, namely the 2006 Curriculum for all levels of education: primary and secondary schools.

The 2013 curriculum is a competency-based curriculum, which includes aspects of attitudes, knowledge, and skills. This curriculum begins with the formulation of Graduate Competency Standards (SKL), namely competencies after completing one level of education, elementary, middle, and high school. SKL into Core Competencies (KI) which are competencies after completing one training in one level. SKL and KI are not competencies per subject, but competencies possessed by all subjects are supported by all subjects. KI is formulated for Class I to Class XII. Based on the KI, subjects and time allocations are arranged according to the characteristics of the education unit.

According to the Ministry of Education and Culture (2013), core competencies are the operationalization of graduation competency standards in the form of qualities that must be possessed by those who have completed education in certain educational units or certain educational levels. The 2013 curriculum applies the stated competency definition in the Law on the National Education System, namely the integration of three dimensions: attitudes, knowledge, and skills that students must learn for school, grade, and subject levels.

Core Competencies must describe the quality that is balanced between the achievement of hard skills and soft skills. Core Competencies are designed in four interrelated groups, namely those related to spiritual attitudes, social attitudes, knowledge, and application of skills.

Meanwhile, basic competencies are competencies for each subject for each class derived from Core Competencies. Basic Competencies are content or competencies consisting of attitudes, knowledge, and skills that are sourced from core competencies that must be mastered by students. These competencies are developed by taking into account the characteristics of students, initial abilities, and characteristics of a subject. The subjects covered by senior secondary education consist of:

1. Subjects must be followed by all students in one educational unit at each unit or level of education. The compulsory subjects that students must study are all subjects including English.

2. The elective subjects are followed by students according to their choice. Among them are specialization in mathematics and science, social interest, and specialization in language which includes English.

The Minister of Education and Culture, Nadiem Makarim, issued a circular letter from the Minister of Education and Culture Number 1 of 2021 concerning the Elimination of National Examinations and Equality Examinations and the Implementation of School Examinations during the Emergency Period of the Covid-19 Spread.

According to the circular, students graduating are determined from several grades. One of them is completing learning programs during the Covid-19 pandemic as evidenced by report cards each semester.

To get the score on the report card, students are required to follow each lesson that has been determined by the school based on core competencies and basic competencies, likewise with the eleventh-grade students at SMAN 4 Kediri. They are required to understand the material from several subjects including English.

English Subject in the 2013 Curriculum includes: (1) Raising awareness of the nature and importance of English as a foreign language to become the main learning tool. (2) Develop an understanding of the relationship between language and culture and broaden cultural horizons. Thus students have cross-cultural insight and involve themselves in cultural diversity. (3) Developing the ability to communicate in the language, both spoken and written. These abilities include 4 skills, and one of them is speaking skill.

One of the most important skills at the secondary school level in English is speaking skill. In learning English, the mastery of speaking competence must be mastered by students properly for their future provisions. According to Brown and Yule (2000), speaking is one of the basic skills as a measurement of language learners whether someone is successful in learning languages. Speaking is the use of language to communicate with other Fulcher (2003:23). It means that speaking requires two or more people, consisting of a speaker and a listener. So both speakers and listeners contribute to each other. Both participants do or get what they want. According to Bailey (2000:25), speaking is a process of interaction where speakers intend to build meaning of producing, receiving, and processing information. So, from the theory above, we can conclude that speaking is related to communication. In Addition, speaking is a skill to use a language appropriate to express someone's ideas, opinions, and feelings in order to give or get information and knowledge from other people who do communication. People easily judge us based on what they hear through the speaking process Brown (2001).

In accordance with Basic Competence 3.1 in English specialization grade 11 which is written 'interpreting social functions, text structures, and linguistic elements of special texts in the form of poem, spoken and written, by giving and asking for information related to the lives of adolescents, according to the context of their use.' Maher (1982:18) explains that poem can be maximized for teaching all four language skills at once, including speaking skill. In teaching poem in class, it is very helpful for teachers to hone students' skills. The language of poem can indeed be different from the language used every day, but also not too



complicated. Poem, especially in English, does not need to be avoided because it is considering complicated. Because in learning English poem, students will get many advantages such as increasing vocabulary, increasing insight and creativity, and practicing writing and speaking skills. When reading English poem aloud, it will help students to practice sensitivity in pronunciation, intonation, and rhythm. In the end it will be useful to improve students' speaking skills.

The current English learning system must prioritize students' communication skills because in that way students will be able to express themselves to learn to follow the rules of the English language when communicating. There are several techniques to teach speaking effectively.

The first technique is discussion. Discussion can be applied when students finish working on the questions. Discussing about the English they have been working on so that they are accustomed to finding solutions and conclusions. Brown (2001) stated that discussion is one of the techniques used in language teaching. This activity gives students opportunities to practice their oral communication.

The second technique is role-play. Another way to improve speaking skills is to play role-play. With this game, the students will pretend to be a community that faces a social context. The teacher will provide information to students about the role played and students will be faced with a problem. So students will make conversation in cases that will be experienced.

The third technique is storytelling. This activity will get students to tell a story they have heard before. Students can also create their own stories to tell their classmates later. Story Telling requires a high level of creativity.

The next technique is story completion. All students are required to form a circle, the teacher will tell a fairy tale with truncated sentences. The task of the students is to complete the sentence with their ideas, can add a character, role, and description. This technique is a lot of fun.

Furthermore, there is also a fun technique to teach speaking in class that is Literature in English Language Teaching. There are many ways that can be used to teach English, one of them is teaching speaking through literary works which are part of the language itself. One of the literary works that can be done to teach speaking is poem. Poem must be read aloud by the students then the teacher corrects the pronunciation, rhythm, intonation, assonance, and pauses in the poems that are read by students. So by that way, students get the pattern of speech and understand it correctly.

However, since the implementation of the Covid-19 emergency period on March 16, 2020, almost all schools in Indonesia have adopted a policy for online learning. The world of education has been forced to move the teaching and learning process from school to home to break the chain of the spread of the coronavirus. With online learning, teachers and students alike learn to use technology as a learning medium. Teachers as the spearhead of education make various efforts such as implementing online learning through *WhatsApp* Group media, *Google Classroom*, *Moodle*, and other online learning applications. For

synchronous learning, teachers also use *Google Meet media*, *Zoom Cloud Meetings*, and so on.

Entering the period of this pandemic, of course, the learning and teaching experience has various disorders. The Covid-19 pandemic is a detrimental aspect of education around the world. The Covid-19 pandemic forced schools close, impact on learning disorders serious for students who have not happened before in the whole world. Learning that should be face-to-face drastically changed to online learning. In general, speaking ability is an important aspect in learning English. However, learning the speaking aspect itself has its own complexity so that good focus is needed during the learning process. On the other hand, changes in the education model due to the Covid-19 pandemic tend to cause problems in the world of education.

The same thing happened when the researcher examined the eleventh-grade learning while doing the Introduction to the School Field (PLP) in learning at SMAN 4 Kediri. For the sake of learning during the pandemic, learning is carried out using online synchronized. To provide material to the students, the teacher at SMAN 4 Kediri uses unsynchronized applications such as *WhatsApp* group, because these applications are simple, easy, and almost all students use them. Then, to hold meetings, teachers use the synchronized application, namely *Google Meet*, apart from being easy to used, *Google Meet* is also efficient in using internet data package, not burdening students in online teaching and learning activities. However, there are some English subject matter that requires students to do speaking. Due to the limited time in learning activities, which are only 30

minutes for each hour of class, the teacher racks his/her brain so that students can keep on speaking without having to spend a lot of time. The implementation is that the teacher gives students the task of interpreting poem through videos collected through *YouTube* media. That way, students are still able to do speaking without having to take a lot of time when teaching and learning activities are carried out. The use of video media is also very helpful for students in honing their creativity. And also the selection of *YouTube* media in collecting assignments is the right choice, because almost all students have it and like it.

Resuming Gultom (2020) research, there are strategies of teaching speaking online that teachers could apply, such as: designing digital contents such as hand outs, *PowerPoint*, video, or audio; Choosing online learning platforms, such as zoom or *Google Classroom*; Collect feedback while doing teaching learning process by checking students' active; and the last is make a conclusion at the end of the class about what they have learned. In contrast to the research above, speaking learning used in this study is using literature, namely poem. Here students interpret poem which relates to the basic competencies that must be met in the eleventh grade of English specialization.

Jalaluddin (2016) stated that there are thousands of English short videos available on *YouTube* that can be used for teaching and learning English language. It can be used in various ways for effective teaching and learning. However, there are differences in the use of *YouTube* media in learning speaking in this study. In this research, the *YouTube* media is only used for assignment collection media, not to learn something as stated in the research above. Based on the description

above, it encourages researchers to conduct research on teaching speaking using poem entitled "Teaching Speaking through Poem to Class XI Students of SMAN 4 Kediri"

### **B. Focus of the Research**

The focus of this research is the teacher's roles in teaching and the way the teacher teaches speaking using online learning to eleventh graders at SMAN 4 Kediri. In this study, the researcher focused on the use of poem in teaching speaking to the eleventh grade of SMAN 4 Kediri, conducted by teachers and students of class XI at SMAN 4 Kediri. The material taught is poem, which must be realized from basic competence 3.1 Specialization in English in class XI semester 1 by using speaking skills which is one of the core competencies.

### **C. Research Questions**

This research is focused on the teacher's roles, classroom management, and material used in teaching speaking using poem at the eleventh-grade students at SMAN 4 Kediri. The researcher focused on analysing the teacher's role, classroom management, and material used. Therefore, the problems in this research are:

1. What are the teacher's roles in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri?
2. How is the classroom management used by the teacher in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri?

3. What are the materials used in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri?

#### **D. Objective of the Research**

Based on the research questions above, the objectives of the study were concluded as follow:

1. To describe the teacher's roles in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri
2. To describe the classroom management used by the teacher in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri
3. To describe the materials used in teaching speaking through poem to the eleventh-grade students at SMAN 4 Kediri.

#### **E. Significance of the Research**

The researcher expected that the results of this research can provide the following significances:

1. English Teachers

The researcher hopes that this research could be a reference for teachers to teach speaking using poem in online learning.

2. Students

The researcher hopes this research motivated students to learn English in online learning.

### 3. Readers

The researcher hopes the readers interested with this researcher observation of the teacher's roles, classroom management, and material used in teaching speaking using poem of eleventh-grade students at SMAN 4 Kediri.

## **F. Definition of Key Terms**

This part will explain the definition of key terms according to point of view researcher in this observation researches study.

### 1. Poem

Poem is one way to practice speaking easily. Teachers can use poems in teaching speaking because poem is one of the literary works studied in language learning. Poem is an excellent way to develop an interest in language for non-native speakers.

### 2. Speaking Skill

Speaking is one of the productive skills used to exchange information with one another. Speaking is one of the four language skills that students must learn. Having ability to speak is goals of students and teachers. Speaking is not just about produces sound but students should know about how to pronounce the vocabulary, mastering vocabulary, how to deliver meaning of the words, give ideas into the words and conveys intention.

### 3. Teaching Speaking

Teaching speaking is the way and the teacher's actions to train students to be able to communicate in English fluently orally. The impact of the speaking

strategy used by the teacher is to make students more active in learning, increase student motivation, and make students think creatively in determining and developing ideas.



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