

The Techniques of Teaching Speaking to the 8th Grade Students of SMP IT Asy Syadzili Pakis Malang

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Abstract

Technique of teaching is one of the important parts of learning English speaking. Therefore, it is expected that a professional teacher have a great knowledge of the effective techniques of teaching. In this study, the researchers discuss the techniques of teaching speaking to the 8th grade students of SMP IT Asy Syadzili Pakis Malang. One of the researchers is an English teacher and as an interviewee. One researcher investigated the teaching-learning process in English speaking because he wanted to find out and describe the techniques used by the English teacher of the 8th grade in teaching speaking in which the English teacher is the second researcher as a form of research collaboration. The data of this study were collected by using (1) observation check-list; (2) a set of questionnaire sheet; and (3) interview guide. A set of questionnaire sheet was written in English, and then it was given to the English teacher. The data source was only an eighth grade English teacher who could give the required information to answer the research problems. The results showed the teacher developed the syllabus based on the curriculum, and the syllabus supported the teaching learning process and ran successfully. Having conducted the interview to the teacher concerning with the techniques of teaching speaking, showed that the result of interview from the teacher can be seen from the questionnaire check-list involving all the techniques used by the English teacher to teach speaking. One of techniques that the teacher used was asking question by using English. It means that he always gives the motivation to speak English bravely. Dialogue with update topic, using visual aid, and English discussion are the techniques, which are often conducted by the teacher there. Sometimes the teacher uses role-play, speech, storytelling, discovery and simulation, and asking question using Bahasa.

Keywords: Technique of Teaching Speaking, English Productive Skills, Speaking Ability

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Introduction

Nowadays, English has an important role as a means of international communication in global era. As one of the international languages in the world, English is widely used in mass media (TV, Radio, Newspaper, Magazine, etc.), online media (blog, wordpress, Path, Facebook, Instagram, Twitter, CNN.com, Reuters, etc.), public services, governmental action and so forth. In addition, English is also used as a medium of instruction of schools. It is also used in many countries, either it is as a second language or a foreign language.

People learn English for several purposes. For example, at school, the students learn English as compulsory subject. Another example, a bank teller or a tourist guide learns it for his/her professional needs. Actually, the main objective of learning English by non-native speakers is to enable the learners to communicate it both spoken and written.

Teaching English as a compulsory subject is aimed to develop the ability of the students in four English skills; they are listening, speaking, reading, and writing. Moreover, the students are expected to be able to use English as a means of spoken and written communication. The mastery of four skills is supported by the knowledge of language components, e.g. pronunciation, vocabulary, and grammar. However, since the teaching of English is conducted in integrated ways, the teaching of language components is include in the teaching of the four skills that is related to the thirteen-curriculum.

Speaking is one of the very crucial skills and valuable when people are able to use it in appropriate situation and condition. By mastering English speaking skill, people get many advantages that include: they are confident to face English job interview; able to express their knowledge in English contest including debate, speech, broadcasting, storytelling, etc.; able to communicate with native speakers in our country and overseas.

In speaking activity, People cannot tolerate the absence of listener, as in this situation, the presence of speaker and listener is necessary to build up a mutual

communication. Communication is the way in which people get in touch each other, how they show their thoughts, ask questions, ask for help, pass on fact, argue, persuade others to do what they want to do, explain, and give order (Little 1982:13).

Teaching technique used by the English teacher is to motivate the students and simulate students' understanding in teaching and learning process. Speaking is part of English, which is compulsory learnt by the students. One of the writers or researchers is an English teacher at SMP IT Asy Syadzili Pakis. Therefore, the researchers think that it is important to present the techniques of teaching speaking and they think that is necessary to conduct research to know the teaching techniques of speaking to the 8th grade students of SMP IT Asy Syadzili Pakis Malang.

Based on the problems of this study, the objectives include: 1) to know the syllabus used to teach English speaking at the eighth grade students of SMP IT Asy Syadzili Pakis Malang; 2) to get information of the English teacher's qualification at the eighth grade students of SMP IT Asy Syadzili Pakis Malang; 3) to get information of the techniques which teacher does in teaching English at the eighth grade students of SMP IT Asy Syadzili Pakis Malang.

This study concentrated on the technique of teaching speaking at the eighth grade students of SMP IT Asy Syadzili Pakis Malang. There are 20 students and a teacher. The researchers used an observation, a questionnaire, and an interview. Due to limited time, ability, and energy, they limited this study in students' response, performance, and the way the teacher applied techniques for teaching speaking in the classroom.

Research Method

In this study, the researchers used descriptive qualitative research design.

Qualitative descriptive method is a research method based on the philosophy of postpositivism used to examine the condition of a natural object (as opposed to an experiment) where the researcher is the key instrument. The data collection technique is triangulation (combined), the data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than

generalization. Qualitative descriptive research aims to describe, describe, explain, explain and answer in more detail the problems to be studied by studying as much as possible an individual, a group or an event. In qualitative research, humans are research instruments and the results are written in the form of words or statements that are in accordance with the actual situation.³

They described about techniques that were used by speaking class at SMP IT Asy Syadzili Pakis Malang, the syllabus, and qualification of the English teacher. It was qualitative because the study was intended to describe phenomenon at the time.

Descriptive study is the process of descriptive research goes beyond the mere collection and tabulation of factual data. It is not only a structured attempt to obtain facts and opinions about the current condition of things; it is also involves elements of comparison and relationship of one kind and another. Descriptive research may not answer all the fundamental questions, but it does provide useful data that will serve as a basis for further research.⁴

Subjects of the study involved the English teacher in which he has the role as the second researcher as a form of research collaboration, and the students at the 8th grade of SMP IT Asy Syadzili Pakis Malang. Meanwhile, the objects of this study were the syllabus, qualification of the teacher, and techniques that are used in the speaking class. Then, the researcher conducted data collection through several sources of the data. The data included:

1. Observation Check List

To prove the result of data, the researcher joint to class when the activity of teaching speaking was done. At that time, the researchers were able to obtain data concerning with the techniques of teaching speaking applied by the English teacher in the classroom.

2. A Set of Questionnaire Sheet

The researchers made the questionnaire to get the English teacher's responses to know the information of techniques used by him in teaching speaking.

³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.(Bandung: Alfabeta, 2016), Page 9

⁴ Malick, *Researching Education: Perspective and Techniques*.(London: Falmer Press, 1999), Page 12

3. Interview Guide

This was only given to the English teacher. It was expected to get additional information about his techniques applied in teaching speaking in the classroom.

The researchers conducted the observation during the class hours to know the teaching techniques that are used in speaking class at the 8th grade students of SMP IT Asy Syadzili Pakis Malang. Then, one of the researchers distributed the questionnaire to the English teacher as the second researcher what techniques used by him. The last, the interview and discussion were conducted between the first researcher and the English teacher as the second researcher after the teaching-learning process to know some information about the techniques in speaking class, syllabus, and qualification of the English teacher himself.

To analyze the data, the researchers used descriptive analysis technique to describe teaching techniques that are used by speaking class teacher and students of SMP IT Asy Syadzili Pakis Malang. The procedures were:

1. Data was gained from a set of questionnaire sheets from students. It was analyzed quantitatively in terms describing;
2. Data was gained from interview and results of discussion to the English teacher, and the\n classified.

Findings and Discussion

Purpose of the research is to find the real facts that happen in the teaching techniques that are used by speaking class teacher and students at SMP IT Asy Syadzili Pakis Malang. The researchers used observation of check-list, a set of questionnaire, and interview guide.

Syllabus

Syllabus is simply a framework within activities that can be carried out; a teaching device to facilitate learning. It consists of sub competences as core competences and basic competences, work criteria, main subject, main subject

material, time allocated, and sources of material. The English teacher there used 13 curriculum in teaching English. Automatically, he develops the syllabus based on the curriculum. The syllabus supported the teaching learning process and ran successfully as shown in the table 1.

Table 1 Questionnaire of Syllabus for The Teacher

Num ber	Statements	Criterion		
		Yes	No	Sometimes
1	Do you make a lesson plan according to the syllabus before teaching?	√		
2	Do you teach based on the syllabus?	√		
3	Have the learning objectives in the syllabus really been achieved?			√
4	Do you use compulsory books when teaching?	√		
5	Do you have other books that can support the learning process?	√		
6	Do you select the material to be taught based on the following considerations?			
	a. Defined English teaching goals	√		
	b. Student Fun			√
	c. Ability and Grade Level			√

Teacher Qualification

Qualification of the English teacher included his education background, teaching experiences, and load of teaching. The English teacher there was from bachelor degree (undergraduate program graduation) in English department, faculty of teacher training and education, University of Islam Malang.

For the first experience, he started teaching at 2020 at SMP IT Asy Syadzili Pakis Malang. He teaches eight hours every week, one hour is equal 45 minutes every

meeting. Every month, the teacher teaches 388 hours. It means that the English teacher there has been teaching English for more than 1.164 hours. He is an certification teacher.

He is an experienced teacher, and had taught English at Vocational High School for 11 years before deciding to teach at Junior High School. He had ever been an instructor of 13-curriculum in Malang district level in 2017. He had ever joined English the training of textbook making in 2018, and Independent curriculum seminar in 2022.

Teaching Technique

Having conducted the interview to the teacher concerning with the techniques of teaching speaking. The result is presented in the classroom and in the form of table which can be seen underneath:

Table 2 Check-List of Teaching Speaking Techniques

No	Techniques used	Frequencies			
		Always	Often	Sometimes	Never
1	Role Play	-	-	√	-
2	Speech	-	-	√	-
3	Storytelling	-	-	√	-
4	Dialogue with update topic	-	√	-	-
5	Discovery and simulation	-	-	√	-
6	English discussion	-	√	-	-
7	Using audio aid	-		√	-
8	Using visual aid	-	√		-
9	Asking question using English	√	-	-	-
10	Asking question using Bahasa	-	-	√	-

The table shows that the result of interviewing from the teacher at the eighth grade students of SMP IT Asy Syadzili Pakis Malang that we can see check-list, all the techniques are used by the English teacher to teach speaking.

One of techniques that the teacher used was asking question by using English. It means that he always gives the motivation to speak English bravely. Dialogue with update topic, using visual aid, and English discussion are the techniques, which are often conducted by the teacher there.

Sometimes the teacher uses role-play, speech, storytelling, discovery and simulation, and asking question using Bahasa.

Conclusion and Suggestion

Conclusion

The researchers concluded that the English teacher used and developed syllabus based on the 13-curriculum and curriculum based on competence. In 13-curriculum, English teaching learning activities in the classroom should be oriented toward mastery of four skills, namely listening, speaking, reading, and writing. In addition, the students are able to communicate English both orally and written. The conclusion is that the syllabus supported the teaching learning process and ran successfully.

The English teacher graduated from undergraduate program (*S-1*) from English Department, Teacher Training and Education Faculty, University of Islam Malang. He also some training and education program as seminar and workshop as English the training of textbook making in 2018, and Independent curriculum seminar in 2022, and ever became an instructor of 13-curriculum in 2017.

The result of interviewing from the English teacher at the eighth grade students of SMP IT Asy Syadzili Pakis Malang can be seen in check-list, all the techniques are used by the English teacher to teach speaking.

Asking question by using English technique is in the “always” criterion. It means that he always gives the motivation to speak English bravely. Meanwhile, “often” criterion is conducted by the teacher there are as dialogue with update topic, using visual aid, and English discussion. The last, “sometimes” includes role-play, speech, storytelling, discovery and simulation, and asking question using Bahasa.

Suggestion

This study is suggested for the English teacher to be able more active in analysing students' needs in learning English and frequently observes their students in learning English especially speaking skill which aims to gain the high target in teaching English especially in achieving a successful English communication either written or verbal communication.

The junior high school institution should provide the appropriate and complete learning facilities to English learners to gain the better progress achievement of English speaking. However, the things that need to be considered by the institution are, having professional teachers with educational philosophy, good material of instruction, good and attractive method, as well as a good skill and interest in giving the teaching to them as English learners.

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