

Teachers' Techniques in Teaching Speaking

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Abstract

The purpose of this study was to find out the teachers' technique in teaching speaking and how did the teacher apply during the classroom. This research was qualitative descriptive study. The informant of this research was the English teacher SMAN 1 Kinali. Data collection techniques used in this study were interviews and observations checklist. Based on the findings of this study, it was found that there were four types of techniques of teaching speaking, namely: pair and group technique, drilling technique, jigsaw technique, and simulation technique. The researcher also found out why the teacher used variety techniques in teaching speaking to make students fluent, become active and build their self-confidence, and to master speaking skill as well. By using techniques in teaching speaking, it motivated students to speak and to help students improving their speaking ability.

Keyword: Speaking, Techniques in teaching speaking

Introduction

Speaking is a way to express someone's idea or thought in spoken form. In addition, Rebecca state that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language (Susanti, et.al, 2017). Speaking is very important in learning a language, if someone wants to master a language she or he must learn how to say something in English. Speaking also be aspect that students acquire when they learn English. In conclusion, speaking is important to make students can communicate with other fluently.

Speaking ability is challenging to master because speaking skill covers all of English elements (Douglas, 2003). Speaking is productive skill that can directly and empirically observe, those observations are invariably colored by accuracy and effectiveness of a test – taker of listening skill which is necessary compromised the reliability and validity of an oral production test. Speaking skill is important skill that should be mastered by English learner. Speaking ability able to describe how far the language learner mastered about the language itself. Speaking ability is challenging to mastering because speaking skill covers all of English elements.

There are seven principles for designing speaking technique; use technique that cover the students' need, make sure that the techniques which designed and the tasks which given only to help the students to perceive and use the building block or language, and make any drilling we do as meaningful as possible (Douglas, 2003). Provide intrinsically motivating techniques, try at all times to appeal to students' main goals and interests, to their need for knowledge. To encourage the use of authentic language in meaningful contexts, the teacher should work hard, and need energy and creativity to devise authentic context and meaningful

interaction. Provide appropriate feedback and correction, the teacher takes advantage of the knowledge of English to inject the kind of corrective feedback that are appropriate for the moment. Capitalize on the nature link between speaking and listening, the teachers want to focus on the speaking skill, listening goal may naturally coincide, and the two skills can reinforce each other. Give students opportunities to initiate oral communication and encourage the development of speaking strategies.

Technique language teaching is an implementation of the arrangement activities used by the teacher. It is designed to give a detailed procedure in language teaching. In describing technique, teacher must know the difference in language teaching at the level of theory and the principles. To clarify the differences, there are some components of teaching such as; approach, method, technique, and strategy in teaching learning process. Firstly, an approach is the nature of language teaching and learning. Secondly, methods are procedural and plans in which steps learning activity include the ways to asses learning process. Third, technique is the implementation. It is the level at which classroom procedures are described. The last, strategy is some activities in learning process which are connected to manage the students, teachers, assessment, etc. means that, it will be the planning to manage to learn in order to achieve the purpose of learning as teacher want.

Technique and media in teaching are needed by teachers. The appropriate technique and media chosen by the teachers in teaching process can lead students to achieve the goal of learning (Nurhayati, 2012). Teaching technique helps both the teachers and students in teaching and learning process, especially to encourage students' ability in learning. Meanwhile, teaching media helps the teachers in presenting material when teaching and learning process is conducted. Moreover, teaching technique can help both teachers and students in teaching speaking process, especially to encourage students' ability and understanding the material given. Teaching technique is one of the ways for students to understand English. Teaching technique can be as a supporting detail for the English teachers to reach lesson objectives (Indriyani, 2015).

Based on the pre research that was conducted in September 2021 in SMA N 1 Kinali, the researcher found three indication of the problem when the teacher teaches speaking in class. First, the researcher found that the teacher used the same variety technique to teach speaking in class. Based on research, the teacher came to the class, and then, the teacher checked students' attendance. After that, the teacher began the class with no warming up or review the last material and preview present material that would be taught in the class. In fact, warm-up activities can increase motivation, which is an important factor to consider when arranging warm-up exercises.

Second problem was, the students become surfeited, because of the teacher still use the same technique for every meeting in class. Hence, the students lost their interest in learning speaking. It affected their ability to speak well in English. The researcher also found that the students' unconfident because they did not have good ability to perform speaking in good way.

Third problems were, the teacher had new challenge to control the class with any students' character. The students feel enthusiast with the new thing that the teacher bring to their class, but in the other hand, they become very noisy and out of control. In this case, the teacher usually has different techniques to teach their students and improve their students' speaking

skill. There are several factors that affect student speaking performance such as; anxiety, nervousness, and lack of self-confidence (Douglas, 2000). So, the teachers must have technique to improve all of factors that affect to students speaking. The students are often ashamed to speak English because they have low of speaking ability. It is important to build the self-confidence of the students to speak. The teacher should make the atmosphere of the class become more fun to build the students' motivation to speak.

Hence, when the teacher decided to use different technique for teaching speaking, she need to adjust some aspect when teaching such as how she manage crowd in class, and manage time effectively. The teacher had limited time in every meeting. In fact, the English subject only got one meeting per week (2 x 45 minutes). The teachers had difficulty in applying various techniques with limited time, it made learning process was not effective, meanwhile the teacher chose to use same technique that consequently made the students became surfeited.

Those cases were quite problematic so the researcher considers that it is necessary to investigate the teachers' technique in teaching speaking to students of SMA N 1 Kinali. The researcher chooses the English teachers who teach class X Bahasa 1, X Bahasa 2, XI Bahasa 1 and XII Bahasa 1. Based on this problem, the researcher will investigate the teacher's technique in teaching speaking at the school observed that will be able to empower the students' ability in practicing their speaking because it will give the students an opportunity to practice communicating in English actively. In addition, it will also be able to improve the students speaking skills. Hence, the researcher will compose research that refers with the title, "Teachers' Technique in Teaching Speaking at SMAN 1 Kinali Academic Year 2021/2022"

Methodology

This research was conducted in the frame of descriptive qualitative research because the researcher analyzed the teachers' technique in teaching speaking that was used by teachers in the learning process. Gay (1990) states that descriptive research involves collecting data to answer the question concerning the current status of the subject of the study. It means that if the researcher conducted descriptive research, the research should collect the data and try to describe based on the current status found by the researcher. According to Suryabrata (2009), descriptive research is a research that is used to describe a situation or condition. So, descriptive research is a research that describes a situation or condition with collect fact to find the data without find or search relationship, the measure of hypothesis. It is clear that qualitative research is used to describe natural conditions or phenomena in the field. Based on the explanation above, the researcher used descriptive qualitative research.

The researcher has chosen the English teachers' technique in teaching speaking, the teacher and students in class X Bahasa 1, X Bahasa 2, XI Bahasa 1 and XII Bahasa 1. The data was completed by the teacher interview. The informants were chosen by using purposive sampling. Arikunto (2013) states that purposive sampling is technique of sampling data sources with a certain consideration. Certain consideration, such as the person is deemed most knowledgeable about what we expect, or maybe he's a rule that will facilitate. In this technique, the researcher chose two teachers who teaches in SMAN 1 Kinali. This researcher stopped for looking for informants after the data was saturated.

Finding and Discussion

This chapter presented the research findings and their discussion in which it presents. Teachers' Technique in Teaching Speaking in SMAN 1 Kinali Academic Year 2021/2022. Findings were obtained through data collection and discussion regarding the interpretation of findings. There are several techniques applied in collecting data. It begins with observation and interviews.

The researcher showed the analysis finding and the interpretation of teacher's speaking technique after conducting interviews and observations as below:

1) Pair and Group work technique

This technique has been applied by English Teacher at SMA N 1 Kinali. In speaking class, after the teacher did introduction step for learning, teachers began to explain about the material that would be discussed today. The teacher said, "after you heard my explanation about this material, you need to be in group". Then, the students move to their group that decided by counting number from the front desk till the last. This fact was related with the pair and group technique in teaching speaking whereas the students are asked by the teacher to discuss their topic in group or pair.

Murmanto (2007) stated that pair and group work can form students into a responsible individual towards their group success. Also, the students also have a high self-confidence because the students are trained and demanded to present the material. In contrast, Jacobs and Goh explains that pair and group work also have disadvantages that is the group may be too noisy and this can disturb other groups and the whole class. Then, teachers are considered as lazy teachers because students will work in a group while teachers do not do anything.

2) Drilling technique

Drilling technique also has disadvantages that implementation of drilling method is monotonous and the students only practice how to pronounce the words. According to Asih (2007) drilling is that it concerns more on practicing the pronunciation than analysis the meaning of the words or sentence, and sometimes the exercise becomes unattractive or monotonous. In learning speaking class, the teacher instructed the students to repeat what the teacher said. "If I study English well, I will be a good speaker", then all of students in the class repeat it. And it is done for a few time till the students can pronounce the word correctly and make students become fluent.

Asih (2007) stated that drilling technique can be effectively used for pronunciation of the students. Moreover, drilling method increases students' vocabulary size, and students can remember the words longer, the students can get correction in their mistake through drilling to pronounce the words, and the students can practice the dialogue.

3) Jigsaw Technique

Bahram defines jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. The teacher provided a learning process which is the students need to share information each other. There are also advantages and disadvantages of jigsaw technique. According to Aronson (2000), there are some advantages of jigsaw technique such as improve students' motivation, increases the enjoyment of the learning experience, each student has something important to contribute, and it can be used for many learning materials. Then, Aronson (2000) explains there are also disadvantages of jigsaw technique such as require some time to prepare students to learn how to work in

groups, and teacher should make special preparation of teaching in the classroom. The teacher explained about conditional if sentences and its meaning to students' life. This activity related with jigsaw technique that applied by the teacher.

4) Simulation

In the learning process, the teacher wrote a sentence that related to the material. The material was conditional if sentences. Then, the teacher tried to read the sentence in condition if, and explained what its mean to the students. Then, the teacher asked students to repeat what the teacher has said. This activity was classified as drilling because the teacher introduced students how to pronounce the sentence that the teacher had wrote and the students tried to imitate.

Kaplan (1997) mentioned some advantages and disadvantages of simulation technique. This technique has some advantages such as motivating learners, giving opportunity for meaningful practice of language learnt, and it encourage creativity. But this technique also has disadvantages such as time-consuming, selection of suitable simulations, and operational problems.

Based on findings above, it can be concluded that the English teacher at SMA N 1 Kinali, correctly applied 4 techniques in teaching speaking. The four teaching speaking techniques are Pair and Group Technique, Drilling Technique, Jigsaw Technique, and Simulation Technique. Furthermore, there were some steps in teaching speaking that conducted by the teachers. To achieve a basic competence in learning activities must be included steps of activities in each meeting. Basically, the activity steps contain elements of activity.

Conclusion

Based on the findings of this study, it was found that the use of type speaking teaching techniques in the learning process needs to pay attention to four types of speaking teaching techniques, namely: (a) Pair and group technique (the teacher asking students to be in pair or group) (b) Drilling technique (the students repeating what the teacher are said) (c) Jigsaw Technique (the students being center in learning process), (d) Simulation technique (the students performing their task like real situation). And the teacher has implemented everything, according to Endar Nauli ,S.Pd as an English teacher at SMA N 1 Kinali that type of speaking teaching techniques to be done in the learning and teaching process because by using the type of speaking teaching techniques, the teacher can find out how far the students have mastered the material being taught. According to the researcher also found that teachers used how to apply speaking teaching techniques, based on the researcher's findings that there were four step in speaking teaching techniques, namely: (a) Preliminary (the teacher preparing students condition before start learning), (b) Core (the main activity whereas the teacher explaining material), (c) confirm (the teacher giving feedback students' performing), (d) closing (the teacher evaluating and reviewing learning process). These applications have also been used by the English teacher at SMA N 1 Kinali, by using the application of this speaking teaching techniques, the students would be more interest in learning speaking because they have many activities to do in the class.

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