



Teachers' Techniques in Teaching Speaking at MAN 2 Padang

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Abstract

Speaking is one of the language skills that students must master, even though it is not easy. Teacher must implement appropriate teaching techniques to overcome students' speaking difficulties. This study aimed to find out the teachers' techniques in teaching speaking at MAN 2 Padang and the students' perceptions of the techniques. This research was descriptive research with a mixed approach with qualitative and quantitative data. The samples were three English teachers and the students of three classes where the observations were carried out. The instruments were observation, interview, questionnaire, and video dan audio recorder. Observation and interview data were analyzed by activating data, making transcripts, and drawing conclusion. Questionnaire data was analyzed using Excel. The result of this research indicate that Teacher A used live listening, drilling and chanting, writing task, discussion, presentation, and outside-class speaking techniques. The students' perceptions of Teacher A's techniques were good with average perception results $\geq 76\%$. Teacher B used recording and transcript, live listening, drilling, writing task, dialogue, role-play, and discussion techniques. The students' perceptions of Teacher B's techniques were quite good with average perception results $\leq 75\%$. Teacher C used live listening, writing task, dialogue, role-play, and discussion and debate techniques. The students' perceptions of Teacher C's techniques were good with average perception results $\geq 76\%$. It can be concluded that the teachers at MAN 2 Padang used recording and transcript, live listening, drilling and chanting, writing task, dialogue, role-play, discussion and debate, presentation, and outside-class speaking techniques in teaching speaking and students' perceptions of the techniques were good.

Keywords:

Teachers' Techniques,
Teaching Speaking, Students'
Perception.

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INTRODUCTION

One of the important language skills is speaking. Speaking is a means of communication that most of us do in our daily activities. Thornbury (2005:1) states

that people take speaking for granted because it is used every day. Chaney in Kayi (2006) defines speaking as using verbal and non-verbal symbols to construct and share meaning. Speaking skill is one factor that significantly affects the quality of a person's proficiency in delivering information orally. Good speaking skills can support all activities because communication will go well if accompanied by it.

In the classroom, speaking skill is not only important for teachers but also for students. According to Zarifa (2020), there are four reasons why speaking is important for students. First, students can communicate their ideas and feelings. Second, students can become well-rounded speakers proficient in all four language skills. Third, speaking enhances students' personal lives by providing opportunities for getting scholarships. Lastly, speaking gives students a greater sense of belonging, respect, and self-worth. Therefore, students are expected to be able to master the skill.

However, Pollard (2008:34) states that speaking is the most complicated skill to be mastered. It is a skill that carries additional complexity for learners of other languages causing anxiety (Woodrow in Burns and Siegel, 2018:5). In addition to anxiety, there are some other reasons for students find it difficult to speak. Harmer (2007:345) states that students do not want to speak because they are afraid of saying the wrong thing, embarrassed, and not confident to express their opinions. Furthermore, Fathin (2021) finds out that students face many problems in speaking, namely a lack of vocabulary, fear of making mistakes, a lack of confidence, and difficulty in pronunciation. While being active in communicating will facilitate learning a foreign language (Richards and Rodgers, 2001:161). Therefore, teachers must use appropriate teaching techniques to overcome the speaking difficulties faced by students.

Techniques in teaching speaking are the way teachers present teaching speaking to students. This is what teachers implement to make students able to speak English. Based on Brown (2000:130), techniques are activities or tasks carried out in class to achieve learning objectives. Maulidar, Gani, and Samad (2019) state that success in achieving learning objectives can be determined by the teaching techniques used by the teachers. Hence, teachers need appropriate techniques in teaching speaking to create more effective learning.

Thornbury (2005) divides three stages for teaching speaking: awareness-raising, appropriation, and autonomous. The first stage is awareness-raising. It will draw students' attention to the new topic to be learned. Techniques that teachers can use include using recording and transcripts, using live listening, and using noticing-gap activities. The second stage is appropriation. Students will experience practical control to capture learning better. Techniques that teachers can use include drilling and chants, writing tasks, dialogues, and task repetition. The last stage is autonomous. Students can self-regulate their performance and take risks in speaking. Techniques that teachers can use include presentations and talks, stories, dramas, role-plays and simulations, discussions and debates, conversations and chats, and outside-class speaking.

Based on preliminary observations on 10 March 2023 at MAN 2 Padang by interviewing four English teachers, three teachers revealed that students tend to be active in the classroom and have good speaking skills. Then, one of the teachers revealed that the students in that classroom tended to be passive. Therefore, this study

intends to find out the techniques used by the three teachers in teaching speaking in the hope that the results of this study can motivate teachers to use various teaching techniques.

There are several studies that are related or similar to this study. The first study was done by Fanshuri (2019) at MTs An-Nur Tangkit regarding teacher strategies in teaching speaking. The second study was done by Dewita and Amri (2020) at SMAN 3 Padang regarding the techniques used by English teachers in teaching speaking. The third study was done by Sari and Zainil (2020) at SMAN 15 Padang regarding teacher strategies in teaching English speaking. The fourth study was done by Farizi and Herwiana (2022) at Peace English Course Pare regarding teaching speaking techniques. The fifth study was done by Yasminto and Susanto (2022) at SMP IT Asy Syadzili Pakis Malang regarding techniques of teaching speaking. The last study was done by Amir, Sari, and Ismail (2022) at SMKN 1 Ternate regarding teachers' strategies in teaching speaking.

Previous studies and this study have similarities and differences. The similarity is discussing teachers' strategies in teaching speaking. The difference is in the location and participants. Furthermore, most of the same previous studies were carried out in schools managed under the auspices of the Ministry of Education and Culture (Kemendikbud), namely SMA and SMP. Instead, this study will be carried out in Islamic Senior High Schools where there are still few similar studies in schools managed under the auspices of the Ministry of Religion (Kemenag).

Furthermore, a better Islamic Senior High School located in Padang is MAN 2 Padang. This is evidenced by the various achievements achieved by the students of MAN 2 Padang in the English Competition. Therefore, this study will investigate the teachers' strategies in teaching speaking at MAN 2 Padang and students' perceptions of the teachers' strategies with the title "Teachers' Strategies in Teaching Speaking at MAN 2 Padang".

METHOD

This research was a descriptive research design with a mixed approach that combines qualitative and quantitative data. According to Atmowardoyo (2018:198), the results of descriptive research will describe the phenomenon accurately. In taking samples, this study used non-probability sampling techniques, namely purposive sampling and saturation sampling. The samples for this study were three English teachers and students in the classes where the observations were carried out. The samples for qualitative data were three English teachers (Teacher A, Teacher B, Teacher C) and two student representatives from each class who were observed. The samples for quantitative data were students of class X.5 (Teacher A), X.13 (Teacher B), and XI.S1 (Teacher C). In collecting the data, this research used observation sheet, questionnaire, interview, dan video and audio recorder. Observations were carried out during three meetings in classes X.5 (Teacher A), X.13 (Teacher B), and XI.S1 (Teacher C). Interviews with teachers were conducted after observation data collection was completed. After that, the questionnaire was distributed in the form of a link to students. Finally, the research continued by interviewing two students from each class being observed. Research data was validated using triangulation techniques and all instruments were also validated by lecturers who are experts in this field. The

observation data analysis technique is carried out by combining the results of observations during three meetings in one table, transcribing audio recordings of learning activities, analyzing table data with the transcript results and making conclusions. The interview data analysis technique is carried out by transcribing audio recordings of the interviews, finding in-depth information related to the results of observations and questionnaires. The questionnaire data analysis technique was carried out using Excel.

RESULT AND DISCUSSION

The results of this research were about the teachers’ techniques in teaching speaking that used by three English teachers at MAN 2 Padang and the students’ perceptions of the teachers’ techniques in teaching speaking. This research was conducted on July 27, 2023 until October 30, 2023. The data was found through observation sheet, questionnaire, and interview. Observation sheet was used to find out the techers’ techniques in teaching speaking. Questionnaire was used to find out the students’ perceptions to the teachers’ techniques in teaching speaking. Interview was used to obtain in-depth information about each technique the teachers used and the students’ perceptions. Three teachers were observed to find the techniques used in teaching speaking, namely, Teacher A, Teacher B, and Teacher C.

a. Teacher A

The first teacher is called Teacher A who teaches in class X.13. Observations were carried out during three meetings, the first meeting on July 27, the second meeting on August 3, and the third meeting on August 10, 2023. Observation data was collected using an observation sheet and a video recorder. The techniques in teaching speaking used by Teacher A can be seen in the table below:

N o.	Name of Techniques	Meeting 1		Meeting 2		Meeting 3	
		Yes	Detail	Yes	Detail	Yes	Detail
1.	Live listening	√	Live listeni ng				
2.	Drilling and chanting	√	Drilling	√	Drilling	√	Drilling and chants
3.	Writing task	√	Writing task	√	Writing task		
4.	Discussion and debate			√	Discussion		
5.	Presentation					√	Presentatio n
6.	Outside-class speaking			√	Outside-class speaking		

From the table above, it can be seen that Teacher A used live listening, drilling and chanting, writing task, discussion, presentation, and outside-class speaking techniques in teaching speaking. Teacher A most often used drilling. In the live listening technique, the teacher explained the material directly to students

regarding descriptive text material and students responded to each of the teacher's questions. In the drilling and chanting, the teacher asked students to repeat the pronunciation of the words and phrases that the teacher mentioned. In the writing task technique, the teacher asked students to write down what the teacher dictated and what their friends said during the discussion. In outside-class speaking, the teacher reminded students to complete their English recording assignments. In the discussion, the teacher divided students into several groups to discuss. In the presentation, the teacher asked students to present the results of their group discussion.

The students' perception of the Teacher A's techniques in teaching speaking can be seen in the table below:

No.	Name of Techniques	Percentage	Category
1.	Live listening	82,4%	High
2.	Drilling and chanting	85,1%	High
3.	Writing task	80,2%	High
4.	Discussion and debate	70,8%	Medium
5.	Presentation	79,5%	High
6.	Outside-class speaking	77,8%	High

From the table above, it can be seen that the results of the student perception questionnaire regarding the techniques that Teacher A uses in teaching speaking tend to be in the high category.

b. Teacher B

The second teacher is called Teacher B who teaches in class X.5. Observations were carried out during three meetings, the first meeting on September 12, the second meeting on September 19, and the third meeting on September 26, 2023. Observation data was collected using an observation sheet and a video recorder. The techniques in teaching speaking used by Teacher B can be seen in the table below:

No.	Name of Techniques	Meeting 1		Meeting 2		Meeting 3	
		Yes	Detail	Yes	Detail	Yes	Detail
1.	Recording and transcript	√	Recording and transcript				
2.	Live listening					√	Live listening
3.	Drilling and chants	√	Drilling				
4.	Writing task	√	Writing task			√	
5.	Dialogue	√	Dialogue				

6.	Drama, role-play, and Simulation			√	Role-play		
7.	Discussion and debate	√	Discussion				

From the table above, it can be seen that Teacher B used recording and transcript, live listening, drilling, writing task, dialogue, role-play and discussion techniques in teaching speaking. In the recording and transcript, the teacher asked students to listen to the video that the teacher played and read the audio transcript. In the live listening, the teacher explained the material to students directly regarding descriptive text material and the students responded to the teacher's questions. In the drilling, the teacher asked students to repeat the words, phrases or sentences that the teacher said. In the writing task, the teacher asked students to create conversations in pairs and descriptive text by writing them down. In the dialogue, the teacher asked students to practice or read the dialogue that the teacher provided. In the role-play, the teacher asked students to display a conversation that the students have created in pairs. In the discussion, the teacher gave students exercise for group discussions.

The students' perception of the Teacher B's techniques in teaching speaking can be seen in the table below:

No.	Name of Techniques	Percentage	Category
1.	Recording and transcript	79,9%	High
2.	Live listening	74,5%	Medium
3.	Drilling	77,6%	High
4.	Writing task	72,1%	Medium
5.	Dialogue	73,9%	Medium
6.	Role-play	73,5%	Medium
7.	Discussion	71%	Medium

From the table above, it can be seen that the results of the student perception questionnaire regarding the techniques that Teacher A uses in teaching speaking tend to be in the medium category.

c. Teacher C

The third teacher is called Teacher C who teaches in class XI.S1. Observations were carried out during three meetings, the first meeting on August 8, the second meeting on August 29, and the third meeting on September 5, 2023. Observation data was collected using an observation sheet and a video recorder. The techniques in teaching speaking used by Teacher C can be seen in the table below:

No.	Name of Techniques	Meeting 1		Meeting 2		Meeting 3	
		Yes	Detail	Yes	Detail	Yes	Detail

1.	Live listening	√	Live listening	√	Live listening		
2.	Writing task	√	Writing task	√	Writing task		
3.	Dialogue	√	Dialogue				
4.	Drama, role-play, and Simulation	√	Role-play				
5.	Discussion and debate	√	Discussion	√	Discussion and debate	√	Discussion and debate

From the table above, it can be seen that Teacher C used live listening, writing task, dialogue, role-play, discussion and debate, techniques in teaching speaking. In the live listening, the teacher explained the material to students directly regarding suggestions and offers and opinions material and students responded to the teacher's questions. In the writing task, the teacher asked students to write down the results of their group discussions and create conversation texts in pairs. In the dialogue, the teacher asked students to read the dialogue that the students have arranged correctly. In the role-play, the teacher asked students to display a conversation that the students have created in pairs. In the discussion and debate, the teacher divided students into several groups, gave students a task of arranging random sentences, gave students a topic for discussion, and asked students to do an exercise in pairs. In the presentation, the teacher asked students to present the results of their group discussions.

The students' perception of the Teacher C's techniques in teaching speaking can be seen in the table below:

No.	Name of Techniques	Percentage	Category
1.	Live listening	79,4%	High
2.	Writing task	80,1%	High
3.	Dialogue	80,1%	High
4.	Role-play	68%	Medium
5.	Discussion and debate	68%	Medium

From the table above, it can be seen that the results of the student perception questionnaire regarding the techniques that Teacher A uses in teaching speaking tend to be in the medium category.

Based on the finding above, Teacher A, Teacher B, and Teacher C used recording and transcript, live listening, drilling, writing task, dialogue, role-play, discussion and debate, presentation, and outside-class speaking techniques in teaching speaking. The recording and transcript technique was used by Teacher B. The reason Teacher B used this technique is to help students' listening skills improve and the transcript provided helps them to understand the audio content. This is in accordance with Thornburry's (2005) theory that the recording and transcription

technique is included in the awareness-raising stage where at this stage students are expected to be able to understand the learning from listening to the voice recordings given by the teacher. Students' perceptions of this recording and transcript technique are good. This can be seen from the results of the questionnaire and student statements when interviewed. This technique is good to improve student's listening skill and student's pronunciation.

The live listening technique was used by Teacher A, Teacher B, and Teacher C. The reason teachers used this strategy is to get students used to listening to English and make it easier for teachers to find out students' understanding by the responses students give. This is in accordance with Thornbury's (2005) theory that the live listening technique is included in the awareness-raising stage, where at this stage students are expected to be able to understand the lesson by the teacher speaking directly to the students. In this technique, teachers can adapt their conversations to students' English skills to improve students' understanding. Students' perceptions of the live listening technique used by Teacher A and Teacher B are good. Meanwhile, students' perceptions of the live listening technique used by Teacher B are quite good. This is because students sometimes feel bored and sleepy.

The drilling technique was used by Teacher A and Teacher B. Teacher A also asked students to imitate the pronunciation in the form of chanting. The reason the teachers used this technique is to improve student pronunciation or reduce student pronunciation errors. This is in accordance with Thornbury's (2005) theory that the drilling technique is included in the appropriation stage, which helps students reduce making the same mistakes. Students' perceptions of the drilling technique used by Teacher A and Teacher B are good. With this technique, students can more easily remember what they have learned and improve their pronunciation.

The writing task technique was used by Teacher A, Teacher B, and Teacher C. The reason Teacher A and Teacher C used this technique is to train students' skills in writing English. Meanwhile, Teacher B's goal is to correct students' grammar mistakes. Based on Thornbury (2005), the writing task technique is also included in the appropriation stage, which helps students reduce making the same mistakes. Students' perceptions of the writing task technique used by Teacher A and Teacher B are good. Meanwhile, students' perceptions of the writing task technique used by Teacher B are quite good. This is because there are several words that are difficult for students to understand how to write.

The dialogue technique was used by Teacher B and Teacher C. The reason teachers used this technique is to check student pronunciation. Apart from that, Teacher B added to build their confidence and Teacher C added to make students familiar with English dialogue. Thornburry (2005) states that dialogue technique is also included in the appropriation stage, which helps students reduce making the same mistakes. Students' perceptions of the dialogue technique used by Teacher C are good. Meanwhile, students' perceptions of the direct listening technique used by Teacher B are quite good.

The role-play technique was used by Teacher B and Teacher C. The reason Teacher B used this technique is to increase students' self-confidence. The reason Teacher C used this technique is to improve students' speaking fluency. According to Thornbury (2005), this strategy is included in the autonomous stage, where at this stage students are trained to be able to use English independently. Students' perceptions of the role-play technique used by Teachers B and C are quite good. This technique can increase students' confidence in using English.

The discussion technique was used by Teacher A, Teacher B, and Teacher C. The reason teachers used this technique is to make students braver and freer to express opinions. Apart from that, Teacher A added to help students better understand the material being taught. Teacher B and Teacher C also added to build student independence or student self-confidence. Apart from that, Teacher C also implemented a debate technique in group discussions with the reason that students could communicate by speaking English fluently. This is in accordance with Thornbury's theory (2005) that the discussion and debate techniques are included in the autonomous stage, where at this stage students are expected to be able to use English independently and confidently. Students' perceptions of the discussion technique used by Teacher A are good. Meanwhile, students' perceptions of the discussion technique used by Teacher B and Teacher C are quite good. This technique can help students train their confidence in using English.

The presentation technique was applied by Teacher A. The reason Teacher A used this technique is to build student self-confidence and increase student understanding. This is in accordance with Thornbury's (2005) theory that presentation strategy is included in the autonomous stage, where at this stage students are expected to be able to use English independently and confidently. Students' perceptions of the presentation technique used by Teacher A is quite good. This technique can help students increase self-confidence and improve pronunciation.

The outside-class speaking technique was used by Teacher A. The reason Teacher A used this technique is because there is not enough study time in class to display all students and to make it easier for the teacher to check student work. According to Thornbury (2005), the outside-class speaking technique is included in the autonomous stage, where at this stage students are trained to be able to use English independently. Students' perceptions of the outside-class speaking technique used by Teacher A are good. This technique can help students increase their confidence in using English.

CONCLUSION

Teachers at MAN 2 Padang use recording and transcript, live listening, drilling and chant, writing task, dialogue, role-play, discussion and debate, presentation, and outside-class speaking techniques in teaching speaking. The recording and transcript technique is only used by teacher B and the outside-class speaking technique is only used by teacher A. Teacher A always applies the drilling technique at each meeting. Meanwhile, Teacher C never use drilling technique but applies debate techniques in student group discussions.

The students' perception of Teacher A can be concluded as good. Students' perceptions tend to like all the techniques that Teacher A uses when teaching speaking. For students' perceptions of Teacher B, it can be concluded that it is quite good because the results of students' perceptions tend to be in the medium category. Finally, students' perceptions of Teacher C can also be concluded to be good because the questionnaire results tend to be in the high category.

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