



Analysis of Teacher Techniques for Teaching Speaking Skill at SMAN 1 IV Koto Aur Malintang

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Abstract

This study aimed to find out the techniques employed by the teacher and how the teacher implements techniques for teaching speaking skills at SMAN 1 IV Koto Aur Malintang. This study was focused on one English teacher as an object of the study. The data in this study were the results of the observation checklist when teaching speaking in the classroom. The observation of this study was conducted to check whether the activities mentioned in the observation checklist are available in the classroom. The result of the analysis showed that the techniques employed by the teacher in teaching speaking at SMAN 1 IV Koto Aur Malintang were brainstorming, discussion, and role-play. Moreover, there are few activities that the teacher passes over crucial aspects in different teaching techniques employed that may impact teaching and they are short time limits, lack of reminders for the next session, lack of attention to the discussion topic, reflection on vocab in the story, and feedback from other groups. The findings suggest the teacher gains a better understanding of the activities associated with the techniques being applied. This knowledge would enable the teacher to take more appropriate actions in the classroom. This can be done by joining the training, seminars or workshops facilitated by the school.

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INTRODUCTION

High school students in Indonesia learn English as a compulsory subject from junior high to senior high school. This aim of this requirement is to prepare the students to face and compete with people from all over the world in the globalization era. Therefore, with this arrangement, it is expected that the students will be able to communicate in any international conference and interact with the world regarding their career and global communication. For this reason, English

Language Teaching (ELT) in Indonesia should aim to help the students master English.

Teaching English as a foreign language to senior high school students really requires a lot of thought when choosing the right teaching techniques. Celce-Murcia in Setiyani (2013) stated that a teaching technique refers to the relationship between the teacher and the students, which is probably the crucial factor in teaching and learning process, which is why it is necessary to use an appropriate teaching technique.

As we know, the English language consists of four language skills. Speaking is one of the four language skills that need to be developed when the teaching English. There are many teaching techniques that English teachers can use to teach speaking. This means that the teacher must choose the appropriate techniques for their students.

Based on the researcher's observation during teaching practice in 2021 in eleventh grade at SMAN 1 IV Koto Aur Malintang, the students still have difficulties in speaking. This situation is closely related to the teacher's technique, which reflects the teacher's teaching ability. As goldhaber (2016), Stonge, Ward & Grant (2011), Stonge, Ward, Trucker & Hindman (2007) stated that the quality of education and students achievement is closely related to teacher qualifications. Therefore, the teaching techniques must be communicated to the teachers and also the school board.

METHOD

The research design in this study is descriptive qualitative research. This study aimed to find out the techniques employed by the teacher and investigated does the teacher has implemented all the activities of each technique for teaching speaking skills at SMAN 1 IV Koto Aur Malintang. This study was focused on one English teacher as an object of the study. The instrument of this research is an observation checklist to check whether the activities mentioned are available in the classroom. To validate the research instrument, the instrument was validated by Dr. Zul Amri, M. Ed. Lecture from the English department of Universitas Negeri Padang and its transcription was discussed with Prof. Yenni Rozimela, M. Ed, Ph. D. a professional judgment and lecturer at English department of Universitas Negeri Padang. The researcher collected the data through observation by using an observation checklist. The researcher conducted six times classroom observations, with two times in each of three classes: XI MIPA 1, XI MIPA 2, and XI IPS. Each observation was scheduled for approximately one hour. Through observation, the researcher tried to find several techniques employed by the teacher and how the teacher applied the techniques for teaching speaking. After collecting the data, the researcher analysed the data using the following steps. First, the researcher reduced the data; the researcher focused on the techniques employed by the teacher and how the teacher applied the techniques for teaching speaking at SMAN 1 IV Koto Aur Malintang. And then, the researcher showed the information descriptively. After that, the researcher gets the data and makes a conclusion.

RESULT AND DISCUSSION

Research Finding

The techniques employed by the teacher for teaching speaking

The observation of the teacher techniques for teaching speaking was conducted to check whether the activities of techniques mentioned in the observation checklist available in the classroom. There are many teaching techniques in teaching speaking. However, the researcher found only three teaching techniques employed by the teacher namely brainstorming, discussion, and role-play.

a. Brainstorming techniques

Based on Barbara Allman (2000), there are several procedures for brainstorming activities in the classroom. The result of the observation in the classroom is presented as follows:

Table 1. The result of the observation in brainstorming technique

Techniques	Activities	Yes	No
Brainstorming	• The teacher explains the objective of brainstorming.	✓	
	• The teacher established a short time limit (2 minutes).		✓
	• The teacher announces the topic.	✓	
	• The teacher asks students that say anything that comes to mind and reminds them there are no correct or incorrect responses.	✓	
	• The teacher records all responses on the whiteboard.	✓	
	• Teacher reminds students when time is up.		✓

From the table above, it can be concluded that brainstorming technique has almost been implemented perfectly. Out of the six activities listed in the observation checklist for the brainstorming technique, four have been implemented, while two have not.

The first activity involved the teacher explaining the objective of brainstorming, and it was found that the teacher had successfully done this. At the beginning of the lesson, the teacher provided an explanation about the material for the day, focusing procedure text. the teacher stated “This time, we will discuss about procedure text. *Ananda sekalian pasti pernah menggunakan handphone untuk mengambil photo, dan ananda juga pasti pernah membuat tea, coffee, or milk untuk sarapan. Nah, kedua kegiatan tersebut pasti disertai dengan langkah-langkah yang harus dilakukan atau disebut juga dengan prosedur*”. The teacher then explained the objectives of brainstorming, stating “So in this procedure text lesson, *kita menggunakan teknik brainstorming, ibu ingin tahu lebih your background knowledge tentang materi yang akan kita pelajari hari ini*”.

Then next activity involved the teacher establishing a short time limit. However, the teacher did not carry out this activity and proceeded directly to the next activity, which was announcing the topic. The material studied that day focused on procedure

text, and the teacher announced “how to make a cup of tea” as the topic. The teacher encouraged the students to freely express anything that came to mind, emphasizing that there are no correct or incorrect: “*Ananda sekalian harus berani mengungkapkan apa saja yang terlintas dalam pikiran kalian dan ibu ataupun teman lainnya tidak boleh menyalahkan jawaban dari ananda*, because there are no correct or incorrect responses”.

Following that, the teacher should have recorded all responses on the whiteboard. Although the students actively expressed their thoughts in English, occasionally resorting to Indonesian due to lack of English vocabulary, the teacher did not remind the students when time was up, neglecting to conclude the brainstorming technique appropriately.

b. Discussion techniques

Based on Green, et. al and Lam in Richards, et, al (2002), there are several activities for discussion technique in the classroom. The result of the observation in the classroom is presented as follows:

Table 2. The result of the observation in discussion technique

Techniques	Activities	Yes	No
Discussion	<ul style="list-style-type: none"> • Students are divided into a small group. • Each group draws up a list of possible discussion topics, deriving principally from their current professional, academic or development concerns. • Next, a topic for discussion is selected and divided into manageable areas of inquiry for the time available. • The groups discuss the topic while partner groups of observer evaluators monitor the process, using a variety of instruments to record the data. • The last, there should be peer feedback from the observer evaluators. The teacher may then give feedback on content, intra-group dynamics, and linguistic appropriateness to groups and individuals. 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>

It can be seen in the table above that discussion technique has not been implemented perfectly. Out of the five activities associated with the discussion technique in the observation checklist, only two have been implemented, while three have not.

The first activity involved dividing the students into small groups. The teacher instructed the students to form small groups of four members each group by stating, “*Kali ini, I will divide you into small groups, saya akan membagikan kamu beberapa kelompok, ada 4 orang untuk satu kelompok nya ya.*”. However, after the teacher divided the students into small groups, three activities were not found. These activities included having each group create a list of potential discussion topics, selecting the topic for discussion, breaking into manageable areas of inquiry for the time available, and engaging in the discussion while partner groups of observer-evaluators monitored the process.

The final activity conducted by the teacher in implementing the discussion technique was providing feedback after the groups were ready to discuss. The teacher offered feedback on content, intra-group dynamics, and linguistic appropriateness to both groups and individuals.

c. Role-play

Based on Jakob (2018), there are several activities of the implementation of the role-play technique in the classroom. The result of the observation in the classroom is presented as follows:

Table 3. The result of the observation in role-play technique

Techniques	Activities	Yes	No
Role-play	• Teacher explains to students about the technical implementation of the role-play	✓	
	• Dividing students into groups	✓	
	• Teacher tells a story or situation to students	✓	
	• Teacher provides vocabulary that reflects the story or situation		✓
	• Teacher gives students time to prepare the dialogue from the role-play that will be present	✓	
	• Teacher gives time to students in each group to present their role-play in front of the class	✓	
	• Teacher allows each student an opportunity to provide feedback among the group.		✓

From the table above, it can be concluded that role-play technique has almost been carried out perfectly. Out of the seven activities associated with the role-play technique in the observation checklist, five activities have been implemented, while two activities have not been carried out by the teacher.

The first activity involved the teacher explaining the technical aspects of the role-play to the students. It was observed that the teacher successfully conducted this activity by stating, “*kita akan melakukan role-play atau bermain peran. Nah, Ibu memiliki text yang mana isinya ada dua contoh dialog mengenai materi kita hari ini yaitu expressing happiness. Dialog pertama yaitu percakapan antara ibu dan anak yang mana anaknya mendapatkan juara kelas. Sedangkan dialog kedua yaitu tentang shopkeeper and buyer. Jadi ananda bisa memilih salah satu dari dua dialog tersebut untuk di tampilkan didepan kelas. Nanti yang akan ibu nilai yaitu penampilan kalian, intonasi, fluency dan pengucapan kalian*”.

The next activity involved the teacher dividing the students into groups, emphasizing that each group should consist of two members. The teacher efficiently managed this by saying, “*dikarenakan role-play yang akan dilakukan hanya membutuhkan 2 orang perkelompok, jadi ibu meminta kalian untuk berkelompok dengan teman sebangku kalian, sekaligus menghemat waktu biar kalian punya waktu yang cukup untuk mempersiapkan penampilan role-play*”. Subsequently, the teacher told a story or situation to the students by stating, “*Dialog pertama yaitu percakapan antara ibu dan anak yang mana anaknya mendapatkan juara kela, kemudian dia*

pulang kerumah dan memberitahukan kalau dia mendapatkan juara kelas kepada ibunya dengan perasaan gembira. Sedangkan dialog kedua yaitu tentang shopkeeper and buyer. Ada sebuah toko tas, buyernya hendak membeli tas, shopkeeper nya menawarkan berbagai jenis tas yang dia punya ditokonya, dan buyer merasa bahagia saat menemukan tas yang dicarinya.”

However, a shortcoming was identified as the teacher did not provide any vocabulary reflected the story or situation. The teacher presented the story or situation without incorporating relevant vocabulary. Following this, the teacher allocated one class hour for the students to prepare the dialogue from the role-play that will be present, stating, *“Ibu berikan waktu satu jam pelajaran untuk mempersiapkan dialog dari role-play yang akan kalian tampilkan in front of class”*. The students actively engaged in the role-play activity, expressing themselves in English.

The final activity involved each student having an opportunity to provide feedback within their group. Regrettably, the teacher did not afford this opportunity to each student. Instead, only the teacher provided feedback after each group presented their role-play.

Discussion

Based on the observation classroom, the techniques employed by the teacher in teaching speaking at SMAN 1 IV Koto Aur Malintang were brainstorming, discussion, and role-play. Those finding related to previous study that was conducted by Iranawati Makka (2018) research which found the teacher used three kinds of teaching techniques in teaching speaking for class XI science grade students at SMA Muhammadiyah 03 Batu. They were discussion, games and role-play. On the other hand, it was different with Reny Mirza Febriyanti (2016) which found that the type of techniques used by the English teacher in the learning process to develop students' speaking skill at SMA N 2 Sukharjo such are group work presentation, drama, and song. Those techniques can make the students more active, more creative, and the students more enthusiastic in the teaching learning process especially in speaking activities in the classroom. This was also supported by Dini Eka Andestina (2019) who found that the teacher used two techniques; they are role-play and small discussion in teaching speaking. The techniques were used by the English teacher to improve students speaking skill. It was different with the finding of this research the researcher found that the implementation of the techniques employed by the teacher in teaching speaking has not been implemented perfectly. This means that the teacher did not yet know more about what activities are involved in the techniques being applied in the classroom.

CONCLUSION

The result of this study indicated that the teacher techniques for teaching speaking skills at SMAN 1 IV Koto Aur Malintang were brainstorming, discussion, and role-play. In terms of implementation, the brainstorming technique has almost been implemented perfectly. Out of the six activities listed in the observation checklist for the brainstorming technique, four have been implemented, while two have not —

specifically, the teacher establishing a short time limit and reminding the students when time is up.

Meanwhile, in terms of implementation discussion, the discussion technique has not been implemented perfectly. Out of the five activities associated with the discussion technique in the observation checklist, only two have been implemented, while three have not. The first is an activity where each group draws up a list of possible discussion topics, deriving principally from their current professional, academic or developmental concerns. The next activity, after each group draws up list of possible discussion topics, is the selection of a discussion, which is then divided into manageable areas of inquiry for the available time. The next activity is that the groups discuss the topic while partner groups of observer evaluators monitor the process, using a variety of instruments to record the data.

The last technique employed by the teacher in teaching speaking was role-play. In terms of implementation, the role-play technique has almost been carried out perfectly. Out of the seven activities associated with the role-play technique in the observation checklist, five activities have been implemented, while two activities have not been carried out by the teacher — specifically, the teacher providing vocabulary that reflects the story or situation and allowing each student an opportunity to provide feedback within the group.

Moreover, there are few activities where the teacher overlooks crucial aspects in different teaching techniques that may impact teaching. These include a lack of establishing short time limits, a lack of reminders for next session, lack of attention to the discussion topic, a lack of reflection on vocabulary in the story, and a lack of feedback from other groups.

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