

**A STUDY ON THE TECHNIQUES FOR TEACHING  
SPEAKING TO THE SECOND YEAR STUDENTS *OF SMP N 1*  
*TRANGKIL***



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**SCHOOL OF TEACHER TRAINING AND EDUCATION  
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# **A STUDY ON THE TECHNIQUES FOR TEACHING SPEAKING TO THE SECOND YEAR STUDENTS OF SMP N 1 TRANGKIL**

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## **ABSTRACT**

The objectives of this study are to describe (1) techniques implemented by the teacher in teaching speaking, (2) problems faced by the students in teaching speaking and (3) Methods/techniques to overcome the problem faced by the students. To obtain the reserch data the writer conducted the observation in SMP N 1 Trangkil. The writer took the students in class VIII E as the sample. The writer also interviewed to the students and the teacher.

The writer found that the techniques used by the teacher in teaching speaking are question-answer, role-play, and game techniques. The problems faced by the student are (1) the difficulty of pronunciation, (2) nervousness and shyness. Methods to overcome the problem faced by the students are: (1)asking the students to repeat after the teacher pronounced some words so they can know the correct of pronunciation, (2)asking the students to read a dialogue so the teacher can correct the pronunciation, (3)using a role-play technique in teaching speaking so the students can explore their capability, (4)making the students to get used to speak with her/his friends in front of the class so they were not afraid to speak, (5) to overcome shy and nervous students, the teacher used a game in teaching speaking.

**Key words** : *techniques, teaching, speaking.*

## **A. Introduction**

Speaking in foreign language, however is a challenging task for language learners since speaking, according to Murcia (2002:103) in Fauziati (2010:17) is “an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners”. She further mentions a number of features that interact to make speaking a challenging task for foreign language learners. Firstly, fluent speech contains reduced forms, such as contractions, vowel reduction, and elision,

so that learners who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms. Secondly, slang and idioms are often used in speech; without facility in using these ubiquitous features of spoken language, learners are apt to sound bookish. Thirdly, learners also must acquire the stress, rhythm, and intonation of English which are a complicated task for many. Finally, the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker.

For these, language teachers should find out an appropriate technique of teaching to stimulate the students to be active. Based on the preliminary observation in the one class of the second year students of SMP N 1 TRANGKIL, the writer found that the teacher tried hard to use techniques to teach speaking skill in which almost the students were interested to speak. However the writer still found some students who were passive in their class and they rarely practiced speaking. There are some students who were bored or they are not active to speak and they were are also afraid to speak English in front of the class because worry if other friends laughed at her. From those reason, the teacher needs some techniques for teaching speaking which can make the students more interested and motivated to learn English as well as they are not afraid to speak in front of the class.

Based on those, the researcher is interested to conduct problems further research entitled : **A STUDY ON THE TECHNIQUES FOR TEACHING SPEAKING TO THE SECOND YEAR STUDENTS OF SMP N 1 TRANGKIL.**

## **B. Underlying Theory**

### **1. Technique**

Technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well” (Anthony in Fauziati, 2009: 17). Thus, technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In

other words, technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning.

## **2. Teaching Speaking**

Speaking in foreign language, however is a challenging task for language learners since speaking. According to Murcia (in Fauziati, 2010 : 17), speaking is “an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners”. Fauziati (2008:15) states that “teaching of speaking skill should be figured as central in foreign language pedagogy”. The goal of teaching speaking is to communicative efficiency.

Speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. So, teachers have a responsibility to prepare students to be able to speak in the real world. Speaking is a skill, just like swimming, driving a car, or playing ping-pong. Too often, in the traditional classroom, the learning of English has been relegated to linguistic knowledge only, e.g. knowledge of vocabulary and grammar rules, with little or no attention paid to practicing language skills.

## **3. Technique for Teaching Speaking**

There are many techniques for teaching speaking. The following are some of the techniques for teaching speaking which can be implemented by the teacher:

### **a. Role-Playing**

One of the methods suggested for developing speaking skill is role-playing, that is, creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part re-labeling objects and people in the room to prepare for an imaginative role playing (Newmar in Fauziati, 2010:19).

### **b. Game**

A game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a

relaxed atmosphere, participate in activities that require them to use what they have been drilled on.

**c. Problem-Solving**

Materials which focus on problem solving offer further opportunities for the students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them.

**d. Discussion**

Discussion may be composed of three to five students. If such a group work is used regularly and introduced with a careful explanation of its propose, the class will soon accept it as a natural activity.

**e. Song**

Using song in EFL classroom, especially speaking one can be both enjoyable and educational. Song usually provides a peaceful and happy mood for the listeners. Songs can also be used as a useful aid in the learning of vocabulary, pronunciation, structures, and sentence patterns.

**C. Research Method**

**1. Type of the Study**

The type of the study is descriptive research. Descriptive method is used to present a broad spectrum of research activities having a common purpose of describing situation events or phenomena (Mason and Bramble, 1997: 37). Ary (1985: 415) argues that a descriptive research is directed toward determining the nature of situation, as it exists at the time of the study.

**2. Object and Subject of the Study**

The object of the study in this research is the techniques of teaching Speaking at the second year of SMP N 1 Trangkil. The participants of this research include the English teacher and the students of the second year at SMP N 1 Trangkil Academic Year 2012/2013.

**3. Data and Data Sources**

The data of this research are the observation and interview results. The data sources of this research are event and the informants (the students in class VIII E and the English teacher).

#### **4. Method of Collecting Data**

- a) Observation
- b) Interview.

#### **5. Technique for Analyzing Data**

##### **a) Analizing the data of the techniques of teaching speaking**

This data is about techniques of teaching speaking. The writer take the data through interview with the teacher and observation in the class room. The data described and concluded according to Fauziati theory.

##### **b) Analizing the data of problem faced by the students**

This data is about problem faced by the students. The writer take the data through interview with the teacher and the students. The data described and conclude according to Fauziati theory.

##### **c) Analizing the data of problem solving done by the teacher**

This data is about problem solving done by the teacher to overcomes the problem faced by the students. The writer take the data. The data described and conclude according to Fauziati theory.

#### **D. Finding and Discussion**

##### **1. Research Finding.**

##### **a) The Techniques of Teaching Speaking**

The writer found some kinds techniques implemented by the teacher in teaching speaking are question-answer, role-play, and game techniques.

##### **b) The Problem faced by the student in learning speaking.**

The problem faced by the second year students in learning speaking of SMP N 1 Trangkil are the difficulties of pronunciation and nervous and shyness.

##### **c) Methods/ techniques to overcomes the problem faced by the students are:**

1. The teacher asked the students to repeat after the teacher can correct words so they can know the correct of pronunciation.

2. The teacher asked the students to read a dialogue so the teacher can correct the pronunciation.
3. The teacher used a role play technique in teaching speaking so the students can explore their capability.
4. The teacher asked the students to get used to speak with her/ his friend in front of the class so that they were not afraid to speak.
5. To overcome shy the students nervousness by the students, the teacher used a game in teaching speaking so that they felt enjoyable to learn speaking.

## **2. Discussion**

According to Fauziati (2010) there are many techniques for teaching speaking. The following are some of general techniques for teaching speaking which can be implemented by the teacher: role-play, game, problem-solving, discussion, and song. But the writer found that the teacher in SMP N 1 Trangkil used some other techniques to teach speaking to the second year students. For example: question-answer, role-play, guessing topics and game techniques.

In question-answer technique, the students worked together in group to give opinion. In the writer's opinion, this technique can improve the vocabulary mastery because the teacher always gave explanation using Indonesian language so that they were able to know the meaning of the topic.

The teacher also used a role-play technique to teach speaking. It could make the students improve their pronunciation.. However, this technique has weakness too, that is the students are often not innovative because they only read the dialogue from a book not from their own dialogue.

The teacher also used guessing technique to teach speaking. It gave opportunities to the students to guess the expression in dialogue. The teacher always chose one of all students to answer questions about the dialogue that she read.

The teacher used game to teach speaking. This game can help the students to create dynamic and motivating class because the students asked by the teacher to make a clue and the other friend is guessing the answer. It made the



students to be active and made them enjoyable, so that they would not be afraid to speak in front of the class.

## **E. Conclusion and Suggestion**

### **1. Conclusion**

1) In teaching speaking English the teacher used many techniques, the techniques that used are question-answer, role play, guessing topics and game techniques.

a. Question-answer technique can improve the vocabulary mastery of the students because the teacher always gave explanation using Indonesian language so they could know the meaning of the topic. It is possibly suitable to be applied to Elementary School students because this technique was too easy.

b. Role-play technique can make the students improve their pronunciation. They were also accustomed to speak in front of their class. Through role-play technique, the students can explore their capability to dramatic the dialogue. However technique had weakness too that is the students were not innovative because the students only read the dialogue from a book. It can make the students felt enjoyable. It also can develop their pronunciation. This technique is suitable to be applied to Yuniior School and Senior High School Students.

c. Game technique is used to teaching speaking. This technique can help the students motivating class because the students make a clue and the other friend is guessing the answer. It need a lot of time to use this technique. It make they enjoyable, so they don't shy or afraid to speak in front of the class. This technique suitable to Elementary School, Yuniior School, and Senior High School.

2) The problem faced by the second year students in learning speaking of SMP N 1 Trangkil are the difficulties of pronunciation and nervous or shy. For example of the difficulties of pronunciation by the students were they got difficulty to pronounce run, turkey, cassowary and caterpillar. Then the

difficulties of nervous or shy were they nervous when they speak and they nervous or afraid to be laughed at by their friends when they speak.

**3) Methods/ techniques to overcomes the problem faced by the students are:**

- a. The teacher asked the students to repeat after the teacher pronounced some words so they can know the correct of pronunciation.
- b. The teacher asked the students to read a dialogue so the teacher can correct the pronunciation.
- c. The teacher used a role-play technique in teaching speaking so the students can explore their capability.
- d. The teacher asked the students to get used to speak with her/ his friend in front of the class so that they were not afraid to speak.
- e. To overcome shy the students nervoussess by the students, the teacher used a game in teaching speaking so that they felt enjoyable to learn speaking.

**4) Suggestion**

**a. To the teacher**

- 1. The teacher should increase the techniques for teaching speaking for example using song, so the students can improve their pronunciation.
- 2. The teacher should to be patient to give explanation the students so they can understand about the material that given by the teacher.
- 3. The teacher should be friendly to the students so the students can enjoy and they wasn't afraid to speak English.
- 4. The teacher must give minimal one page dialogue so the students can more dramatic the dialogue.
- 5. The teacher must ask the students to bring properties in learning speaking so they can explore their capability allow the topic.

**b. To the students**

- 1. The students must be active in the class so they accustomed to speak in front of the class.
- 2. The students must try to speak in front of the class so they wasn't shy to speak up.

3. The students also must listen the teacher so they can know the current of pronunciation.
4. The students must bring properties in teaching speaking so that they can explore their capability to practice the dialogue.

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