

**THE TEACHING OF ENGLISH SPEAKING SKILL
AT “FIRST COURSE”:
A CASE STUDY AT A BOARDING COURSE**

A THESIS



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**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2016**

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A THESIS

Presented to Widya Mandala Catholic University Surabaya
In partial fulfillment of the requirement for
the Degree of
Master in Teaching English as a Foreign Language



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Advisor's Approval

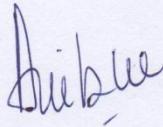
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A handwritten signature in blue ink, consisting of a stylized 'V' and 'L' intertwined, followed by a horizontal line and a small flourish.

Dr. V. Luluk Prijambodo, M.Pd
Thesis Advisor

Thesis Examination Board's Approval

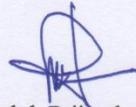
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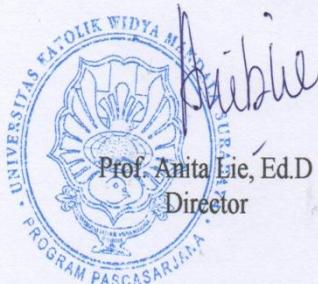
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Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that this thesis entitled **The Teaching of English Speaking Skill at “First Course”: A Case Study at a Boarding Course** that had been uploaded and approved by the Thesis supervisor and also Thesis Boards of Examiners

Surabaya, May 31st, 2016



Usman Efendi
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The writer

ABSTRACT

Usman Efendi, 2016. **The Teaching of English Speaking Skill at “First Course”: A Case Study at a Boarding Course.** Thesis. Master’s Degree Program in Teaching English as a Foreign Language. Education Department. Graduate School Widya Mandala Catholic University Surabaya, Advisor: Dr. V. Luluk Prijambodo, M.Pd.

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Speaking English is an important skill in language learning. The learners communicate through oral expression to gain much information effectively and efficiently. The teacher should be aware of the learners’ speaking ability because it significantly influences the other learners’ success in language learning. The ability to speak a foreign language becomes the most highly prized language skill. Many language learners regard speaking skill as the measure of knowing a language.

This research was meant to investigate the teaching of English speaking skill at “First Course”: a boarding course in Bangkalan. This research is a descriptive case study of First Course. The subject of this research is two instructors who teach the book two level at First Course. The major research question of this study is: how is the process of the teaching of English speaking skill at First Course which is broken down into two sub research questions: 1) How is the preparation of the teaching of English speaking skill at First Course? 2) How is the implementation of the preparation on the teaching of English speaking skill at First Course?

The data of this research was the information that researcher collected from the result of interview with two instructors and classroom observation. The researcher collected the data by using interview guide, observation sheet, and fieldnote. The information was in the form of the interview

transcript and classroom observation (field note). The analysis of the research data resulted in several findings:

Firstly, the result of interview concerning the preparation of the teaching of English speaking skill: (1) The instructors did not use lesson plan in written form. Yet, the instructors kept the unwritten plan in their mind. (2) Material and media prepared by the instructors were soft copy, hard copy and coursebook (English 900 by Collier Macmillan). Then, the media used for teaching speaking were pictures, cards, dictionary, microphone, and internet. (3) The teaching techniques used to deliver the materials in teaching speaking were storytelling, question and answer, discussion, describing, debating, and interviewing. (4) The form of assessment and evaluation provided by instructors was an oral test through storytelling, question and answer and interview. (5) The form of assignment provided by the instructors was an oral assignment at the end of the class.

Secondly, the result of observations concerning the implementation of the preparation on the teaching of English speaking skill: (1) The instructors did not used lesson plan in written form. Yet, they kept the unwritten plan in their mind. To reflect that they made a preparation in their mind, they presented the teaching-learning activities consistently. Their teaching contains three major parts: firstly, *pre-teaching*. The instructors started the lesson by praying together. Then, they greeted the students, gave some motivation, and reviewed the previous lesson. Afterwards, they introduced the new topic. Secondly, *whilst-teaching*. The instructors invited the students to tell a story, made question and answer, and have an interview. Thirdly, *post teaching*. They gave an oral assignment to the students at the end of the lesson. Then, they closed the lesson by praying. (2) The material and media prepared by the instructors was a coursebook (English 900 by Collier Macmillan). The media used for teaching was microphone. (3) The teaching techniques used to deliver the materials were storytelling, question and answer, and interview. (4) The form of assessment and evaluation provided by the instructors was an oral test. The instructors asked the students to

tell a story, make question and answer, and have an interview. (5)
The form of assignment provided by the instructors was an oral assignment. The instructors asked the students to tell a story, make question and answer, and have an interview on the following meeting.

The instructors not only taught English speaking to the students but also improved morality, trained and strengthened spirit, appreciated the spiritual/religious values, and taught attitude, politeness, discipline, diligence, honesty, responsibility, democratic, work hard, etc. The instructors had a role in build of students' characters. The character education which was provided by the instructors were memorized and followed by all the students. Character education is one of way to build good characters and personality to the students of First Course in learning English.

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