

**TEACHING SPEAKING BY USING SHOPPING LISTS TO X-TPM 4th
GRADE STUDENTS OF SMK 1 PGRI SIDOARJO**

**MENGAJARKAN SPEAKING DENGAN MENGGUNAKAN DAFTAR
BELANJA UNTUK KELAS X-TPM 4TH SMK PGRI 1 SIDOARJO**

Nivada Vega Surya(nivada.vega@gmail.com)

Dr. Sulistyaningsih, S.Pd., M.Pd

Dina Merris M, M.Pd

Abstract

One of the goals of the teaching English in Vocational School particularly in the Tenth graders is the students are expected to be able to speak. Speaking is one of the most important skill in learning language. Teaching this skill can be achieved by many media; one of which is by using shopping lists. The objectives are to describe the implementation of shopping lists in teaching speaking to the tenth grade students of SMK 1 PGRI Sidoarjo and to describe the student's responses. In analyzing the data, the researcher used descriptive qualitative approach. She used observation checklists and questionnaire. The result shows that shopping lists can help the students develop speaking skills in English and that shopping lists can ease the students in learning speaking.

Key Words: teaching speaking, shopping lists

Abstrak

Salah satu tujuan pengajaran bahasa Inggris di Sekolah Kejuruan khususnya di kelas X adalah siswa diharapkan dapat berbicara. Berbicara adalah salah satu keterampilan terpenting dalam mempelajari bahasa. Mengajarkan keterampilan ini dapat dicapai oleh banyak media; salah satunya adalah dengan menggunakan daftar belanja. Penelitian ini bertujuan untuk mendeskripsikan penerapan daftar belanja dalam pengajaran berbicara kepada siswa kelas X SMK 1 PGRI Sidoarjo dan untuk mendeskripsikan respon siswa. Dalam menganalisis data, peneliti menggunakan pendekatan kualitatif deskriptif. Dia menggunakan daftar pengamatan dan kuesioner. Hasilnya menunjukkan bahwa daftar belanja dapat membantu siswa mengembangkan keterampilan berbicara dalam bahasa Inggris dan daftar belanja dapat memudahkan siswa dalam belajar berbicara.

Kata kunci: mengajar berbicara, daftar belanja

Introduction

Correlating to the statement before, in the last decade, Indonesian education makes English as one of the compulsory subject. In this case, to make students master English as one of the compulsory subject, they must master four skills involved in English. There are four skill that must be mastered in English by student. They are listening, speaking, reading, and writing. The four skills are crucial, but the most crucial is speaking which seems to be natural becomes the most important aspect.

According by Sutanto (article of speaking 2010) Speaking is a crucial part of the foreign language learning and teaching, because it can be used for the student to express their ideas orally in foreign language. Without speaking skill they will just keep silent. In order to speak well, they must practice their skill in everyday live. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more example or activities that put them into the real practice communication. In English lesson there are many text types which is should learn by students.

As stated by Sugiarti (2013:12), speaking as a productive skill consists of verbal utterance production which derives attention both in first and second language, the purpose of speaking is to share idea or meaning. Speaking skill requires some skills like correct pronunciation, intonation, stress, and structure pattern in order to be understood by others clearly. Speaking skills are the skills utter sounds and articulation and say these words to express, convey thoughts,

ideas, and feelings. The previous definition is based on *Tarigan* in his book that said:

“berbicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, menyatakan, atau menyampaikan pikiran, gagasan, dan perasaan.”
(Tarigan, 2008:16).

(speaking is the ability of pronouncing or uttering the sounds articulation or words to express, state, or convey thought, ideas, and feeling).

From the above statement, one can conclude that speaking is the speaker's ability of pronouncing or articulating the words, especially its' purpose to express, mention, or convey thoughts, ideas, or feelings.

Teaching speaking skill has been given to the students by the teacher based on curriculum since SMP up to the SMA, but still there are many students in High School such as the students at first grade of SMK 1 PGRI Sidoarjo who have problems in speaking skill. They can not make communication actively and spontaneously with others. Although, they have enough pronunciation to express their ideas and feeling but they do not know how to say and what should they say then. Therefore, the students can not improve their conversation into great communication.

Shopping lists is a list of items that need to be bought by a shopper. Consumers often compile a shopping list of groceries to be purchased on the next visit to the grocery store. The list may be compiled immediately before the shopping trip or may be planned long before going shopping as shopping needs arising throughout the week. The shopping list itself may be a scrap piece of paper or something more elaborate.

Shopping list is a kind of functional text. Hearing it, our imagination is connected to something or going shopping. It consists of a list of things which we want to buy when we go to the market. In the market, we will find butcher, fruit stall, and green grocer, each of which sells different things.

Memory aids are classified into two general types: internal and external (Harris, 2012, 2016). Internal memory aids rely on devices internal to oneself, such as mental rehearsing and using rhymes or other mnemonic devices. External memory aids are physical, tangible memory prompts external to the person, such as writing lists, writing on one's hand, and putting notes on a calendar. Although external devices in general are widely used, the particular device used at any given time is situation and context specific. Grocery shopping lists are external memory aids specific to grocery shopping. Intons-Peterson and Fournier (2014) found that reminder notes, like lists, are among the five most frequently used memory aids.

To solve the problems in speaking, like: a lack of students in practicing to speak English and make them easier to be active in speaking English, the shopping lists can serve a number of purpose.

One can conclude that by using the shopping lists, the teacher plays an important role and can determine the problem, the topics for students can bring the situation shopping lists adapted from the results of the need assessment of students that can be prepare lists, after it will be to discuss the result, and evaluate the whole experience felt by the student after using shopping lists. Furthermore, relating to this, the shopping list can be involved into the genre of

announcement and also the report text. In this case, the researcher chooses the shopping list included into the recount text, because by using the shopping list, students are hoped to be able to tell their experiences using the shopping lists to buy something in the shop or supermarket.

Relating to the above, the shopping lists can be involved into the functional text because the shopping lists can help the readers or students to accomplish an everyday task. Examples of functional text might include a recipe for cooking; directions to a location; a memo notifying of a change in a company's address, or a store's opening time; a schedule of event times and locations during a seminar; a directory of addresses, phone numbers or e-mail addresses; directions on a test; a menu from a restaurant; a pamphlet notifying the public of a grand opening, store closing, or a foreclosure; or a how to manual just to name a few. Besides, the shopping lists can be involved into the recount text because it has the same purpose or goal; that is to announce the events, moments, or experiences of someone (Djuharie, 2007: 44). Because of this, it can be concluded that the shopping list is a part of the recount text. Also, by using the shopping lists, the students can tell or share their experiences in using the shopping lists to buy something in the shop or supermarket. So, one can conclude that the shopping lists included into the recount text because one can share or tell the experience of using the shopping lists to buy something in the shop or supermarket.

Connecting to this, one knows that recount text is a text that has the contents is to announce the moments, events, or to tell the experiences of someone to the others (Djuharie, 2007: 44). In this case, the researcher can conclude that the shopping lists can be involved into the recount text because it has the same purpose to announce moments or events and it can make students more active to tell their experiences by using the shopping lists to buy something in the shop or supermarket. From the brief reasons above, the writer interested in conducting research with the title “Teaching Speaking by Using Shopping Lists to X-TPM 4 Grade Students of SMK 1 PGRI Sidoarjo”.

Research Method

This study used qualitative descriptive research. According to (Sugiyono, 2010), the research method is a natural way to get a data for special purpose and function. The subjects of the study were the English teacher and the Tenth grades students” academic year 2017/2018 of SMK PGRI 1 Sidoarjo, class X-TPM 4 with 41 number of students. The sources of data in this research were the learning teaching process and the students utterances in the class. It supported by (Sugiyono, 2010) from the source of data, the data collection can use primary sources and secondary sources. Primary sources are source of data that directly provide the data on the data collector, and the secondary source is sources that do not directly provide the data on the data collector. Therefore, the researcher used the primary sources in this research. The data were the activities of the students in the class, the activities between the English teacher and the students

in English learning teaching process, student behavior, and class condition. According to (Lazarato, 1994) it is important that the test instrument or observations used in research are both valid and consistent. The main instrument in this research was the researcher himself. The other instruments to help the research were the observation of teaching learning process in the class used observation checklists, and questionnaire. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors (Cresswell, 2012). The data collection technique got from the observation class, student's performance on conversation, and questionnaire. The researcher analyzed the data obtained from the three meetings by using descriptive qualitative manner, the data was analyzed from the observation class by using observation checklists, and questionnaire. According to (Sugiyono, 2010) data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. The researcher analyzed the data obtained from the three meetings by using descriptive qualitative manner, the data was analyzed from the observation class by using observation checklists, and questionnaire. The data analyze as follows: (1) the researcher used observation checklists to answer the first research question. The researcher took some notes that tell about the situation of the learning teaching process when the conversation was applying in the class. The observation checklists contained of the material, the students

responses in teaching speaking through conversation, and the class condition, (2) the researcher took note the students' answers from the student's performance and questionnaire, then made a conclusion from the analysis used descriptive explanation. Then, the researcher made a chart, (3) the last, the researcher collected all data from observation class, student's performance and questionnaire. Then described them.

Findings

In observing activities carried out by observers with the object of the English teacher and class X TPM 4 students, observers made observations within 3 meetings. Every activity that occurs at each meeting is recorded at the observation checklist.

After the third meeting, students were given a questionnaire about their opinions about speaking learning using media shopping lists. From the questionnaire we can find out how many students agree and disagree with the use of media shopping lists.

In the first meeting on Thursday, 12 th April 2018. English lessons start at 01:45 to 3:00 p.m. Before starting, the teacher gave greetings and checked student absences. After that the teacher asks students their experience while going shopping, students give opinions based on their experience after that the teacher gives a text dialog and asks students to observe the text. The teacher gives an example of how to read the dialogue text properly. After that divide the

class into several groups. Each group makes a conversation about their experience while going shopping according to the example.

Second meeting on Monday, 16 th April 2018. Before learning the teacher did the previous activities. At this meeting the teacher shows a table containing the name of the item and price. Students read the nominal price of the item and the name of the item in the table. Next the teacher gives an example of a conversation between a trader and a tourist. The text aims to help students understand the material at the second meeting. After that the teacher asks students to make a conversation by choosing 1 item name that is on the table. Then students practice conversation in class.

The third observation on Thursday 19 April 2018. At this meeting, the teacher shows a picture and asks students to observe the picture. After that students are asked to make a conversation by choosing 1 picture. They tell their friends about their experience buying the item.

Discussion

All of the students were interested in this technique. They have never seen shopping lists in teaching speaking English before. Creative students in making conversation and practicing it with their group friends. At the first meeting with examples of conversation texts being given, students experience difficulties in vocabulary and grammar. Many students still mix English and Indonesian. Alternatively, the teacher must train and often drill about vocabulary in a quiz.

The second meeting, the teacher gives a table that lists prices and names of goods. Students are formed into groups with 3 members. At this meeting, students have difficulty reading tables and nominal numbers in English. The consequence used by the teacher is to train students' vocabulary and repeat the number material to read nominal numbers. Students are asked to make a conversation by selecting 1 object name and telling them about buying the item.

The third meeting, the teacher gives pictures of objects and prices. Students mention the name of the object and its nominal. The teacher asks students, where did they see the object? After that the teacher asks students to group. At this meeting, the teacher found difficulties faced by students. They have difficulties when composing words and saying some vocabulary. What the teacher has to do is often control the vocabulary of students and often ask them to read and say words in English. Besides that it can also be with games. Like TTS games with vocabulary keywords found when they shop.

There were 15 questions in the questionnaire. Soiswa answered every question with yes / No. the question was based on their opinion in learning speaking with media shopping lists. From the above result, almost of the students like English lesson, although they could not speak, English well and they feel English by using shopping lists. When having a conversation with friends, they are enthusiastic to speak English. In general the student response results make students develop vocabulary and grammar.

Conclusion

This research using shopping lists at SMK PGRI 1 teaching and learning speaking. The study was conducted in 3 meetings. One week there are 2x English lessons on Monday and Thursday. In observations using observation checklists and questionnaires. From the results of the questionnaire it can be concluded that 67% of students answered yes and 33% of students answered No. shopping lists can train them in speaking and increase their vocabulary. The objects taken in this study are students of grade X TPM 4 and English teachers. Each teacher meeting provides several types of shopping lists, the first meeting the teacher gives students a sample text dialogue. At the meeting the two teachers showed a table containing the name of the item and the price. And at the meeting the three teachers showed pictures of objects commonly found in supermarkets / markets with prices. They formed several groups and practiced speaking in front of the class.

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