

ABSTRACT

Pradana, Harsya Danang. 2021. *The Process and Result of Teaching the Speaking Skill in Indonesia from the Perspectives of Effectiveness and Intelligibility.* **Yogyakarta: English Education Master Program. Sanata Dharma University.**

The speaking skill is a crucial skill for a language learner. Language Education institutions in Indonesia,, as a country where English is used purely as a language for trade, has several methods to teach the speaking skill. However, teaching with different methods and materials will inevitably produce different results, even if the skill that is being taught is the same. As such, the researcher compiled these two research projects and aimed to explain them in this thesis. In the first research, titled An Analysis of Stress and Pronunciation in Indonesian High School English Language Textbook “Pathway to English” published in the May 2020 Edition of Journal of English Educational Society (JEES), the researcher set out to find out whether or not the textbooks used in English instruction in Indonesia is suitable to be used to teach the speaking skill, with an emphasis on stressing, pronunciation, and general speaking skills. In the second research, titled “Language Output of Authentic Material-Based Teaching of a Speaking Class” published in the June 2021 Edition of the Journal of English Education and Teaching, the researcher set out to see the multiple variations of English accent spoken by students who were taught using authentic materials.

The two research projects used different methods. In the first research, the researcher analyzed the content of a textbook that is used by high schools in Indonesia and counted the number of exercises that involve speaking exercises. The researcher then analyzed if the content of the book can be used to teach pronunciation, stressing, or general speaking. In the second research project, the researcher interviewed five teachers of a university-level institution in Yogyakarta. In the interview sessions, the researcher inquired about the types of authentic materials used in their instruction, how the students responded to the instruction, and whether or not the students’ language output can be considered native, native-like, or any other variation.

Both research projects revealed the nature of teaching speaking in Indonesia, both in effectiveness and intelligibility. The first research found out that while the book contained very few exercises that can be used to teach stressing and pronunciation, it has a large number of speaking exercises. The second research, on the other hand, show that while the teachers consider most of their students unable to reach native-like proficiency, they understood the authentic materials enough to improve their speaking skills. In conclusion, while the default methods used to teach the speaking skill in Indonesia is lacking, there is proof that the students are able to learn the speaking skill through different methods.

Keywords: Speaking, Authentic Materials, Textbook, World Englishes

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Indonesia memiliki beberapa metode untuk mengajarkan berbicara Bahasa Inggris. Metode-metode ini berkisar dari penggunaan buku teks hingga penggunaan bahan-bahan otentik atau bahan-bahan dalam bahasa target yang tidak dibuat untuk mengajar tetapi digunakan dalam proses pengajaran. Namun, mengajar dengan materi yang berbeda pasti akan menghasilkan hasil yang berbeda, meskipun keterampilan yang diajarkan sama. Dalam penelitian pertama yang berjudul *An Analysis of Stressing and Pronunciation in Indonesian High School English Language Textbook "Pathway to English"* yang diterbitkan dalam *Journal of English Educational Society (JEES)* Edisi Mei 2020, peneliti berniat untuk mengetahui apakah buku teks yang digunakan dalam pengajaran bahasa Inggris di Indonesia cocok digunakan untuk mengajarkan keterampilan berbicara. Peneliti berfokus pada penekanan, cara pengucapan, dan keterampilan berbicara secara umum. Dalam penelitian kedua yang berjudul *"Language Output of Authentic Material-Based Teaching of a Speaking Class"* yang diterbitkan dalam *Journal of English Education and Teaching* edisi Juni 2021, peneliti melihat berbagai variasi aksen bahasa Inggris yang diucapkan oleh siswa yang diajari menggunakan bahan otentik.

Kedua proyek penelitian tersebut menggunakan metode yang berbeda. Pada penelitian pertama, peneliti menganalisis isi buku teks yang digunakan oleh sekolah menengah di Indonesia dan menghitung jumlah latihan yang melibatkan latihan berbicara. Peneliti kemudian menganalisis apakah konten tersebut dapat digunakan untuk mengajarkan pengucapan, penekanan, atau berbicara secara umum. Pada proyek penelitian kedua, peneliti mewawancarai lima orang dosen dari sebuah institusi setingkat universitas di Yogyakarta. Dalam sesi wawancara, peneliti menanyakan tentang jenis bahan otentik yang digunakan dalam pengajaran mereka, bagaimana siswa menanggapi instruksi, dan apakah bahasa yang digunakan siswa dapat dianggap asli (native), seperti asli (native-like), atau variasi lainnya.

Kedua proyek penelitian tersebut mengungkapkan sifat pengajaran berbicara di Indonesia, baik dalam keefektifan maupun kecakapan berbicara seperti penutur asli. Penelitian pertama menemukan bahwa meskipun buku tersebut berisi sangat sedikit latihan yang dapat digunakan untuk mengajarkan penekanan dan pengucapan, buku ini memiliki sejumlah besar latihan berbicara. Penelitian kedua, di sisi lain, menunjukkan bahwa sementara guru menganggap sebagian besar siswa mereka tidak dapat mencapai kemahiran seperti penutur asli, mereka cukup memahami materi otentik untuk meningkatkan keterampilan berbicara mereka. Kesimpulannya, meskipun metode standar yang digunakan untuk mengajarkan keterampilan berbicara di Indonesia masih kurang, ada bukti bahwa siswa dapat mempelajari keterampilan berbicara melalui metode yang berbeda.