

**SKRIPSI**



**THE IMPLEMENTATION OF MORNING TUTORIAL  
IN TEACHING SPEAKING FOR THE ELEVENTH GRADE STUDENTS  
OF SMA MUHAMMADIYAH KUDUS BOARDING SCHOOL  
IN ACADEMIC YEAR 2016/2017**

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TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2017**



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**SKRIPSI**

**Presented to the University of Muria Kudus  
In Partial Fulfillment of the Requirements for Completing the Sarjana  
Program in the Department of English Education**

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**2017**

## **MOTTO AND DEDICATION**

### **Motto:**

- Forgiveness is a gift you give yourself.
- “No one has ever become poor by giving”. (Anne Frank)
- “Do not judge something just from the cover, sometimes you need to ask them what is going on”. (Ummu adib)

### **Dedication:**

This Skripsi is dedicated to:

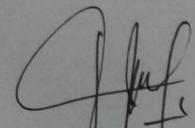
- Her beloved parents
- Her beloved sisters and brothers
- All lecturers in Muria Kudus University
- Her beloved friends
- All of her friends in EED2012

## ADVISORS' APPROVAL

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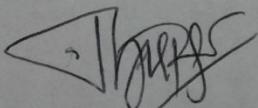
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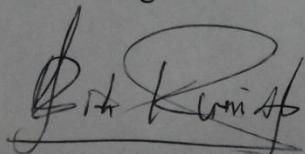
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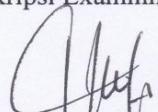
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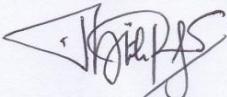
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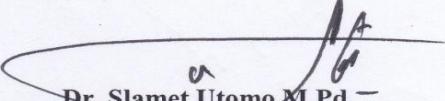
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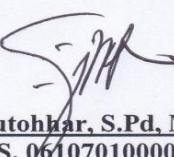
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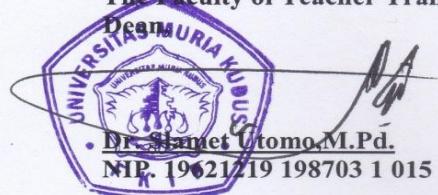
  
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5. The writer's beloved parents, her mother (Khumaedah) and her father (Edi Santoso, who has prayed and has given support in doing this research.

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9. All people who involved during the writing of this skripsi.

The writer do expects that it will be useful for those especially for the writer herself and who are in the field of education.

Kudus, 25<sup>th</sup> December 2016

The writer

Atika Muatiroh

## ABSTRACT

Muairoh, Atika. 2016. *The Implementation of Morning Tutorial in Teaching Speaking for The Eleventh Grade Students of SMA Muhammadiyah Kudus Boarding Schoolin Academic Year 2016/2017*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Titis Sulistyowati, S.S, M.Pd, (ii) Atik Rokhayani, S.Pd, M.Pd.

**Keywords :** Morning tutorial, Students Boarding , Teaching Learning Outdoor Class

Morning Tutorial is an activity in SMA Muhammadiyah Kudus for students boarding school for learning English in the outdoor of classroom. Students who always studying in the class with same situation and condition will make them feel bored easily. By learning in the outdoor of classroom will gives the students refreshment and the process of teaching learning will more enjoyable. Students who stay in boarding school SMA Muhammadiyah always join the activity of Morning tutorial in every morning three times a week to learn English.

The objective of this research are to describe the process of Implementation Morning tutorial in SMA Muhammadiyah kudus in teaching English and also describes the students' perception related to the impact of morning tutorial activity for their English knowledge, especially their speaking skill.

In this research, the writer uses qualitative research design and the data of the research is the process of teaching English by the teacher in Morning tutorial activity and students' perception about the implementation of Morning tutorial. While the data source is the English teacher and all of the students in eleventh grade who stay in boarding school of SMA Muhammadiyah Kudus in The academic year 2016/2017.

The result of this research shows that the process of implementation maorning tutorial is good enough. The teacher always try to ask students to do assignments and practice their speaking skill related with the material. While students' perception about the Implementation of Morning tutorial in open-ended question, the writer prepare 5 questions and the result is positive. In close-ended question, the writer give 15 questions in 5 classifications and the result shows that the total votes were 247 students gave positive response and 98 students votes were in negative response. It concludes that the perception of the students about morning tutorial activity to their Englsih knowledge and their speaking skill is positive.

Based on the research above, the writer also suggested to the English teacher to understand the character of the students better, so the teacher can be used the best technique in explaining the material. For the students, they have to tell their difficulties in understanding the material to the teacher, and it will bring positive influence between students and teacher during the process of Morning tutorial activity.

## **ABSTRAK**

Muatiroh, Atika. 2016. *Pelaksanaan Morning Tutorial Dalam Pengajaran Berbicara Bahasa Inggris Untuk Siswa Asrama Kelas Sebelas di SMA Muhammadiyah Kudus Tahun Ajaran 2016/2017.* Skripsi: Program Studi Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Titis Sulistyowati, S.S, M.Pd, (ii) Atik Rokhayani, S.Pd, M.Pd..

Kata Kunci : Morning tutorial, Siswa Asrama , Belajar Mengajar di Luar Kelas

Morning Tutorial adalah aktivitas di SMA Muhammadiyah Kudus untuk siswa asrama sekolah dalam belajar bahasa Inggris di luar kelas. Siswa yang selalu belajar di kelas dengan situasi dan kondisi yang sama akan membuat mereka cepat merasa bosan. Dengan belajar di luar kelas, akan memberikan penyegaran bagi siswa dan proses belajar mengajar akan lebih menyenangkan. Siswa yang tinggal di asrama selalu melakukan aktivitas morning tutorial setiap pagi hari dalam aktif seminggu tiga kali untuk belajar bahasa Inggris.

Tujuan penelitian ini adalah untuk mendeskripsikan proses penerapan Morning tutorial di SMA Muhammadiyah Kudus dalam mengajar bahasa Inggris dan untuk mendeskripsikan mengenai persepsi siswa terkait dengan dampak dari kegiatan morning tutorial untuk pengetahuan bahasa Inggris mereka khususnya di dalam keterampilan mereka berbicara bahasa Inggris.

Di dalam penelitian ini, penulis menggunakan desain penelitian kualitatif dan data dari penelitian ini adalah proses pengajaran bahasa Inggris oleh guru di dalam kegiatan morning tutorial dan persepsi siswa tentang pelaksanaan kegiatan morning tutorial. Sedangkan sumber data adalah guru bahasa Inggris dan semua siswa kelas sebelas yang tinggal di pondok pesantren di SMA Muhammadiyah Kudus tahun ajaran 2016/2017.

Hasil penelitian menunjukkan bahwa proses pelaksanaan morning tutorial cukup baik. Guru selalu mencoba untuk meminta siswa mengerjakan latihan-latihan dan mempraktekkan kemampuan berbicara siswa terkait dengan materi yang diajarkan. Sedangkan tentang persepsi siswa terhadap pelaksanaan morning tutorial di pertanyaan *open-ended*, penulis menyiapkan 5 pertanyaan dan hasilnya positif. Di pertanyaan *close-ended*, penulis memberikan 15 pertanyaan di dalam 5 klasifikasi dan hasilnya menunjukkan bahwa total siswa yang memberikan pernyataan positif ada 247 dan 98 siswa yang memberikan pernyataan negatif. Dapat disimpulkan bahwa persepsi siswa tentang kegiatan morning tutorial didalam pengetahuan bahasa Inggris dan keterampilan berbicara bahasa Inggris mereka adalah positif.

Berdasarkan penelitian di atas, penulis juga memberikan saran kepada guru bahasa Inggris untuk lebih memahami karakter siswa, sehingga guru dapat menggunakan teknik terbaik dalam menerangkan materi. Untuk siswa, mereka harus memberitahu kepada guru jika mengalami kesulitan dalam memahami materi, itu akan memberikan pengaruh positif antara guru dan siswa di dalam kegiatan morning tutorial.

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