

ABSTRACT

Purwaningsih, Paulina. (2013). *Students Perceptions on The Effects of an English Hour as a Teaching Strategy to Improve Students Speaking Skill in SMK Marsudi Luhur II Yogyakarta*. Yogyakarta: Sanata Dharma University.

English hour, as a monolingual instruction in language teaching, was created by the English teacher in *SMK Marsudi Luhur II Yogyakarta*. It was done once a week. This strategy was created by the English teacher in order to encourage or motivate the students to speak English. In this teaching strategy, the students were expected to improve their speaking skill in the communication context, such as asking permission, asking and answering questions in the discussion, and communicating with the teacher and the students during the teaching-learning activities. Since the English hour is the teaching strategy which was used to improve the students' speaking skill, the English hour teaching strategy were expected to affect the students' speaking skill.

In this research, there were two research problems: 1. How is the English hour teaching strategy applied during the teaching-learning activities? 2. What are the perceptions of the students on the English hour teaching strategy applied during the teaching-learning activities?

This research used mixed method. The participants of this research were 52 students grade X of *SMK Marsudi Luhur II Yogyakarta* and an English teacher who applied the English hour teaching strategy. This research used three instruments: an observation, a questionnaire, and an interview. The observation was done by observing the teaching-learning activities, the questionnaire was distributed to 52 students, and the interview was done by interviewing the English teacher.

For the first research problem, it could be concluded that the English hour was applied starting from listening to the teacher's explanation about the materials up to practicing to speak English. Moreover, there were some aspects which were given attention in applying the English hour teaching strategy: the grammatical and pronunciation mistakes, the use of *Bahasa Indonesia*, and the correction which were given by the teacher. Furthermore, the students could also follow the teaching strategy well. Therefore, for the second research problem, it could be concluded that the English hour affected the students' speaking skill in terms of (1) students' improvement in speaking English, (2) students' willingness to speak English, and (3) students' confidence to speak English.

Keywords: *English hour, teaching strategy, communicative language teaching, and speaking.*

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English hour merupakan sebuah strategi pengajaran yang dibuat oleh guru Bahasa Inggris SMK Marsudi Luhur II Yogyakarta dan dilaksanakan selama satu jam pelajaran setiap minggunya. Strategi pengajaran ini dibuat oleh guru dengan tujuan mendorong atau memotivasi siswa untuk berbicara bahasa Inggris. Dalam strategi pengajaran ini, siswa diharapkan mampu berbicara bahasa Inggris dalam konteks komunikasi seperti meminta izin, bertanya dan menjawab pertanyaan pada diskusi, dan komunikasi dengan guru dan teman sekelas selama kegiatan belajar mengajar. Karena strategi pengajaran English hour diciptakan untuk mengembangkan kemampuan berbicara siswa, English hour diharapkan mempengaruhi kemampuan berbicara siswa.

Pada penelitian ini, ada dua rumusan masalah: 1. Bagaimana English hour diterapkan selama kegiatan belajar mengajar? 2. Apa pendapat siswa terhadap strategi pengajaran English hour yang diterapkan dalam kegiatan belajar mengajar?

Penelitian ini menggunakan metode campuran, kualitatif dan kuantitatif. Subyek penelitian adalah 52 siswa kelas X SMK Marsudi Luhur II Yogyakarta dan satu guru Bahasa Inggris yang menerapkan strategi pengajaran English hour. Dalam penelitian ini ada tiga instrumen yang digunakan, observasi, kuisioner, dan wawancara. Observasi dilakukan dengan mengamati kegiatan belajar mengajar, kuisioner disebarkan ke 52 siswa, dan wawancara dilakukan dengan mewawancarai guru bahasa Inggris.

Untuk rumusan masalah yang pertama dapat disimpulkan bahwa strategi pengajaran English hour dilaksanakan mulai dari siswa mendengarkan penjelasan guru mengenai materi pelajaran sampai praktek berbicara bahasa Inggris. Selain itu, pada penerapan strategi pengajaran English hour, ada beberapa aspek yang diperhatikan: kesalahan grammar dan pelafalan, penggunaan bahasa Indonesia, dan perbaikan dari guru. Kemudian, siswa juga dapat mengikuti pelajaran dengan baik melalui strategi pengajaran English hour. Untuk rumusan masalah yang kedua dapat disimpulkan bahwa English hour mempengaruhi kemampuan berbicara siswa. Ada tiga efek yang diperoleh dari penggunaan English hour (1) Perkembangan siswa pada kemampuan berbicara, (2) keinginan siswa untuk berbicara Bahasa Inggris, dan (3) Kepercayaan diri siswa untuk berbicara Bahasa Inggris.

Kata Kunci: English hour, teaching strategy, communicative language teaching, and speaking.