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TEACHERS' TECHNIQUE IN TEACHING SPEAKING IN SMAN 1 KINALI ACADEMIC YEAR 2021/2022

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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 at SMAN 1 Kinali Academic Year 2021/2022. Researcher found problems related to teacher and students. The first problem was that teacher used the same variety technique to teach speaking in class. Second problem was the students become surfeited in the classroom. The third problem was controlling the class with several students' character. From the phenomenon above, the researcher wanted to analyze what types of teachers' technique in teaching speaking and how to apply the technique in teaching speaking.This research was qualitative descriptive study. Researcher conducted this research at SMAN 1 Kinali. 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, Simulation technique. In learning process during speaking material, the teacher used the same technique and students became surfeite in learning so it was necessary to know what were the techniques that used by the teacher in the learning process. The teacher has implemented principles of techniques in teaching speaking and how to apply teaching speaking at SMAN 1 Kinali. The techniques that used by the teacher was effective and motivating students. 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.

Keywords: *Speaking, Technique in Teaching Speaking*

INTRODUCTION

In English, There are many skills to be mastered by the students. One of them is speaking. Speaking is skill which has to be taught in teaching English . Through speaking, students can express their ideas ang inform to others what they need to share and thinking. Therefore, speaking is one of aspect that should students learn and master it.

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English as the international language that is used many people around in the world. English serves for many people as a bridge into the worlds of higher educational, science, international trade, polities, tourism or only other venture which interest them. Beside, English is the essential part that has to been mastered by Indonesian people to face the globalization era and develop social quality of life. In Indonesia English is not mother tongue for Indonesian people but English is used as the second language for communication. As we know English is tool to communicate and interaction each other. Through English people can pour what they think and know what other people are thinking. Currently, English is taught widely at formal school from elementary school up to universities; even at informal school i.e. courses. It is the reason why English is one of the primary subject that is taught in Indonesia education. In English there are four skills such as speaking, listening, writing and reading. Those skills are important components when people want to master English well. One of the crucial skills in English is speaking. Speaking is different with other skill because speaking is the main base in doing daily activity as a vehicle for interaction and communication

In Indonesia, the English language was adopted as a foreign language. Included in the education curriculum that is run by every school and becomes local content in Elementary School, a compulsory subject in Junior and Senior High Schools, and complementary subjects in universities. It is because now we are in globalization era which is having English communication skill is needed in order to compete with other people. In learning English, the learner needs to master four language skills. Those are listening, speaking, writing, and reading. Listening and reading skills are considered receptive skills while speaking and writing skills are regarded as productive skills. The four skills are also important. However, of all the four skills, speaking seems intuitively the most important .

Speaking is a way to express someone's idea or though 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. 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 acqiure 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 . 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 . 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 take 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 . 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 .

Teaching speaking is an important part in language learning. in line with that, teaching speaking is to teach learners to produce, use and select English words, and organize them in a comprehensive communication practice . The aim of teaching speaking is to improve an oral skill for teacher and learners. In teaching speaking, the teacher is one of elements that important to reach purpose of teaching and learning. It because that the technique which teacher apply in teaching speaking will help students in mastering English. In fact, students will feel bored when the teacher still use same way in teaching speaking. In conclusion, the teacher should use many variety way to encourage students are excited and want to learn English.

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 teach 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 attedance. 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.

Many ways of teaching speaking can be apllied by the teachers. One of them is apply the teachnique. According to Hamnuri, technique is the way which is done by people to apply a method can run effective and efficient. Teacher's technique is an important thing in teaching speaking because it determines success or unsuccessful of the students' achievement in learning speaking. teacher's technique will help students to master speaking skill well. In this time all of the teachers have to have good technique to improve students speaking. The teacher tried to teach with any variative technique in class. The teacher used a certain technique to get students interested, but another problem come.

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 . 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 proccess 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 in SMAN 1 Kinali Academic Year 2021/2022"

METHODS

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 states that descriptive research involves collecting data to answer the question concerning the current status of the subject of the study. The informant is the people who give information about the situation of the research. The informants of the research were the English teacher at SMAN 1 Kinali. There were two English teacher who teach in SMAN 1 Kinali. The researcher asked the English teachers to give some information about Teachers' Technique In Teaching Speaking in SMAN 1 Kinali Academic Year 2021/2022.

RESULTS AND DISCUSSION

This section presented a discussion based on the research findings. This is about the analysis of Teaching Speaking techniques during english class. There are two research questions posed in this study. The first research questions is about the type of speaking teaching techniques. Meanwhile, the second question discussion focuses on how to apply the technique. The researcher found different result between preliminary research findings. In the preliminary, the researcher found that teachers only taught using the same technique. In contrary, in the findings, the teachers have applied several techniques in teaching Speaking. Based on the interview, the teachers followed several teaching training to improve teachers skill in teaching using variety techniques in the classroom.

Furthermore, with the use speaking teaching techniques, the teaching and learning process is successful. Based on review of related study in chapter II, the researcher tried to compare and apply it in this study. Furthermore, types of teaching speaking and how to apply teaching speaking have been explained in the following explanations.

1. Types of Teaching Speaking Techniques

In the research conducted by the researcher in interviews and observation checklist, that in fact the researcher found that the English teacher at SMA N 1 Kinali used a type of speaking teaching techniques in the learning and teaching process, according to English teachers at SMA N 1 Kinali that type speaking teaching techniques needs to be done in the learning and teaching process because by using the type of speaking teaching techniques, the teacher can improve the students' ability in speaking and also their intersest in learning speaking supported by the theory put forward by Brown, Douglas. Teaching by Principle : an Interactive Approach to Language Pedagogy they are:

2. Pair and Group work technique: Pair and group is a collaborative learning that the teaching technique is where the teacher will let the students push themselves or to encourage between the students in practice their English conversation in class, and this has been done by Mrs Endar as an English Teacher at SMA N 1 Kinali. In speaking class, after the teacher did introduction step for learning, the teacher began to explain about the material that will be discussed today. The teacher said, "after you heard my explaination 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 is 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. In line with explanation, this finding is supported by Harmer cited in Bahram. He says that group discussion is a collaborative learning that the teaching technique is where the teacher will let the students push themselves or to encourage between the students in practice their English conversation in class. If such group workis used regularly and introduced with a careful explanation of its purpose, the class will soon accept it as naturally activity
3. Drilling technique: Drilling means listening to a model, provide by the teacher or anothers student and repeating what is heard. In learning speaking class, the teacher instruct the students to repeat what the teacher said. "last month, the headmaster got an achievment from the goverment", then all of students in the class repeat it "Last month, the headmaster got an achievment from the goverment". And it is done for a few time till the students can pronounce the word correctly. In line with this explanation, it is supported by Long and Porter explains that drilling means listening to a model, provide by the teacher or anothers student and repeating what

is heard. Drilling is a technique that is still used by many teachers when introducing new language items to their students.

In line with this, the researcher compared this study with study conducted by Dini Eka Andestina under the title "Teachers' Technique in Teaching Speaking Skill for Eight Grade Students at SMPN 7 Jambi City Academic Year 2018/2019". In her research, the teachers only used two techniques in teaching speaking namely role-play and small group discussion. It was because the teacher taught junior high school students and the teacher should apply technique to make students interest and more practice like role-play, so students might feel the real situation real conversation. Meanwhile, in this research the teachers applied some strategies namely jigsaw activities, simulations, pairing and grouping work, and drilling. In her research, she found that the teacher used small group discussion, and role play as well as with the researcher found. It is proved that small group discussion and role play are effective to make students active in the classroom.

4. Jigsaw Technique: 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. The teacher said "group 1, after your discuss the topic with your member. You need to share your information to group 3, then group 3 do the same thing, okay". This activity related with jigsaw technique that applied. This finding was supported by Bahram that jigsaw can improve students' interpersonal and interactive skill, and students are more active in the classroom

   In contrary with this finding, there is study that was conducted by Lia Rusdiningsih with the title "A Study on the Techniques for Teaching Speaking to the Second Year Students of SMPN 1 Trangkil". In her research, Lia Rusdiningsih found that the teachers used some technique in teaching speaking such as question-answer, role play, guessing topics and game. These techniques were suitable with students' condition. Meanwhile, in this research the results were jigsaw activities, simulations, pairing and grouping work, and drilling. The teacher thought that these techniques were suitable with the students who the teachers taught.
5. Simulation: Simulation is more elaborate than role plays. It because, simulation asks students to make action. The teacher asked the students to create a dialogue based on daily activties. "today, we will learn about narative text, so you need to create

dialogue based on story that i will give to you" the teacher said. Then the students respond "okay miss". The teacher give another instruction "you need to be in group, then choose your role based on the dialogue that you made". In line with this finding, it is proved that simulation is effective in teaching speaking. It is supported with theory by David Nunan that he explains that simulation is the activity that involved students speaking realistic environment for language.

Also, it is supported by the study conducted by Yesi Deswita & Zul Amri entitled "Techniques Used by the English Teachers in Teaching Speaking at SMA 3 Padang Academic Year 2018/2019". In their result, the teachers used some techniques in teaching speaking namely; role-play, brainstorming, and pictures describing. Simulation is just like role-play. To compare with this research, the techniques that were used by the teachers were jigsaw activities, simulations, pairing and grouping work, and drilling. The results were different because of different conditions of the students. Not all the techniques were suitable for all students. The teacher should use the appropriate technique wisely.

Based on findings above, it can be conclude 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, how to apply teaching speaking was explained in the following explanation.

To achieve a basic competence in learning activities must be included steps of activities in each meeting. Basiccaly, the activity steps conatain elements of activity (Iskandar).

1. Prelimanary: based on what the researcher have found that at the begining of learning process, the teacher will greet the students. The teacher will ask the students to do pray together before start learning. Then the teacher will instruct the students to tidy up the class condition. After the students have done to tidy up, the teacher checked their attendance. Meanwhile, the students will prepare their learning tool to follow learning process. Then, the teacher will do some review and ask the students about previous material. The teacher will explain a little bit to remind the students about the material. After that, the teacher immediately preview about new material that will be taught at that day. And this activity related to prelimanary step in teaching.

2. Core: according to what the researcher found, after the teacher previewed about new material with some herding to stimulate students' interest, teacher began to write something on whiteboard that related with learning material. Then after the teacher explained about learning material, the teacher asked the students to do task in pair or group. The teacher will give a few time to the students do their task meanwhile the teacher control the students and be ready for the students who have faced some difficulties. After the students finished their task, the teacher will asked them to perform what they prepared.
3. Confirm: in this step as found by the researcher, the teacher be a facilitator and provide anything to help the students in learning process. The teacher will help every students that faced difficulties on doing their task. After that, the students also need to perform their task in front of the class. The teacher will give some feedback and suggestion about the students' performing.
4. Closing: based on what the researcher found, when at the end of learning, the teacher did evaluation about students' speaking performing. The students performed their task one by one in front of the class, meanwhile the teacher watch are the students showed. After that, the teacher will give some suggestions and feedback to improve their performance for next meeting.

Based on explanation above, there are four step teaching speaking application, namely: prelimanary, core, confirmation, and closing. All these teaching steps are used by English Teacher.

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 activity to do in the class.

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