# Teachers' Techniques In Teaching Speaking At Grade Eleven Of SMA Negeri 3 Pematang Siantar

**Kurnia Sarah Lidya Nainggolan** [1]**, Selviana Napitupulu**[2], **Novra Melisa P. Hutabarat**[3]

[1,2,3] University of HKBP Nommensen Pematangsiantar

Email: sarasinaga889@gmail.com[1], selviana.napitupulu@uhnp.ac.id[2],
novra.hutabarat@uhnp.ac.id[3]

## Abstrak

Penelitian ini dilakukan untuk menemukan teknik guru untuk mengajar berbicara dalam bahasa Inggris untuk kelas 11 SMA Negeri 3 Pematang Siantar. Desain penelitian adalah kualitatif deskriptif di mana peneliti memperoleh data dengan observasi. Dalam mengumpulkan data melalui observasi, peneliti merekam seluruh kegiatan pembelajaran menggunakan kamera video. Data dari penelitian ini dikumpulkan dan diperoleh melalui pengamatan dan direkam melalui kamera video, lalu dituang ke dalam transkrip dan akhirnya menganalisis teknik guru. Subjek penelitian adalah guru bahasa Inggris dengan siswa kelas 11. Peneliti menemukan teknik yang relevan dan tidak relevan untuk mengajarkan berbicara bahasa Inggris. Empat teknik relevan yang digunakan oleh guru untuk mengajar berbicara adalah teknik permainan peran, teknik diskusi, teknik tanya jawab, dan teknik brainstorming. Pada akhirnya, hasil penelitian menunjukkan bahwa guru menggunakan teknik-teknik mengajar, seperti permainan peran, diskusi, tanya jawab, dan brainstorming untuk meningkatkan kegiatan belajar sehingga siswa dapat menjadi aktif dalam berbicara dan mengungkapkan pendapat mereka selama proses belajar.

**Kata Kunci**: *Berbicara, Teknik Berbicara, Mengajar Berbicara*

## Abstract

This research was conducted for finding teachers' techniques to teach speaking in English for 11th grade of SMA Negeri 3 Pematang Siantar. The research design was descriptive qualitative where researchers obtain data by observation. In collecting data through observation, researcher recorded entire learning activities using a video camera. Data from this study was collected and obtained through observations and recorded through a video camera, then poured into transcript and finally analyzed teacher techniques.Research subjects were English teachers with 11th graders. The researchers found relevant and irrelevant techniques to teach speaking English. Four of relevant techniques utilized by teachers to teach speaking were role play technique, discussion technique, question and answer technique, and brainstorming technique. In the end, result showed that teachers used teaching techniques, such as role play, discussion, question and answer, and brainstorming to improve learning activities so that students could become active in speaking and expressing their opinions during learning process.

**Keywords:** *Speaking, Speaking Techniques, Teaching Speaking*

## INTRODUCTION

Language plays a very important role in everyday life to communicate ideas to others. Communication can be established by interaction between people using language. With language, human beings can express themselves starting from their own feelings, desires, opinions and needs. The more languages a person knows, the easier it is for him/her to communicate. Learning language intention is to assist someone to be able in communicating using certain language fluently.

English is one of which is languages currently taught in schools in Indonesia as "foreign language". Most learners master their skills thru speaking capabilities."English language teaching and learning should aim to focus students so that they can use English for communication and as a tool to continue their studies" (Oradee, 2012:533).

English has four language skills, namely speaking, listening, reading and writing. Those are crucial components for those who desire to master English. One of most crucial skill is speaking. Speaking is distinct with others because it is main foundation in carrying out daily activities as tool for interacting also communicating. As humans, people learns how to speak a language when they grow up. Through speaking, students can express ideas or share their information in oral form and can help them to inform others about what they think. Therefore, when speak, people say thoughts to utterances. According to Cameron (2001:40), "A way of using language to express meaning through words is called speaking, so that people can understand it". In speaking, learners deliver their ideas, responses, feelings, intentions into words so that educator captures their utterances, which means that thru speaking, learners may communicate with others face to face. Learning activities happen in classes involve both educator and learners, where educator plays role as someone who are responsible to teach an is required to present teaching quality from his/her capability.

"Teaching is defined as showing or helping someone to learn how to do something, instructing, guiding in learning something, imparting knowledge, causing to know or understand" (Brown, 2007:8). To activate students, teachers must give instructions for them to study the material because learning means being able to acquire or gain knowledge about the subject or skill through studying, experiencing, or instructing. But nowadays, there are still many students who have encountered obstacles in speaking English, especially vocational high school students.

According to Lawtie (2004:2) "speaking difficulties can be influenced by one's emotional state, speaking is often clearer when one feels confident and relaxed, and this is one of the most important factors to take into account when communicating with people". They may face certain feelings that affect their English speaking such as feeling insecure, shy, worry, and nervous. It is a crucial trouble for learners if they do not certain that they are capable to speak. In addition to students' factor, the teacher's teaching technique and style also greatly affect the student's speaking ability.

Educators' lack of understanding about getting to know techniques to stimulate learners' speaking capacity is also one of causes. Those who commonly only use educator-centered for learning and seldom provide chances for learners to deliver experiences or deliver thoughts in front of class reduce optimal development of learners capabilities so that they are less prompted. Due to importance of capability to talk, it is vital to have stimulus furnished from parents, educators, also environment to develop students' speaking skills. Taking a current problem, where students feel embarrassed to talk in front of their peers because of making mistakes and being laughed at. Therefore, finding a way out to solve the problem of speaking becomes very important so that students can speak English better.

Based on researchers' teaching practice at SMK Swasta Persiapan Pematang Siantar during the learning process, the teacher used an expository approach, where during learning students tend to be teacher-centered which results in a lack of student activity during speech learning. In addition, the learning method used by the teacher is the lecture method, which is teacher-centered without giving students sufficient time to reflect on previously presented materials, relate them to previous knowledge, or apply them. And in speaking learning the teacher used the lecture technique, where students only listen to the teacher during learning without giving students the opportunity to speak. In the learning process, teachers still use a one-way strategy (Direct Instruction) whose learning activities are teacher-centered. In addition, the media does not exist so that the student feels that the learning is not interesting so as to make the student's enthusiasm to learn to speak does not exist.

Therefore, researchers can describe the state of students who are active in learning. Total students were 22, but there were only 5 students who were active in talking, while others choose to stay in class so that during the learning process many students were passive which made the classroom atmosphere monotonous and only focused on the teacher who was speaking. Researchers assumed the cause of the problem is that the techniques used by teachers during learning are ineffective because the students only listen to the teacher, without being invited to participate in speaking by the teacher. So that when teacher tells them to speak in front of their peers, they feel unconfident to speak because of fear of making mistakes. As a result many students tend to choose to be silent and passive during learning process and only listening the teacher. Finally, class becomes monotonous because it

spends time just listening to the teacher, even though in English learning students must also be active in the classroom.

Having exact speaking capabilities is one of indicators of learners' success in getting to know language. The technique may be effective if it is miles supported by way of concerning powerful instructors to use some technique to create enjoyable learning activities. Consequently, instructors must have powerful techniques to educate speaking.

According to Brown (2000:15), "to realize learning objectives in a language classroom, techniques are a wide variety of exercises, activities or tasks used by the teacher". The best manner to make learners enjoy the learning process is using teaching techniques of speaking skills that are interesting and appropriate to students need. It will attract and motivate learners to dare to speak English. Technique is considered one of wide style of physical activities then devices used within language lecture room to realize lesson motive. Thus, method is device to assist learners to feel fun. This makes learning greater powerful and improves best of teaching.

Kayi (2006:2) mentions teaching speaking techniques in her article "Teaching English as a Second Language (TESL)". She mentions "teaching speaking techniques are discussion, simulations, role play, brainstorming, information gap, interview, storytelling, reporting, story completion, picture narrating, playing card, find the difference and picture describing". These are often used by the teacher.

To become truly competent, a teacher needs effective teaching techniques to achieve certain goals. A truly professional teacher is not only a craftsman, but also creative artists who utilize the best media to achieve their goals. Although it is not easy for English teachers to encourage students to master speaking skills, teachers must find techniques that suit the needs and characteristics of students to achieve English learning goals, be able to communicate with students and generate good interactions during the learning process. Based on the writer's teaching practice above, to be active and able to communicate, teachers must master several techniques in teaching speaking in order to make students more interested and motivated to be active in the classroom while learning English and they are not afraid to speak in front of the class. Several researchers have conducted research on teaching speaking techniques, Rusdiningsih (2012) found that many techniques in teaching speaking such as follow : question and answer techniques, role play techniques, guessing topics techniques and game techniques. Kurniawaty (2017) found that conversation techniques in teaching speaking which can train students mentally to dare to talk to others, especially if they meet strangers. Dewita (2019) found that many techniques in teaching speaking such as follow :  brainstorming techniques, role play techniques, picture describing techniques, discussing techniques, and finding differences techniques. Based on this phenomena, researchers were interested in conducting a research entitled "Teachers' technique in teaching speaking at grade eleven of SMA Negeri 3 Pematang Siantar".

**METHOD**

This research designed as qualitative research by analyzed what techniques the teacher used in teaching speaking. Ary et al. (2010:20) explains "qualitative research design is a holistic understanding of a particular event or natural social setting, such as teaching speaking techniques that the teacher used during class learning". Qualitative research focused on problems related to existing theories. Thus, qualitative is research, which happens naturally. In this case, researchers have no control over conditions and situations that occur and can only measure what already exists. Researchers conducted research at SMA Negeri 3 Pematang Siantar, where the subject were English teachers who had been teaching in XI IPA-1 and XI-IPS 1. Whereas, object of research was teachers' utterances (techniques to teach speaking).

Researchers obtained data by recording learning process with video camera. Techniques to collect data were observation (observed learning occasion), then transcript (wrote transcript based on recorded video). To analyze data, researchers did several steps (Andestina, 2019), namely "data reduction (process of selecting, focusing, simplifying, abstracting, and transforming data that appears in records or deductions submitted in writing), data display (an organized and compressed collection of information that allows drawing conclusions and actions after the data has been summarized and

selected, to be presented systematically to the reader), and conclusion (drawing the contents of the collect data in the form of statements)".

In this research, researchers did data reduction by collecting data through observations, then for data display, researchers displayed data from observation descriptively, and the last for conclusion, researchers made it as overview of instructors' techniques to teach speaking for XI graders of SMA Negeri 3 Pematang Siantar.

**FINDINGS AND DISCUSSION**

Research data are teachers' utterances containing techniques in teaching speaking English. Data containing technique were separated into pieces for the analysis, as follows :

a. Teacher 1 : Mr. Lutan Manurung

Based on the lesson planning made by Lutan Manurung in teaching "Opinion and Thought" in class XI-IPA1, the data are analyzed as follow :

*Table 1. Data analysis of Mr. Lutan Manurung.*

| No | Teacher utterances containing techniques | Technique | Data | Relevant | Irrelevant |
|----|------------------------------------------|-----------|------|----------|------------|
| 1 | *Ada yg ingat* yesterday we studied about? | Question and answer technique | 5 | ✓ | |
| 2 | *Apa itu suggestion*? | Question and answer technique | 6 | ✓ | |
| 3 | Can you give the example? | Question and answer technique | 7 | ✓ | |
| 4 | *Sebelum nya ada yang tau apa itu* opinion? | Brainstorming technique | 8 | ✓ | |
| 5 | *Sekarang* sir *minta baca dan pahami teks dialog yang ada di buku paket itu* | Reading Technique | 10 | | ✓ |
| 6 | *Jika ada kosa kata yg sulit, tuliskan di buku catatanmu dan cari artinya* | Scanning reading technique | 10 | | ✓ |
| 7 | *Apa yang mereka katakan dalam dialog itu?* | Question and answer technique | 11 | ✓ | |
| 8 | Listen me and then repeat after i read. | Reading aloud technique | 13 | | ✓ |
| 9 | *Ada yang bisa menjelaskan* what is opinion? | Question and answer technique | 14 | ✓ | |
| 10 | So, what's the difference between fact and opinion? | Question and answer technique | 15 | ✓ | |
| 11 | Who can give an example of opinion? | Question and answer technique | 16 | ✓ | |
| 12 | i want you make a group with your friend | Discussion technique | 19 | ✓ | |
| 13 | *Kamu diskusikan bersama teman sebangkumu pertanyaan itu, kemudian paparkan hasilnya didepan.* | Discussion technique | 19 | ✓ | |
| 14 | now ruth group explain the results of the discussion. | Discussion technique | 20 | ✓ | |
| 15 | Now from this material i | Discussion technique | 22 | ✓ | |

| No | Teacher utterances containing techniques | Technique | Data | Relevant | Irrelevant |
|---|---|---|---|---|---|
| | want you with your friend to make a short dialogue about opinion and thought. | | | | |
| 16 | Then you act in front of class. | Role play technique | 22 | ✓ | |

b. Teacher 2 : Mr. Pendinego Sirait

Based on lesson planning made by Pendinego Sirait in teaching "Opinion and Thought" in class XI-IPS1, the data are analyzed as follow :

*Table 2. Data analysis of Mr. Pendinego Sirait.*

| No | Teacher utterances containing techniques | Technique | Data | Relevant | Irrelevant |
|---|---|---|---|---|---|
| 1 | *Ada yg masih ingat topik kita kemarin itu tentang apa?* | Question and answer technique | 5 | ✓ | |
| 2 | *Apa itu kemarin pengertian* suggestion? | Question and answer technique | 6 | ✓ | |
| 3 | *coba berikan contohnya kepada teman teman mu ini.* | Question and answer technique | 7 | ✓ | |
| 4 | What is opinion? | Question and answer technique | 8 | ✓ | |
| 5 | Now read the dialog | Reading Technique | 10 | | ✓ |
| 6 | then you act in front of class with your friend | Role play technique | 10 | ✓ | |
| 7 | *Kalian praktikkan dialog itu semirip mungkin.* | Role play technique | 10 | ✓ | |
| 8 | *Praktikkan semirip mungkin sesuai dialog, jika bersedih bagaimana ekspresi nya dan seterusnya.* | Role play technique | 11 | ✓ | |
| 9 | who is ready to act? | Role play technique | 12 | ✓ | |
| 10 | *Apa yang mereka katakan dalam dialog itu? Siapa yang tahu?* | Question and answer technique | 13 | ✓ | |
| 11 | *mana kalimat dalam dialog itu yang menunjukkan pendapat?* | Question and answer technique | 14 | ✓ | |
| 12 | *Coba kalian berikan dulu pendapat kalian tentang belajar online.* | Brainstorming technique | 16 | ✓ | |
| 13 | when Jane give her opinion, what's siti respons | Question and answer technique | 18 | ✓ | |
| 14 | Now give your opinion about jogi opinion. | Question and answer technique | 19 | ✓ | |
| 15 | I want ask you, what's the difference between fact and opinion? | Question and answer technique | 21 | ✓ | |
| 16 | Now I want you with your tablemate discuss and then | Discussion technique | 23 | ✓ | |

| | | give your opinion, about dialogue page 19 | | | ✓ | |
|---|---|---|---|---|---|---|---|
| 17 | *diskusikan bersama teman sebangku kalian pertanyaan pertanyaan yang ada di halaman 19.* | Discussion technique | 23 | ✓ | | |
| 18 | *Kemudian hasil diskusi nya satu diantara kalian memaparkan nya didepan.* | Discussion technique | 23 | ✓ | | |
| 19 | Now from this material i want you and your friend to make a dialogue | Discussion technique | 26 | ✓ | | |
| 20 | Then you act in front of class. *Seperti yang tadi kalian* act *didepan kelas semirip mungkin.* | Role play technique | 26 | ✓ | | |

**FINDINGS**

After analyzed the utterances of each teacher containing techniques in teaching speaking, researchers found that there were seven teaching speaking techniques used by teachers' during teaching. However, of the seven techniques used by the teacher during the learning process, there were three irrelevant techniques and four relevant techniques used by teachers to teach speaking, namely: Question and answer technique, brainstorming technique, technique discussion, role play technique. Let's look at the table below:

*Table 3. Teaching Speaking Techniques.*

| No | Teaching speaking Techniques | Teachers | | | |
|---|---|---|---|---|---|
| | | Mr. Lutan Manurung | | Mr. Pendinego Sirait | |
| | | Relevant | Irrelevant | Relevant | Irrelevant |
| 1. | Question and Answer Technique | | | | |
| 2. | Brainstorming Technique | | | | |
| 3. | Reading Technique | | | | |
| 4. | Reading Aloud Technique | | | - | - |
| 5. | Scanning Reading Technique | | | - | - |
| 6. | Discussion Technique | | | | |
| 7. | Role Play Technique | | | | |

In the observation process, the researchers observed at class XI-IPA1 and XI-IPS1 in English subjects. Both classes took place in the morning and were first classes on Mondays and Wednesdays, preliminary activities started by greeting learners. Next, teacher asked one of them to lead pray. Then, before started lesson, teacher first briefly reviewed the material they had learned last week. Next, the teacher started telling students the topic and conveying the learning objectives.

According to researchers' observations, researchers found that teachers' used several relevant techniques in teaching speaking, namely "question and answer technique, role play techniques, discussion techniques and brainstorming techniques". However, there were also some irrelevant techniques that teachers used during learning to speak English. This happens because the teacher does not pay attention to learning objectives to be achieved so that learners were unable to deliver their thoughts effectively.

The first relevant technique was role-play. Brown (2004: 175) states "role play is a popular pedagogical activity in communicative language teaching classes". According to researchers'

observations, teacher invited learners to practice dialogue in front of class and also invited them to do role-play after finished delivering discussion results. Therefore, this technique has been implemented well. The teacher taught material well and could make learners understood the material.

Second technique was discussion. Discussion is a good toll to develop learners' reasoning skills because it gives them chances to think and guide them to higher thinking level. According to researchers' observations, teacher has been implemented discussion well by asking learners to do discussion in group then presented it to others. All students were work together as a team.

Third technique was brainstorming, which is technique that makes learners active in learning activities. According to researchers' observations, teacher did brainstorming to stimulate learners about material and encouraged them to convey their thoughts.

Fourth technique was question-answer. Question-answer can provide learners to reflect on their questions and desire to get detail information. According researchers' observations, teacher stimulated learners' thinking by asking questions about previous material, then learners answered it (create communication and enhance students' bravery). All students were involved during learning process.

**DISCUSSION**

Based on the findings above, it is very strong that several related studies are correct, first according to Rusdiningsih (2012), "she found several types of techniques applied by teachers in teaching speaking, namely question and answer techniques, role playing, and game techniques". Meanwhile, Kurniawaty (2017) in her research, "she found that speaking teaching technique that makes students bolder in speaking is a conversation technique". In addition, research conducted by Dewita (2019), "she found several techniques used by teachers in teaching speaking, namely brainstorming, role play, picture describing, and discussion".

The data were taken based on the observations of class XI-IPA1 and XI-IPS1 at SMA Negeri 3 Pematang Siantar. The techniques used by teachers' in teaching speaking were role play, discussion, brainstorming and question and answer . Role play technique was applied when teaching speaking and students were instructed by teacher to practice dialogues provided in book in pairs or made dialogues themselves. The use of discussion were used by teachers in teaching speaking and students conducted discussions through questions that have been provided in book. The question and answer technique was used by teacher in teaching speaking by asking several questions about the topic. And brainstorming technique was also used by teacher in teaching speaking by inviting students to find ideas about material they learned.

**CONCLUSION**

Based on the findings, researchers concluded that only few relevant techniques were used by teachers in teaching speaking English, namely role-playing, discussion, and brainstorming and question-and-answer techniques. So researchers conclude that techniques used by teachers have not been effectively used in teaching speaking, because they still uses irrelevant techniques during learning which causes several students who have not been able to speak orally in front of their friends while learning to speak English. In fact, through the use of techniques, those really helps teachers to make class more active and not monotonous. In addition, techniques are way for teachers to make all students speak confidently in class. Furthermore, these techniques can improve students' speaking skills in learning process and make students more interested in speaking English.

**REFERENCES**

Andestina, D. E. (2019). *Teacher's Techniques in Teaching Speaking Skill for Eight Grade Students at SMPN 7 Jambi City*. Faculty of Education and Teacher Training The State Islamic University Sulthan Thaha Saifuddin Jambi.

Ary, D, et. al. (2010). *Introduction to Research in Education*: Eight Edition. Canada: Wadsworth Group.

Brown, H. D. (2000). *Teaching by Principles an Interactive Approach to Language Pedagogy.* San

Fransisco: California.

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.

Brown, H. D. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Education.

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Dewita. (2019). *Techniques Used by the English Teachers in Teaching Speaking at SMAN 3 Padang*, p.122

Kayi, H. (2006*). Teaching Speaking: Activities to Promote Speaking in A Second Language.* The Internet TESL Journal, 12(11). Retrieved from http://iteslj.org/Techniques/KayiTeachingSpeaking.html

Kurniawaty. (2017). *An Analysis of Teacher's Technique on Speaking Class at Second Grade of SMP N 1 Karangdowo*, p.5

Lawtie. (2004). *Biodiesel and Speech Difficulties*. Available at: z.morton-jones@worc.ac.ukhttp:/www.scips.worc.ac.uk/subjects_and_challenges/biosciences/biosci_speech.     viewed     on:     15th November 2014.

Oradee, T. (2012). *Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing)*, 2(6), 533– 535. https://doi.org/10.7763/IJSSH.2012.V2.164

Rusdiningsih. (2012). *A Study on the Techniques for Teaching Speaking to the Second Year Students of SMP N 1 Trangkil.*