

**Developing Senior High School Students'
Self-Directed Strategy in Speaking**

Paper



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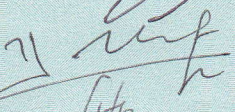

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ABSTRAK

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Pengajaran *speaking* (berbicara) bertujuan untuk melatih siswa agar mampu berkomunikasi secara lisan dalam Bahasa Inggris dengan lancar dan benar. Namun kenyataan di lapangan masih banyak siswa mengalami kesulitan dalam berbicara Bahasa Inggris. Hal tersebut disebabkan oleh beberapa factor seperti: sedikitnya kesempatan siswa untuk berbicara Bahasa Inggris di kelas, kurangnya kosakata yang dimiliki siswa, siswa tidak memiliki banyak ide untuk berbicara, dan metode yang dipakai guru juga membuat siswa menjadi bosan. Sehingga tujuan yang ditetapkan tidak tercapai secara maksimal.

Salah satu usaha dalam mengatasi pembelajaran berbicara (*speaking*) adalah menggunakan strategi *self-directed*. Strategi *self-directed* adalah strategi pembelajaran yang dapat melibatkan dan memberikan kebebasan kepada siswa untuk menghubungkan pengetahuan akademik dengan kehidupan sehari-harinya. Selanjutnya, proses pembelajaran *self-directed* dilakukan dalam 5 tahap. Tahap-tahap tersebut dapat melibatkan siswa dalam belajar secara mandiri. Tahap pertama adalah tahap pengambilan tindakan. Pada tahap ini, siswa saling berbagi pengalaman mengenai cara membuat sate. Tahap kedua adalah membuat pertanyaan, yaitu berkaitan dengan topik cara membuat sate. Tahap selanjutnya, siswa membuat pilihan dengan cara memutuskan pemberian beban kerja masing-masing anggota kelompok. Tahap keempat, siswa dituntut untuk membantu kesadaran diri untuk menghargai beban kerja yang telah diberikan. Tahap yang terakhir adalah membangun kerja sama bagi siswa sehingga dapat memecahkan persoalan dalam kelompok.

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Speaking is an active and productive skill. Therefore, the goal of teaching speaking today is to improve the learners' communicative skill that can express orally. Widdowson (1978:58) states that 'what is said is dependent on an understanding of what else has been said in the interaction', and it is this reciprocal exchange pattern which becomes important for learners to be exposed to and to practice at various stages of their foreign language career.

Nowadays, English becomes a compulsory subject to be taught. In Indonesia it has been taught from elementary school up to university level. English is the basic knowledge that students should master in order to be successful in the future. By mastering English, they will get some advantages, such as communicating with the people all around the world, and getting the job easily.

In Senior High School, based on School Based Curriculum (KTSP) the students are expected to reach functional level where the students are able to communicate in oral and written form to solve the problem in the daily life. In making the students enable to communicate in English there are four skills that have to be mastered. They are speaking, reading, listening and writing. Speaking is one of the skills that have to be taught for Senior High School students. Even though speaking has been taught in Junior High School, many Junior High School students still cannot speak English well.

Many students seldom use English and even they cannot speak it. There are factors that make students difficult to speak English. First, they do not have much time to practice English in the classroom because the teacher just explains the topic. It can be seen from the attitude of the students in learning English. The teaching is focused on developing writing and reading skill. So it will make a little chance for the student to practice English orally. Second, they have lack vocabulary. Teachers do not provide new vocabulary and students are lazy to bring or open dictionary. Third, they still feel shy to speak English. They are not confident to speak English and they are afraid of being laughed at their friends if they are wrong in speaking English. The last, when they have to think about the grammar that is going to be used in every sentence they want to say. It makes them not express their idea freely. As the result, they just keep silent when their teacher asks them to answer the question, although they know the answer of the questions. It is caused they do not know which grammar that they need to use in the sentences.

Moreover, the teacher still teaches their students by using conventional strategy. There is no interaction between the teacher-students and the student-student. The strategy that is used makes the students bored and they also cannot ask the teacher whenever they do not understand about lesson and the teacher also does not give any contribution to the students' speaking ability.

There are many kinds of strategy that can be used in teaching speaking. The teacher can use many types of strategy that can give opportunities for the students to speak. One of the strategies that can be used is self-directed. Self-directed is one component of *Contextual Teaching and Learning* (CTL).

According to Johnson (2002:67) CTL is an educational process that helps the students see meaning in their academic learning by connecting academic subjects with the context in their daily lives.

According to Brooks & Brooks (in Johnson 2002) self-directed arise the same enthusiasm in children from kindergarten to university. Free illustrate ideas, interests, and talents, students with self-directed of all ages are eager to ask questions, conduct investigations and perform a variety of experiments. In other word, self-directed makes students use their own learning style, advanced in their own pace, explore personal interests, and develop their talent using multiple intelligences liberate.

Self-study makes the students free to do their task that relate academic learning with their daily life. The teacher does not only want students to achieve national standards of academic value, but also gain the knowledge and expertise their learning. This is a teacher's responsibility to help students to choose task which can be implemented to achieve academic excellence.

The teacher is both a mentor and expert. The teacher is an expert who is responsible for the quality of their students' education. The teacher continues to supervise the learning process until the end. The teacher is the person who knows what academic goals to be achieved by self-directed students. The teacher is also a person, who offers some advices in solving a problem, uses the higher-level thinking, ask questions, and managed to work together in small groups. The teacher helps students to make independent choices in a responsible way and manage their emotions.

Self directed strategy is hoped to help senior high school students, to speak English more easily. It includes the ways to use the appropriate vocabulary, grammar, pronunciation, and the students' motivation. The purpose of self directed strategy is to help senior high school students in improving their speaking ability. In self directed strategy, students can communicate easily. It will make them realize whether their ways to speak are right or wrong.

1.2. Limitation of the problem

In this paper the writer limits the discussion on using self directed strategy in speaking. The writer chooses this strategy to motivate students to speak.

1.3. Formulation of the problem

The problem of this paper can be formulated in the following question. "How does the teacher develop senior high school students' speaking ability by using self-directed strategy"?

1.4. The purpose of paper

The purpose of this paper is to develop senior high school students' speaking ability by using self-directed strategy.