

Exploring Teachers Techniques in Teaching Speaking

Fakhria Mega Alfallah

English Education Study Program, Department of Language and Art
University of Bengkulu

fakhriamegaalfallah@gmail.com

Hilda Puspita

English Education Study Program, Department of Language and Art
University of Bengkulu

hildapuspita@gmail.com

Azhar Aziz Lubis

English Education Study Program, Department of Language and Art
University of Bengkulu

azharazizlubis@unib.ac.id

Corresponding email: fakhriamegaalfallah@gmail.com

Abstract

The objectives of this research were to find out the types of techniques in teaching speaking and to describe how the teachers implement the teaching speaking techniques at SMA 6 Kota Bengkulu. This research used a case study qualitative method. The population of the research was two teachers who taught the first-grade students of SMA 6 Kota Bengkulu. To collect the data, the researcher used observation, interview, and documentation. Data processing was divided into three stages, those are data reduction, displaying data, and conclusion. The result of the research showed that teachers used some techniques in teaching speaking, such as discussion, storytelling, and brainstorming. In the discussion, the teacher asked students to make a group consisted of two people because students in the class were just half of the total of students. In storytelling, the teacher told her stories when she was a student to motivate students in learning. In brainstorming, the teacher began the lesson by giving a question to make students think and got ideas. It is concluded that teachers used techniques adjust with the material and condition of the class. It is recommended for further researchers in conducting the same topic about speaking technique.

Keywords: Teachers Techniques, Teaching Speaking.

Introduction,

The teachers' teaching technique usually determines students' success. Teaching technique is the way that teachers apply in the teaching and learning process to make students succeed or get maximum results of goals of learning. Therefore, the teacher should find a good technique and provide engaging to get maximal results (Haqien & Rahman, 2020).

The teaching and learning process normally is face-to-face, the teacher and students do the teaching and learning process in the class. But, the problem today is

the covid-19 pandemic. According to WHO (2019), Coronavirus disease (covid-19) is an infectious disease caused by a newly discovered coronavirus. Most countries in the world get the virus covid-19, and also Indonesia. There are many aspects that get the effect of this pandemic, such as economic, social, education, etc.

Due to the spread of covid-19, the government of Indonesia has the policy that people have to stay at home to conduct self-quarantining to limit social interaction to a certain extent. The field of education, also greatly affected. Because to prevent the spread of coronavirus, the teaching and learning process at the school must be stopped.

During the pandemic, teaching is held online, including in English. Teachers and students do activities teaching and learning from home online. Teachers are required to prepare good techniques to make students understand the material, even the process of teaching and learning online.

The teaching process will be fun when the teachers do that happily and professionally, because during the learning and teaching process there will be a lot of problems. One of the problems nowadays is the virus covid-19. Teachers as professional workers must be ready in all conditions.

As professional workers, teachers also need to continuously carry out their skills improvement through professional development for performing their duties more professionally. The government of the Republic Indonesia has appreciated teachers as professional workers issued in (Law Number 14 the year 2005 regarding teachers and lecturer), that stated teachers should have an academic qualification, competence, teachers' certification, physical and mental health, and have the abilities to realize the goals of national education.

In learning English, there are four important component skills that students must have to learn, that is reading, writing, listening, and speaking. Speaking is one of the skills that must be learned face-to-face because learning to speak requires a lot to speak fluently. Based on Harmer (2007), speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. But, learning English especially speaking skills, is not only about how to speak.

According to school based curriculum of the Indonesia government through the Ministry of National education in 2006, the teaching of English in Senior High School is aimed at developing student's ability to communicate in written and spoken form,

understanding about the importance of English to increase competitiveness in global society, and developing student's knowledge of the language and culture.

The scientific approach in general includes the learning process. Students create arguments by contrasting methods, rules, and strategies. Kemendikbud (2013) explains that scientific approach is broadly speaking the process of learning includes, (1) students observing and repeating the action actively involving all the senses, (2) students asking and questioning new things encountered, (3) students trying to do the action independently, (4) students building reasons by comparing the ways, rules and strategies used by other or obtained from other sources, (5) students performing the new action that have learned and implement in the real life as social function of English itself.

As it is mentioned by Kayi (2006), the activities such as discussion, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and finding the difference can help students to improve their speaking skills. So that is the challenge for teachers on how to teach speaking through online class in this situation.

Technology is really important in this situation to support the teaching and learning process, the transition from offline teaching to online teaching requires preparation of all elements including, government, schools, teachers, students, and parents. (Chapelle, 2003) mentioned that the "technology is a force worthy of consideration, whether one wishes to focus on the technological potential, to examine pragmatic technology use or to criticize both". Further the technology that can apply in this teaching is held online including applications such as google classroom, zoom, and youtube. As well as media like video, audio, powerpoint, animation.

There are some previous studies that have conducted the related research of teaching techniques in teaching speaking, the first is Syakur (2020) found a significant increase in speaking skills students. Nabilah (2019) found that the techniques that are used by the teachers are discussion, role play, brainstorming, reporting, and games that are based on Kayi (2006). Tamah et al (2020) in the result of their research is that there are some factors of the online learning process, one of which is about technology. Rindy Aswary & Srijono (2016) found the advantages and disadvantages of techniques that the teacher used.

In this research, the researcher employs two English teachers who teach the first grade students in SMAN 6 Kota Bengkulu. SMAN 6 Kota Bengkulu is a senior high school located in Bajak Kota Bengkulu. This school is one of coastal schools in Kota Bengkulu which has some professional and good qualified teachers in teaching. Thus, from this school the researcher will get more information about the teacher's technique in teaching English specially in speaking skill.

This research is different from previous research, because this research analyzes in detail about the teacher technique in teaching speaking in senior high school students. Thus, the researcher focuses to carry out the study entitled "*Exploring Teachers Techniques in Teaching Speaking at SMA 6 Kota Bengkulu*".

Research Methodology

The methodology of this research was qualitative method research, in which the case study was the design of this research. According to Creswell (2014) Qualitative research is an approach for exploring and understanding the meaning individual or group describes to a social or human problem. Case study is a qualitative research approach in which the researcher focuses on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school) (Crowe et al., 2011).

The researcher chose the qualitative method in analyzing the research because it is an appropriate method that allows the researcher to find out more detailed information of the tools that teachers use and the application of teaching speaking online techniques by the teachers in SMA 6 Kota Bengkulu.

The participants of this research were the teachers who taught the first-grade students in SMA 6 Kota Bengkulu. The samples of this research were two teachers. This research analyzed their teaching technique in teaching online speaking. The two teachers who were chosen by researchers were selected by several criteria. The several criteria are teachers who have taught more than five years and are certified in that school. Teacher A had 24 years of teaching experience at SMA 6 Kota Bengkulu. The second English teacher is teacher B. Teacher B had 8 years of teaching experience at SMA 6 Kota Bengkulu. Another criterion is the teacher who teaches the first-grade students of SMAN 6 Kota Bengkulu.

The instruments were Online observation protocol and Interview Protocol. The data collected by doing observation, interviews, and documentation. To collect the information during the online observation, the researcher used the field note to write

the events. The purpose of applying the daily field note is to make the researcher remember the facts and details that happened during the online observation. To see the whole activities in the online classroom and the techniques used by the teacher while teaching the students. The researcher recorded the teaching-learning process to make sure when the researcher analyzing the data there was no one data left. The interview was used to get the in-depth information needed.

In collecting the data, first, the researcher asked the teachers first and asked the material that more speaking activity rather than writing, reading, and listening activity. Before the researcher observed the online class, the researcher did the interview to the teachers about the tools used by the teachers to teach speaking online. After observation, the researcher met the teachers to do an interview to explore more about the techniques that teachers use and what are the advantages and disadvantages of the techniques in teaching speaking online.

The data were analyzed by using the procedures from Miles & Huberman (1994) namely data reduction, displaying data and making conclusion. In reducing data, the researcher gained the data from observation using the field note and video recording. Then, the researcher transcribed, select and focus on the essential data by referring to the research problems. After reducing data, the step is displaying data. Data display was applied to see the whole of the data description. Last, making the conclusion. The conclusion was the last procedure of analyzing the data of the research. Making a conclusion is the process of drawing the content of data collected in the form of a statement. The researcher can decide the accuracy of finding results by using member checking and triangulation. In this research, the researcher used member checking to check the correctness of finding results.

Findings and Discussion,

Findings

The Techniques That Teachers Used

In observation, the researcher found the first finding of this study that English teachers at SMA 6 Kota Bengkulu used some techniques. Those techniques are discussion, storytelling, and brainstorming. The English teachers used those techniques in the class. Based on observation and interviews, the English teachers just used some techniques because they adjust with the material and students' background in the class. Based on the interview, in online classes the English teachers don't use special

techniques for teaching online, especially speaking. They just used some platforms for teaching online such as, google classroom, WhatsApp group, and zoom.

The Implementation of Teachers' Techniques

The implementation of teachers' techniques in discussion technique based on observation, the researcher saw that the teacher explained the material before she asked the students to discuss it in the class. Then, she asked the students to make a group of two students because the class had only half of the students, the other students studied online from home "Now, make a group of two to discuss" (Teacher 1), "Let's make a group consist of two people, I want you to make like short dialogue" (Teacher 2). The teacher gave students several times for discussion with their groups. After that, the student told the result of their discussion in front of the class. At the end of the discussion, the teacher gave feedback to students. The teachers gave feedback such as gave applause and point plus for students.

The brainstorming technique was used by the English teacher at the beginning of the study in the class. The teacher starts the lesson by giving a question. "What did you do last night?", then the students answered in Indonesian language "tidur, mam". The teacher helped the student answered the question in English "how to say it in English? Remember!" The teacher asked the same questions in several time. After that, she asked the students "so, what is the material today?", then the class was started.

In this study, the teachers used storytelling to motivate the students in learning English. During the process of learning in the class, the teacher gave a story about her when she was a student. First, the teacher explained the material on that day. Then the teacher told a story about what she learned when she was a student. It was begun in the middle of the lesson on that day. "I will give you some tricks in learning, the right learning ways and a simple way to make a note. After the teacher finished explaining the material, she certainly gave you time to take a note." The teacher started to storytelling for her students. "When I was a student like you, I took notes by my own style. I listened and focused to the teacher's explanation, I took notes just the point of the explanation. After the teacher finished explaining the material or at home I re-took my notes while learned again the material" she told the students and the students focused and listened to her stories.

Discussion

The Techniques That Teachers Used

The first research question in this study was the types of techniques in teaching speaking at SMA 6 Kota Bengkulu. The English teachers used some techniques in teaching speaking at the class while in online class the English teachers don't use any techniques. As mentioned by Kayi (2006), there are 12 techniques commonly used by the teacher, those are discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, reporting, picture narrating, picture describing, and finding the difference.

The English teachers only used some techniques in teaching speaking in the class, it might happen because the teachers adjust to the material and the student's abilities in the class. Nabilah (2019) stated that the strategies applied by the teacher were based on the material that will be taught by the teacher and the students' English background. The reason English teachers didn't use any technique in teaching speaking online might be the teacher not already in a pandemic situation, while they should teach online. It is contrary to a previous study by Syakur (2020) in his research, he used media online learning websites to improve students' speaking skills and applied information gap techniques. The English teachers as professional teachers should prepare well. Teachers must prepare for unforeseen circumstances, for online learning teachers can practice by sharing with other teachers. It support by Montgomery et al (2020), he gives advice to teachers who encourage teachers to take their classes, the teachers can rehearse virtual classroom management with colleagues. Give teachers an opportunity to rehearse an online lesson, with colleagues taking action as students.

From those techniques based on the result of the interview, two teachers told that every technique did not have advantages and disadvantages of those techniques because it does not depend on the technique, but it depends on another thing especially in learning online. Internet access is the main idea of learning. Also, students' knowledge background and students' less motivation are the problems. It is supported by Tamah et al (2020), the result of the research shows that there were some factors of the online learning process, which is about technology. So, the teachers' prior exposure to online learning.

The Implementation of Teachers' Techniques

The second research question in this study was described how the teachers implement the teaching speaking at SMA 6 Kota Bengkulu. In the discussion technique, the teachers implemented communicating steps using a scientific approach. Based on Kayi (2006), discussion technique means that the teacher can form a group of students, preferably 4 or 5 in each group, and provide a topic. Then each group works on their topic for a given time period, and then presents their opinions to the class. This step is very important for the students to build their confidence in speaking. (Permendikbud No. 58 2014) stated that communicating steps means the teacher asked the students to show the results of their works in oral and written in front of the class.

The purpose of brainstorming was to make students remembered last week's material or to produce the ideas on the material for that day. Also by using brainstorming techniques, students could feel free to think and gave information about the topic. After giving some questions and the students answer that, the teachers continued to explain the material from the ideas that students tell. Kayi (2006) stated that Brainstorming means students can produce ideas of a given topic, in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. Airasian et al (2000) stated that brainstorming is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. Thornbury (2005) stated there are three stages to complete the teaching speaking. The first stage is stating objectives. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objective is preferable.

In this study, the teachers used storytelling to motivate the students in learning English. During the process of learning in the class, the teacher gave a story about her when she was a student. Probably, the teachers used storytelling techniques it might be to make the better class condition. Storytelling based on Kayi (2006) means that students can briefly summarize a tale or story they heard from somebody, or they may create their own stories to tell their classmates.

The implementation of teaching at SMA 6 KOTA Bengkulu was included in the free technique of teaching. Before the performance in the class by the students, the

teacher explained and gives the instruction to the students. The teachers were supposed to do that clearly. So, all of the students know what to do. It is line Thornbury(2005) that often language productivity can be increased by making sure that the speaking activity has a clear outcome. Those activities in the class should maximize the speaking opportunity and increase the chances that learners will experience autonomous language use.

Therefore, being a teacher has its own challenges. In this pandemic, the challenge for teachers becomes greater, because teachers not only teach directly at the school but also teach online. Kristiawan (2014) stated that a teacher is demanded to be able in managing the class, such as how to manage the room, how to supervises, how to motivated students in learning, and how to create a good atmosphere. Based on interviews and observations, English teachers didn't implementation any techniques in teaching speaking online. The teacher teaches through some platform media to gives the material and collected their assignments, sometimes the teachers asked students to collect the assignment at the school.

Conclusion and Suggestion

Conclusion

Based on the research finding, first the researcher concluded that the teachers in SMA 6 Kota Bengkulu used the techniques which were proposed by Kayi (2006), namely discussion, brainstorming, and storytelling. Second, the result of the study showed that teachers in SMA 6 Kota Bengkulu used different techniques in different classes because it was depended on the material and students' background knowledge. Third, the researcher also found that teachers used those techniques for a long time and they didn't try any new techniques for teaching speaking.

In addition, the teacher used a brainstorming technique at the beginning of the class to stimulate students and remember the last material. In the discussion, the teacher gave an example for students to start a discussion and the teacher asked the students to express their ideas through their friends. After that, the students report their results and the teacher gives feedback to correct the right pronunciation of students. Storytelling was used to motivate students in the class to learn English.

Suggestion

Based on this research, the researcher would like to give some suggestions. For teacher, it is expected that teachers can improve their teaching skills and learn new

techniques based on the new era or adjust to the situation, especially speaking techniques. For the further researcher, It is expected that this research can provide basic information for other researchers in the future who are interested in the same topic about speaking techniques.

References

- Airasian, P., Gay, L. R., & Mills, G. E. (2000). Educational research: Competencies for analysis and applications. *New Jersey, Upper Saddle: Prentice Hall.*
- Chapelle, C. (2003). *English language learning and technology.* John Benjamins Publishing Company.
- Creswell, J. W. (2014). *Qualitative, quantitative and mixed methods approaches.* Sage.
- Crowe, S., Cresswell, K., Robertson, A., Hubby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC Medical Research Methodology, 11*(1), 1–9.
- Haqien, D., & Rahman, A. A. (2020). Pemanfaatan Zoom Meeting Untuk Proses Pembelajaran Pada Masa Pandemi Covid-19. *SAP (Susunan Artikel Pendidikan, 5*(1). <https://journal.lppmunindra.ac.id/index.php/SAP/article/view/6511>
- Harmer, J. (2007). *The practice of English language teaching.* Harlow. *England: Pearson Education.*
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal, 12*(11), 1–6.
- Kemendikbud, R. I. (2013). *Kurikulum 2013: Kompetensi Dasar Sekolah Menengah Atas (SMA)/Madrasah Aliyah (MA).* Jakarta: Balitbang Kemendikbud.
- Kristiawan, M. (2014). A Model for Upgrading Teachers Competence on Operating Computer as Assistant of Instruction. *Global Journal of Human-Social Science Research, 14*(5), 2014.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook.* sage.
- Montgomery, T., Berns, J. S., & Braddock, C. H. (2020). Transparency as a trust-building practice in physician relationships with patients. *JAMA, 324*(23), 2365–2366.
- Nabilah Rizki. (2019). *Exploring Teachers Techniques In Teaching Speaking A t Man 1 Kepahiang.*
- Rindy Aswary, T., & Srijono, D. (2016). *Technique For Teaching Speaking At The Seventh Grade Of SMP Negeri 1 Sambu In 2016/2017 Academic Year.* Universitas Muhammadiyah Surakarta.
- Syakur. (2020). *Language Testing And Evaluation.* Language Testing And Evaluation.
- Tamah, S. M., Triwidayati, K. R., & Utami, T. S. D. (2020). Secondary school language teachers' online learning engagement during the COVID-19 pandemic in Indonesia. *Journal of Information Technology Education: Research, 19,* 803–832.
- Thornbury, S. (2005). *How to teach speaking.* Essex. Pearson Education Ltd. Wallin, Janni.(2015). *Storytelling and Language*
- WHO. (2019). *Coronavirus disease (COVID-19) pandemic.* https://www.who.int/emergencies/diseases/novel-coronavirus-2019?gclid=CjwKCAjw-sqKBhBjEiwAVaQ9a8jrFa1xKBoYPwVKC8Hkly7TLfPDyGHfkFHIJ1zwPCNZUzX5qAvmGhoCI7MQAvD_BwE

