

## **The Techniques In Teaching Speaking Of Eleventh Grade Students At One of Senior High Schools in Banjarmasin**

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### **Abstract**

Speaking is not easy in English for students of a foreign language. Several factors influence the success of teaching and learning speaking skills. They are teaching techniques, methods, media, teachers, and students. The problem of this research focused on the techniques used in teaching speaking of the eleventh-grade students at Madrasah Aliyah Negeri 2 Model Banjarmasin. This research was conducted on eleventh-grade students at Madrasah Aliyah Negeri 2 Model Banjarmasin. The subject of this research was English teachers of the eleventh grade at Madrasah Aliyah Negeri 2 Model Banjarmasin. This research applied the descriptive qualitative method. The data were gathered using the techniques of observation, interview, and documentation. The data were transformed into field notes and interview guidance. The researcher used triangulations as trustworthiness the data. The findings show that the teachers put on three techniques in teaching speaking. The techniques are question-answer, role-play, and drill-repetition. The techniques that made the students active in speaking. The researcher suggested that English teachers try to use other techniques in teaching speaking, for example, games to make students more active and interested in speaking.

Keyword: techniques, teaching, and speaking

### **INTRODUCTION**

English that still considered one of the most important school subjects. Therefore, the ability to able to speak English that is necessary for the students. In Indonesian itself, English consider to EFL. Many of Indonesian still find English is unfamiliar. It is difficult to read, say, and remember, although students in Indonesian have already studied English starting from junior high school.

Based on the syllabus, the primary objective of teaching speaking is emphasized to make students increase their capability, and they can practice to communicate in English correctly. There are any elements of teaching speaking. Those elements are grammar, vocabulary, pronunciation, and comprehension. The students need to be equipped with some techniques. These techniques are controlled, semi-controlled, and free techniques.

Meanwhile, learning speaking skills is not easy for students in the foreign language (FL) contexts. Here, the educator of English language has more responsibility to teach the students to speak in communicate in English. Several factors influence the success of teaching and learning speaking skills. They are teaching techniques, methods, media, teachers, and students. All of these factors also can affect the process and result of teaching and learning speaking skills. However, this research only focused on the teaching techniques, because that is necessary for the teacher to have to found and used the teaching techniques which are appropriate with the pupil's characteristics. The teaching techniques help the English teachers to encourage their students' interest to speak English.

Madrasah Aliyah Negeri 2 Model that located at Banjarmasin is a different than the other general senior high school. This school has other majors like vocational school such as tata boga, tata busana, otomotif, elektronik, komputer, multimedia, pertanian , and perikanan. The researcher chooses MAN 2 Model Banjarmasin of eleventh grade because the researcher wants to know more about the teaching techniques. In the eleventh grade, the students must have another major beside they have IPA, IPS as a general major.

Because of that reason, the researcher wants to describe the techniques in teaching speaking skill which is applied on Madrasah Aliyah Negeri 2 Model Banjarmasin and then make the research entitled: The Teacher's Techniques in Teaching Speaking of Eleventh Grade Students at Madrasah Aliyah Negeri 2 Model Banjarmasin.

## **METHOD**

For this research, the researcher was handled using descriptive qualitative research. This is descriptive research because it describes the techniques in teaching speaking skill at MAN 2 Model Banjarmasin two English teachers and four classes XI IPSI, IPSII, XI MIPA II, and XI MIPAVI, which consist of 31-35 students each class.

The method used a qualitative description, the researcher as an observer, while the teaching process is going on. The information collects the real condition. In this research, the researcher will use three kinds of instruments to collect factual data. Those are field notes, interview guidance, and documentation.

The researcher would make the field notes from the observation for gathering complete data of the teacher's techniques in teaching speaking in the classroom. The researcher enter to the class and observes the teacher's techniques in teaching-learning activities. The observation is done four times by observing the techniques used in teaching speaking. After observing the teacher's technique in the classroom, the researcher would make the field notes, and the researcher writes descriptive.

An interview is a dialogue that is done by the interviewer to gain information from the interview. As the interviewer, the researcher provides some questions, asks for an explanation, and takes notes.

Documentation that is necessary in qualitative research for collect the data. Documentation is the data from the teachers that are linked to the activities in teaching-learning to speak. In this research, the researcher needs documentation to get answer the research problem from the teacher, such as syllabus, lesson plan, and materials in teaching speaking.

After taking the data, the researcher would analyzed it. It can be defined as the process of analyzing the data required from the data of the research. The analysis of the data in this research used a qualitative method to describe the technique in teaching speaking at Madrasah Aliyah Negeri 2 Model Banjarmasin.

After get the data were from observation, interview, and documentation the researcher explains the techniques used in the classroom to the pupil from the teacher and outcome the data of the research will perform. Finally, the researcher complete the data.

First, the researcher gathers the data from observation (field notes). Then, the data select, identifies to referring the research problem by the researcher. After that, the researcher put on view data into sentences. And then, the researcher concludes the data.

Second, the researcher gathers the data from the record and notes taken. Then, the researcher listens to the record and write down impressions from the record. And then, categorize the data after categorizing the data, the researcher put on view data into sentences. After that, the researcher concludes it. Finally, the researcher collected the data from the teachers; such as syllabus and lesson plan. After that, the researcher categorizes data. And the researcher presents a detailed description.

## **FINDINGS AND DISCUSSION**

For collected the data in this study, the researcher used observations, interviews, and documents. Field note were stated the details of classroom by observation and interview results of the study. The findings are presented to give clarity to describe the teaching-learning process used some techniques. Both teachers in Madrasah Aliyah Negeri 2 Model Banjarmasin used some techniques in the classroom.

### **Findings on the Observation**

The observation was done four times on two teachers that were from September 12, 2019. The finding of the study gathered through observation using field notes. From the observations, the researcher saw the teacher used the techniques.

The researcher observed the XI IPS II on Thursday, September 12, 2019, at 07.30 until 09.00 and XI MIPA VI on Thursday, September 19, 2019, at 09.00 until 10.30 that was taught by Mr. Iriansyah. And the researcher did the observation in the XI MIPA II on Thursday, September 19, 2019, at 13.35 until 15.05 and XI IPS I on September 24, 2019 at 13.35 until 15.05 that was taught by Ms. Rabiatus Sadi'ah.

The observation saw the teacher used some techniques in teaching speaking at class XI MIPA II and XI IPS II. The teachers used this technique on the first to the second meeting from the observation. The techniques are questioned and answer and role-play. The media were a whiteboard, board maker LCD, and paper to support the techniques used.

One of the techniques is Question and Answer used by teacher one in teaching speaking. For every meeting that was held, the teacher used questions related to the material in a while activity. This technique was conducted at XI IPS II XI MIPA VI based on the first to the second observation that the researcher did in the classroom. The teacher was going the topic was about "Suggestion and My Opinion."

First, the teacher explained the materials and gave an example of the topic (Suggestion and My Opinion) used simple English; occasionally, the teacher spoke English, but teacher also spoke Indonesian. It was to train the students easy to understand the content of materials. Next steps, the teacher asked some questions related to the topic, and students answered those questions by themselves.

For the next activity, the teacher gave students a short dialog with the situation. And then, the asked the students to practice the dialog based on the situation by the teacher. The teacher asked the students to try adding specific information related to the dialog. The teacher used to correct the students' mistakes to ask

the other students to help their friend because the teacher does not give correction instantly to them to produce the students active in speaking.

This activity is one of the effective techniques in improving the students' ability to speak. Because they do not have a lot of time to think, they must quickly send their opinions; it helps the students' speaking ability. The teacher used Role-play as the technique in teaching speaking at Madrasah Aliyah Negeri 2 MODEL Banjarmasin. This technique was conducted at XI IPS II XI MIPA VI based on the first to the second observation that the researcher did in the classroom.

First, the teacher show the information to the students what they think or feel about the topic suggestion and opinion. Then the teacher wrote on the whiteboard about the topic and the meaning. The teacher gave an example of how to make a good suggestion and opinion.

For the next activity was the teacher show the student a situation of dialog from their book to discuss in a pair. He also limits the discussion time is fifteen minutes. Then, the teacher asked the students to make a short dialog based on the situation related to the topic in pairs. After the students make short dialog, the teacher also asked students to practice. The students interact in pairs taking part in different characters.

Next, the teacher asked the students did not the vocabulary on the text and asked to read the dialogue again. Then the teacher offered an evaluation of the fluency to read the dialogue. Next, the teacher entreated the students to. Then, students retell the result of the discussion. Actually, the teacher offered a question to the students related to the topic. The questions are:

1. How to express your feeling to someone in this situation?
2. How if someone asked you about your suggestion or opinion?

The teacher entreat the students about the material they learned, whether they understood in the last process of this technique. The teacher motivated the students to learn more about how to give good suggestions and opinions, fluency, and accuracy to read the dialogue. The teacher treated the students to increase their vocabulary.

To make students feel fun to learn English speaking in the classroom role play was an activity to take by the teacher. They were enthusiastic in involving in the teaching and learning process. The students' participant was good. Also, they have got enough chance to speak English. The students can work cooperatively. That was very interesting. The teacher and also the students often laughed because of that. The techniques used by teacher two in first to second observation at XI MIPA VI and XI IPS I. The teacher always uses the same techniques. Because of using the same techniques, the researcher only describes the first observation. Drill-repetition the common technique usually used by the teacher. This technique took by Ms. Rabiatus Sadi'ah. At class XI MIPA II and XI IPS I the teacher was going to teach about "Good Advice and My Opinion." First, the teacher gave an example of the expression of the topic (Good Advice and My Opinion) and asked the students to let see the material on the LCD. Next, the teacher read the expression of suggestion/advice and opinion. The next step was that the teacher instructed drill repetition activity. The students listened to the teacher while reading the expression of suggestion and opinion. Actually the students trained to imitate her to read the expression based on the material.

In the next activity, the teacher gave the example dialog about "Good Advice and My Opinion" to the students. The students listened while the teacher read the dialog at a normal speed several times. In the next step, Students repetition of each line of the dialog. When the teacher detected an error, the offending

student is corrected and is asked to repeat. This drill repetition was an activity that could make the students enthusiastic at the speaking class. The pupils' participant was good. Also, they have got enough chance to speak in English and the drill repetition technique can be an alternative for the students fluent in speak English.

Besides, teacher Two also used the question-answer technique. This activity was conducted at XI MIPA II and XI IPS I. The teacher was going to teach about Good Advice and My Opinion. The activity was begun when the teacher opened the class by greeting the students. In this situation, the teacher tried to stimulate the students. It is about how people asking and giving suggestions and opinions to the other through the short conversation in daily life. It also the way of the teacher to brain the students before going to the while-activity.

Next, the teacher explained the material and example of Good Advice and Opinion. Then, the teacher chooses the students randomly to ask question-based on the teacher explained. And students answered the question. After the step has been done, students make simple dialog in pairs based on the situation in the picture on their book. Actually, the the students practice by their pair work. Then the teacher took some questions for the other students to find specific information about the dialog. The teacher used to correct the students' mistakes to ask the other students to help their friend because the teacher does not give correction instantly to them to make the students active in speaking.

This question-answer was an activity that could make the students speak in involvement in the teaching and learning process. Because students do not have a lot of time to think, they must answer the question directly. It helps the students' speaking ability because it is related to one of the speaking characteristics that is spontaneous.

And role-play was the last technique used by teacher two at class XI MIPA II and XI IPS I. This activity was conducted on first to the second observation. The teacher was going to teach about Good Advice and My Opinion. First, the teacher gave listening short conversation to give the background of knowledge about suggestions and opinions. Then, the teacher explained the material and example of Good Advice and Opinion on the LCD.

The next step was that the teacher instructed the role play. The students make a short conversation in pairs related to the situation in the picture in their book. Actually the students were going to perform in the form of the role-play for each character. Before the performance, the students were given time to have a small discussion in pairs. They chose the role to arrange the characters that each of them had found. When the students performed, they used some language functions like asking advice, asking opinions, giving advice, and giving an opinion.

When the teacher used this role play activity that could make the students feel fun to learn speaking English at the class. They were enthusiastic to speak. The pupils' participant was good. Also, they have got enough chance to speak in English.

### **Findings on the Interview**

The Interview technique is conducted. It is done by using the based on the data observation arranged for interview guide. The techniques know by interview English teachers in September 2019, the techniques and the reason in teaching speaking English used know by the teacher.

From the interview which had done by the researcher from Mr. Iriansyah. For suitable technique in teaching speaking usually question-answer and role-play used in the speaking class by Mr. Iriansyah said to the researcher. There are some questions gave in the interview in September 2019.

The first question is about the curriculum used by this school. The teacher stated that MAN 2 MODEL BANJARMASIN used K13 as a curriculum. Every process in speaking class the teachers implemented this curriculum. Second question is how about the material take in teaching speaking. English textbooks and LKS are usually took in teaching speaking, for the additional material support took from the internet by the teacher said. The next answer from researcher question, how about student's problems in speaking English by the teacher's explained. Vocabulary was the related problem and also cannot speak fluently faced by student in speaking class. To solve the problem, the teacher used some techniques. Question-answer and role-play are the techniques teacher's took to help students to be more active in speaking English said by the teacher.

From the interview in September 2019, which had done with teacher Two Ms. Rabiatus Sa'diah it found about the teacher techniques in speaking class. For suitable techniques teacher usually took Drill-repetition, question-answer, and role-play. K13 implemented at MAN 2 MODEL BANJARMASIN as the curriculum, that said by the teacher. And also teachers usually used English textbooks and LKS to teach English, to support the teaching materials the teachers took the teaching material from the internet as additional material. In the speaking class, the teacher explained the student's problems in speaking English. Difficulty to memorizing, less and cannot speak fluently of vocabulary are the same problem of the students.

Moreover, teacher two used some techniques to solve the problems. The techniques that mostly took by teacher are drill-repetition, question-answer, and role-play. Therefore, to help students get the objective of speaking in the learning process.

From all of the reason above, researcher concluded that the teacher took some techniques in speaking skills. For the easy in receiving the materials. Finally, took some techniques by the teacher make students will fun and enjoy in speaking class.

### **Findings on the Documentation**

Documentation took by the researcher as support data taken from the observation and interview. A technique to collect the data from the paper to determine the data related to teaching English, from the syllabus and lesson plan. Reference to designing lesson plans and the stages that applied at the meeting. Teacher Instruct and conduct the teaching-learning process in the classroom by syllabus and lesson plan.

### **Discussion**

Discussion as the section of the researcher tries to discuss about the research finding concerning theories related to the observation and interview in teaching speaking. Observation is a very important thing to do in conducting this research. In observation class, the researcher sees the factual situation that happens in the classroom. After finishing the observation part the teacher will be interviewed by the researcher to discuss further about the observation result. This result will be describe about the teacher techniques that teacher used in teaching speaking.

Both teachers in MAN 2 Model Banjarmasin used only three techniques in the classroom. Those are question-answer, role-play, and drill-repetition. Those techniques are implemented in the classroom to help students in speaking and effective on the limited time and situation in the classroom at MAN 2. The



model of technique on research findings is relevant to the Rizki (20018: 52) technique is classroom practices done by the teacher when presenting a language program.

From first to the second meeting, teachers applied question-answer techniques in speaking class. We can found it outside the classroom and in the classroom activity. In the classroom activity, questions become central for helping teachers interact with students. That is known that research on the question-answer technique known as the application of question-answer gives good results in the learning process. The activity of question-answer in the class is a stimulus for the students to the students speaks up in English. Because question-answer is usually oral without a lot of time to think, students must answer the question directly. It helps the students' ability to speak because it is related to one of the speaking characteristics, which is spontaneous.

The procedure of the question-answer technique from the first to the second meeting in this research; before question-answer activity applied in the classroom, the teacher explained and gave an example of the topic. Therefore, the teacher guide, facilitator, and also learning is to make students easy to learn. When the teachers asked the question, they often used simple English. And sometimes, they used Indonesian. The condition agrees with (Nunan in Kayi 2006:1) one important activity in teaching and learning speaking is to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.

This activity offers students an opportunity to speak and express their ideas as they know from the teacher's. It is related to (Rahmah and Adnan 2017:2) the questions are given by the teacher will lead the students to activate their speaking ability. From the previous explanation, when the teacher asks the students by using questions strategy, they will be interested in speaking to answer the teacher asked.

Furthermore, on the observation and interview of the research, role-play as the technique in teaching speaking took by teacher. The application role-play technique results in a way known that role play is a useful activity that can help students feel fun and enthusiastic to speak. Student of MAN 2 MODEL made performance in the class, the teacher explained and instructed the students. The students at MAN 2 MODEL BANJARMASIN are assigned roles and put into the situation that they may encounter in a real-life situation by role play technique.

For activities of role play in the class, the teacher had set the situation about suggestions and opinions. It means in the role-play; the students are asked to take on a particular role in a particular situation. And this acting is done for the sake of the imaginative language activity, not for exhibition. For the next stage, the teacher made the students to discuss in pairs the dialog based on the situation by the teacher for next stage students practice it in front of the class. From that activity students to be able share an idea or find the solution in their discussion groups. It able to build up of students' self-confidence.

This role play was an activity that could make the students got enough chance to speak in the target language. Because role-play is the technique that mostly used in teaching speaking. Techniques as to promote the speaking by teacher class.

And the last technique found in this research; drill repetition technique. This activity makes its students familiar with their tongue, and they can pronounce the language acceptably. Drill-repetition is forcing the students to use the target language.

In this technique at MAN 2 MODEL BANJARMASIN, students focused on pronunciation. There are also lots of repetitions to make students' fluency. The teacher then gave an example of the conversation about

the topic (suggestion and opinion). Students are asked to repeat the teacher's model as accurately and quickly as possible.

In the last step, the teacher corrects the student's mistake that was repeated. It is in agreement with (Brown 2001:331) about the principle of teaching speaking. In several principles for designing speaking, the technique should have provided appropriate feedback and correction. The students significantly need feedback and correction in developing and improving their linguistic competence. Correction can motivate the students to do better and makes them understand what is wrong.

According to the teacher, by doing this activity, the students would be familiar with new vocabularies when they got in the drill-repetition activity. Besides that, they can pronounce well in the target language. It is related to (Maulyana 2016:71) Drill-repetition technique can improve the students' speaking achievement in all aspects of speaking, especially the pronunciation aspect. In other words, the drilling technique is good for teaching speaking.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

From the findings of the research, researcher concluded of techniques in teaching speaking skills of the eleventh-grade students at MAN 2 MODEL Banjarmasin only three techniques. Those are question-answer, role-play and drill repetition. Those techniques are implemented in the classroom to help students in speaking and effective on the limited time and situation in the classroom.

### **Suggestions**

The researcher be able to deliver suggestions for all people related to English teaching by the result of the research and conclusion above. It is suggested that the teacher try other techniques in teaching speaking. For example, game like guess the picture to make students more active and interest in speaking for the other research on the same field.

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