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ANALYSIS OF TEACHER'S TECHNIQUES IN TEACHING SPEAKING AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1 BUKITTINGGI

ABSTRACT

Inappropriate teaching techniques practiced by the teacher in developing students speaking skill caused several weaknesses in student's learning. This study was conducted to analyze what teacher techniques used by English teacher in teaching speaking and why the English teacher chose these techniques in teaching speaking at eleventh grade of Senior High School 1 Bukittinggi. The study used qualitative descriptive research. The data were gathered based on observation and interview. It is found out that three techniques used by English teacher in teaching speaking were dialogue, discussion and song. The reasons used the techniques in teaching speaking caused by using dialogue could train students to pronounce some words and expressions related to the certain situation. Discussion could improve student's vocabulary, pronunciation, and fluency and song also developed students speaking skill caused song would make the class more fun, enjoyable, improved student's pronunciation and also increased their vocabulary. Thus, it can be concluded that these techniques was affective for applied in teaching speaking, motivated students to speak and teacher is good to implement this technique in the classroom and English teachers can use such technique as an alternative in teaching speaking skill.
(190 Words)

KEYWORDS

Technique, Speaking, Techniques in Teaching Speaking

INTRODUCTION

In education sector especially in Indonesia, English is one of the subject has been applied in education field. English teaching process at school include teaching speaking, writing, listening and reading. The objective of teaching English is to enable students to achieve the four skills. It is expected that after relatively enough time of studying, the students will achieve the ability in listening, reading, writing and speaking. In learning English speaking is one of the important aspects that student need to master. According to (Florez cited in Nunan : 2004) speaking is the interactive process for building meaning with involves the production, receiving and processing of information. According to (Brown: 2004) speaking is a productive skill that can be observed in a direct and empirical manner, these observations are invariably influenced by the accuracy and effectiveness of the listening of test takers, which necessarily impairs the reliability and validity of an oral production test.

According to (Shopia : 2021) the objective of speaking students is to communicate the knowledge of the language they understand in real life, and they can express themselves by practicing speech under the teacher's direction. Therefore, the English teacher should be presented the learning material in an attractive, quality and appropriate manner existing level of development. This attraction is expected to increase student motivation in developing the ability to speak English.

The teacher's role is an important factor in the learning process teacher need appropriate strategies or media as well. Likewise, in selecting materials, teacher must adjust to the level of ability, interest and needs of students. Therefore (Fatika : 2022) the English teacher should use a variety of appropriate technique to improve students low English skill, improve students understanding of English and make learning in the classroom interesting so that students are not bored as well as students are more interested in learning English. According to (Ingriyani : 2021) in teaching speaking the activities are in important part of the students and teacher should constantly keep in mind the fact that what teacher have in teaching process is a mixed class with varied abilities, expectation, motivation level, knowledge and different learning styles. Thus, the English teacher must be more selective in choosing approach, method and techniques to make the class be more enjoyable, expand and effective. Furthermore, according to (Brown:2004) techniques is the specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well. There are some techniques that can be teacher use in teaching speaking to stimulate interest and keep students speaking in the target language namely Role play, simulation, story Telling, cooperative activities, discussion, drilling, dialogue and song.

Based on the pre observation, the researcher found that Senior High School 1 Bukittinggi in teaching and learning process there were many problems in teaching and learning English, especially in teaching speaking. In fact, many of students were did not master in speaking such as low pronunciation, difficulty to communicate, lack vocabulary and less confident to speak in front of the class. It happened because they are ashamed, hesitant and afraid of making mistakes or expressing their ideas and thought. By mastering the skill the teacher has an

important roles and responsibility to help students by mastering the skill with some technique in teaching speaking. Therefore, the researcher is interested in conducting the research entitled “Analysis of Teacher’s Techniques in Teaching Speaking at Eleventh Grade of Senior High School 1 Bukittinggi”

RESEARCH METHOD

According to Creswell (2014) stated Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. According to Sugiyono (2013) descriptive research is research that is conduct to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connect to one other variable. The research belongs to descriptive qualitative design because intends to find out teaching teacher’s process taught speaking skill in the classroom and the reason why the English teacher used these techniques in teaching speaking at Eleventh grade of Senior High School 1 Bukittinggi.

In this research, the researcher took the data by using observation, interview and documentation. Observation will be conducted in the classroom for the collecting data related to the teaching process. The researcher will look the situation on the classroom, facilities available which would support teaching English especially in speaking process. The researcher can record observation of people, a situation or an environment by making note of what will the researcher observe. The researcher will interview the teacher after teaching process to clarify about the technique use in teaching English especially in teaching speaking process. The teacher will asked several questions that will be asked by Indonesia to avoid misunderstanding. In the case interview is very important to get the information. Document is a record of events that had passed. According to Ary (2010) documents is refers to a write range of written, Physical, and Visual materials. The categories of documents can be classified into: public record, personal documents, physical materials, and researcher generated documents. In analyzing the data, researcher used the theory of According to Miles and Huberman cited Sugiyono (2013) suggesting that the activity in data analysis consists of three procedures namely: data reduction, data display and conclusion.

FINDINGS

The research was conducted to answer the statement of the problem in this research including: What are techniques used by English teacher in teaching speaking at Eleventh grade of Senior High School 1 Bukittinggi? and why does the teacher choose these techniques in teaching speaking at eleventh grade of Senior High School 1 Bukittinggi?. to answer the question, the researcher obtained data from observation and interview with the English teacher.

Teacher's techniques in teaching speaking

The researcher took three observations to find out the teacher's techniques in teaching speaking at eleventh grade of Senior High School 1 Bukittinggi. The researcher has been found three techniques that teacher used in teaching speaking that include dialogue, discussion and song.

The first techniques that teacher used was dialogue. Based on the result of observation in the learning activity the teacher prepares student the speaking material that will be used in teaching activities and after that the English teacher sharing the learning material to students about cause effect. The media that teacher used in teaching speaking is Powerpoint and textbook to convey the learning material. The learning task that teacher gave for students is making dialogue in pairs or more person by asked student to make dialogue by using expression of cause and effect. Teacher would give them in fifteen minutes to make dialogue and then the students will make dialogue with their friends in pairs before presented their dialogue in front of the class. After that, teacher provides opportunities for students to practice in front of the class. The last is teacher giving feedback for the student's performance by giving applause and suggestion to students. It can be concluded that the researcher found that dialogue could develop students speaking skill cause dialogue is the good thing to get learners practice saying target language without any hesitation within a variety of context and teaching using dialogue can helps students to develop their conversation skill in common practice in most English classes and students are able to practice and express their thought orally in the target language. Furthermore, this technique can help students to improve their speaking ability because they can share ideas through making dialogue with their friend in written and orally and also they will be able to practice their pronunciation, fluency and their comprehension when they are speak in pairs.

The second technique was discussion. Based on the observation the English teacher used discussion as technique in teaching speaking cause it can help students to practice their fluency and improve students' confidence in speaking skill, increasing students' motivation and interest, support students concentration, helps students to practices their public speaking skill smoothly and courageously. First, the teacher gave students the topic that related with the lesson by using powerpoint and textbook as media in teaching speaking. The learning tasks that teacher used in teaching speaking is discussion. The English teacher would divide students in several groups. Then the students would discuss the topic that has been given by English teacher in group and getting them to produce a mind map will help them expand their idea and notions of the topic and then keep

how discussion going. After that the English teacher gave students thirty minutes to discuss the topic in group. The next activity is each group have to presented their task in front of the class and the other group as audience would be gave some question and suggestion to the presenting group and the question would be answered by the presenting group one by one. In sum up, discussion technique would be gave opportunity for students to practice their speaking skill, developed student's confidence in speaking and motivate them to share their idea in front of the class in orally and also improve students understanding about the lesson.

The last technique was song. This technique is often used by teacher because it can create a class be more enjoyable in the learning process. Based on the result of observation in teaching activity the English teacher sharing the learning material by using powerpoint and presented in front of the class. Furthermore the English teacher asked students to listen the song with lyric and guess the meaning of the song and the next activity the English teacher gave the students to sing together. The last activity is the English teacher asked students to find the English song according to his need and age and asked them to explain the meaning of the song in the next meeting. These activities can help students to be more motivated to learn English, by using song students become cheerful and happy to understand English because the song is chosen by teacher according to his need and grade and learn to speak. Each student will learn the new vocabulary and pronunciation from English song although there are still students who are hesitant in singing and are afraid to try singing.

In sum up, the techniques of the English teacher used in teaching speaking in the classroom conducted by English teacher it can be seen that most of the students become more active like study in pair and groups and enjoy the learning process by using song in teaching speaking in the class and answer the question from the English teacher in orally when they were studied English. It is proven that when the English teacher asked them to speak in front the class and also the English teacher asked them to work in pair and groups to discuss the topic and present their idea and opinion in orally while the students are still can't performed well because they are nervous, feel shy and difficulties to delivers words correctly and fluently when speaking. As a result the strategies that teacher used to improve students speaking skill are effective in English class in order to build students' confidence and develop students' communicative abilities.

Reasons of using the techniques in teaching speaking

Based on the data obtained from interview, the researcher found that the reasons why the English teachers used the dialogue, discussion and song as the techniques in teaching speaking. First, the reason why the English teacher used dialogue as a technique is in teaching speaking can guide students how to pronounce some words and expression related to the certain situation discussed in the learning activity. The English teacher said that dialogue can train students in using kind of expression and practice it. Hussain (2017) also argued that dialogues used for practicing functions of language such as greeting, agreeing, disagreeing, apologizing, suggesting, asking information etc. After that the students have to practice the some words and expression in pairs.

Beside dialogue, the English teacher also used discussion group as one of the technique that used in teaching speaking. Discussion group is the activity that the student must be work together in group to discuss the topic and after that they will discuss the result with the other group in front the class. The English teacher stated that discussion can help student to speak in English and it can improve students' vocabulary, pronunciation and fluency. In conducting discussion the students may speak in front of the class, it is demand their selves to prepare their speaking such as pronunciation, fluently, grammar etc.

Another was song. Song also contributes in training students' speaking skill. Song can make class more enjoyable and helps teacher to teach the students speaking English easier and more interesting. It is proven by English teacher statement that stated by using song as a technique in teaching speaking it can improve student's vocabulary with a fun way and train them to pronounce words and using the target language in the song.

Mrs. Trya Nova said that speaking is one of productive skill to develop student speaking skill. If the English teacher doesn't use appropriate technique so the student get difficulties to speak, share their ideas and opinion in English therefore the English teacher should use the appropriate technique to improve students speaking to make students feel comfortable and enjoy the learning process. Even though the researcher found that there is still any students who didn't want to speak because have less confident to share their idea and opinion in the class and difficulties to pronounce the words and students are not fluent to speak in English.

DISCUSSION

According to Thornburry (2005) dialogue is useful way to demonstrate to the rest of the class how subsequent students-student pairwork is to be performed. Ingriyani (2021) also stated that Dialogue is a conversation between two or more person. It is a verbal exchange of ideas between people. There are several reasons why teaching by using dialogue to developing students speaking skill. First dialogue is the good thing to get learners practice saying target language without any hesitation within a variety of context and teaching using dialogue can helps students to develop their conversation skill in common practice in most English classes and students are able to practice and express their thought orally in the target language.

In applying this technique in the learning activity the teacher prepares student the speaking material that will be used in teaching activities and after that the English teacher sharing the learning material to students about cause effect. The media that teacher used in teaching speaking is Powerpoint and textbook to convey the learning material. The learning task that teacher gave for students is making dialogue in pairs or more person by asked student to make dialogue by using expression of cause and effect. Teacher would give them in fifteen minutes to make dialogue and then the students will make dialogue with their friends in pairs before presented their dialogue in front of the class. After that, teacher provides opportunities for students to practice in front of the class. The last is teacher giving feedback for the student's performance by giving applause and

suggestion to students. The reason why the English teacher used dialogue as a technique is in teaching speaking can guide students how to pronounce some words and expression related to the certain situation discussed in the learning activity. The English teacher said that dialogue can train students in using kind of expression and practice it.

Amal and Rawda (2021) stated that Discussion is a good way to practice fluency and enhance students' confidence in speaking skill because by applying discussion activities in English speaking classroom has several benefit such as increasing students' motivation and interest, support students concentration, helps students to practices their public speaking skill smoothly and courageously. Moreover Le Thi Hanh (2021) also argued stated that discussion is a type activity where students are given an opportunity to express their ideas in front of their friends. From the explanation above it can be concluded that discussion is one of the activities that can encourage students to convey their ideas and response in front of the class. In teaching process the teacher, the teacher gave students the topic that related with the lesson by using powerpoint and textbook as media in teaching speaking. The learning tasks that teacher used in teaching speaking is discussion. The English teacher would divide students in several groups. Then the students would discuss the topic that has been given by English teacher in group and getting them to produce a mind map will help them expand their idea and notions of the topic and then keep how discussion going. After that the English teacher gave students thirty minutes to discuss the topic in group. The next activity is each group have to presented their task in front of the class and the other group as audience would be gave some question and suggestion to the presenting group and the question would be answered by the presenting group one by one.

By using discussion teacher can improve students speaking ability through changing their idea between their friend in group and give opportunity for students to speak in from of the class. Amal and Rawda (2021) also argued that discussion is a great way to practice fluency and improve students' confidence in speaking skill by applying discussion activities in English speaking classroom has several benefit such as increasing students' motivation and interest, support students concentration, helps students to practices their public speaking skill smoothly and courageously and it enhances confidence speaking and improving fluency.

According to Hornby in Mustakimet all (1990) song is piece of music with words that is song. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skill in just a few rhyme. Sahidee and Rohaya (2020) stated that there are many reasons that language teachers could use songs as part of their repertoire of classroom teaching. Songs provide vocabulary, grammar, culture aspect and are fun for students. Student can provide valuable practice for speaking, listening and language practice inside and outside of the classroom but what is really interesting is how to motivate the development of skills for the progressive development of the use of English. By singing English song was useful so that students could speak indirectly and student can choose their favorite English songs and

remember the lyrics to enhance pronunciation and confidence.

In teaching activity the English teacher sharing the learning material by using powerpoint and presented in front of the class. Furthermore the English teacher asked students to listen the song with lyric and guess the meaning of the song and the next activity the English teacher gave the students to sing together. The last activity is the English teacher asked students to find the English song according to his need and age and asked them to explain the meaning of the song in the next meeting. The English teacher said that song can help students to be enjoy class which was connected with in their daily life so the students will be more active to and enthusiasm them to speak in English. Sri et all (2018) stated that used song can improve students speaking skill well and stimulate students to speak in English and also song makes students relax, fun and easy to remember the lyrics of the song.

CONCLUSION

Based on the result of the research, it can be concluded that there were several techniques used by English teacher of eleventh grade of Senior High School 1 Bukittinggi employed in teaching speaking skill namely: dialogue, discussion and song. These all techniques used by English teacher in teaching speaking to improve students speaking skill in vocabulary, grammar, fluency, comprehension and pronunciation.

Those techniques also teacher used as technique to solve the students' problem in speaking such as lack vocabulary, incorrect grammar, students' comprehension and wrong pronunciation. By using dialogue, discussion and song as technique it can help teacher to make students to be more active, fun, reduce less-self-confident and motivated them to speak in English. Based on the research, those technique were effective in teaching speaking because can help students to improve their speaking ability. In sum up all technique that teacher used could solve the student's problem in speaking and teacher more easily to explain the learning material. So, that it is important to apply the appropriate technique to improve student's communication skill in teaching speaking.

SUGGESTION

The researcher provided several suggestions related to the teachers' techniques in teaching speaking skill. The suggestions are given for the teacher, students and for other researcher. Teacher as educator it is important to be selective in choosing techniques as the teaching activities to help students in mastering the speaking skill. The technique in this research can be the alternative to teach speaking skill. Hopefully, the teacher has to be creative, selective and helpful so the English teacher can motivate students to develop their communication skill. Students As a student should follows the procedures that teacher provide in teaching and learning process. Beside the techniques that teacher used, students should find the technique for themselves to apply in the home. Hopefully, through the kinds of techniques that teacher apply can help students in mastering speaking skill and solve student's problems in speaking. Other researcher

This research can be developed by the next researchers that are interested in doing research about the technique in teaching speaking. It is expected for the other researcher that the result of this study can be used as additional reference for the next research.

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