TECHNIQUE FOR TEACHING SPEAKING

AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF

SURAKARTA IN 2011/2012 ACADEMIC YEAR : A MICRO ETNOGRAPHY

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TRIMO PURWONO
A320080138

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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Yang bertanda tangan dibawah ini pembimbing skripsi/tugas akhir:

Nama   : Drs. Djoko Srijono, M.Hum (Pembimbing I)

NIP/NIK   : 195906011985031003

Nama   : Dr. Anam Sutopo, S.Pd. M.Hum. (Pembimbing II)

NIP/NIK   : 849

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Nama   : Trimo Purwono

NIM   : A 3200 080 138

Program Studi : FKIP Bahasa Inggris

Judul Skripsi   : **TECHNIQUE FOR TEACHING SPEAKING AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2011/2012 ACADEMIC YEAR : A MICRO ETNOGRAPHY**

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Pembimbing I   Pembimbing II

Drs. Djoko Srijono, M.Hum.   Dr. Anam Sutopo, S.Pd. M.Hum.

NIP: 195906011985031003   NIP:849

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AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2011/2012 ACADEMIC YEAR : A MICRO ETNOGRAPHY

by

English Department, A 320 080 138
Email, Trimo.Purwono@yahoo.com

ABSTRACT

This research aims at describing the teaching learning process on speaking skill at second semester English Department of Muhammadiyah University of Surakarta in 2011/2012 Academic Year. It is conducted to describe the objective of study, teacher technique, the problem faced, and problem solving of English Department of Muhammadiyah University of Surakarta. In this research the data are derived from event, informant, and document. There are three techniques in collecting the data namely: observation, interview, and content analysis. The data achieved from information related to the teaching learning process on speaking 2, in the form of field note, script interview and document related to teaching learning process on speaking skill at English Department of Muhammadiyah University of Surakarta. The results of the study show that 1) There are four techniques used by the teacher in teaching speaking. They are discussion, games, simulation and problem solving techniques. 2) The problems faced by the teacher in teaching learning speaking 2 are management of the class, the capability of the students, and limited time, while problems faced by the students in learning speaking 2 are limited vocabulary, the difficulty of pronunciation, and nervousness. 3) The problems solving used by the teacher to overcome the problem faced by students in learning speaking are the lecturer solve this problem with making a list of vocabulary on their note book.

Key words: speaking, teaching-learning process, tecniques, and problem solving.

A. Introduction

English is most of important language that used by a lot of people and became the international language in the world. Everybody may speak english everytime and everywhere. Because, it is international language and very important, all of people must be mastered in english language well. It means that people need such kind of teaching speaking activities to be able to speak up well. In teaching speaking, the teacher al-so need some kind of technique to teach the students in the classroom.

Technique for teaching English is the ways of presenting the language to the students. Teaching technique is needed to achieve the teaching-learning purposes, because teaching will be successful if the teacher implements the appropriate technique in the class.

Technique became the third level of trio terms approach after Approach and Method. Technique is the implementation which actually takes place in a classroom. It 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 (1963:96) 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 activities that integrates into lesson and is used on as the basis for teaching and learning.

Teaching speaking is a simple process commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple (Nunan, 2003:48).

Brown (1994:7) defines teaching as " showing or helping learners to do something providing them with knowledge, and causing them to know or understand ". That implies that teaching is an activity to help and guide someone to get learning process. Teaching is an activity to help and guide to get change or developed skill, attitude, idea, appreciation, and knowledge.

The problem statement in this reasearch are as follows, what are teacher`s techniques used in teaching speaking to the students at English

Department of Muhammadiyah University of Surakarta? , what are the problems faced by the teacher and students in teaching speaking at English Department of Muhammadiyah University of Surakarta? and what are the problems solving used by the teacher to overcome the problem faced by the students in learning speaking at English Department of Muhammadiyah University of Surakarta?

The objectives of the study in this research are as follows. describe the teacher`s techniques in teaching speaking at English Department of Muhammadiyah University of Surakarta, classify the problems faced by the teachers and describe the ways of problem solving used by the teacher to overcome the problem faced by the students in learning.

The writer hopes that the result of research is useful for teachers or readers, in order that they can use it in the teaching-learning process, to make the students more interested in studying English especially to speak English.

B. Research Method

The writer uses the descriptive especially the Micro Ethnography research. The word Ethnography literary means "writing about people" in a broad sense. Ethnography encompasses any study of a group of people for purpose of describing their socio-cultural activities and pattern (Burn,2000:393). Thus, ethnography is "the study of people behavior in naturally occuring on going settings, with a focus the cultural interpretation of behavior " (Brown and Gaza, (1995:8) in Fauziati, (2002:179).

In this research, the writer uses three kinds of methods in collecting the data, namely conducting observation (The researcher observe directly the classroom to collect the data by closely watching, and noticing, classroom events happening, or interaction during the teaching learning process), interviewing the teacher and students to get informations), and content analysis (The researcher is gathering written information materials or documents as the evidence of the research, such as the lesson plan and syllabus). To analyze data the writer uses the

following procedures: analyzing the process of English teaching-learning, analyzing the problem faced by the teacher in the process of English teaching-learning, analyzing how the teacher solves the problem faced in the English teaching-learning process, then drawing conclusion and suggestion.

C. Research Finding and Discussion

In this section the writer show and discuss the research finding during the observation and interview with the teacher of English.

Based on the observation 21st May, 27th , and 4th June,11th and 18th 2012, the writer found three sections done by the lecturer in the speaking, namely (1) the teacher`s techniques in teaching speaking at English Department of Muhammadiyah University of Surakarta. (2) the problems faced by the teachers and students in teaching speaking at English Department of Muhammadiyah University of Surakarta. (3) the ways of problem solving used by the teacher to overcome the problem faced by the students in learning English at English Department of Muhammadiyah University of Surakarta.

1. The Techniques for Teaching Speaking at English Department of Muhammadiyah University of Surakarta, in 2011/2012 Academic Year.

Based on the observation on 21st, 27th May, and 4th, 11th 18th June 2012, the writer knows that the process of teaching-learning english especially in the second semester of English department of Muhammadiyah University of Surakarta and the writer finds four techniques used by the teacher in teaching speaking. They are discussion, games, simulation and problem solving techniques.

a) Discussion

Discussion technique is used by the teacher in the first 21st and second 27th May observations. The goal of discussion is to improve the students ability especially English language in the class. The discussion technique is used by the teacher to explain the material. The discussion technique is used by the teacher to explain the material about going to the bank and post office.

Based on the second observation 27th May, the writers concludes that the technique used by the teacher is to improve the student`s speaking ability or speaking skill. But, the technique has the weakness that is the teacher more dominant in the discussion; most of the

students depend on their teacher. The technique can not run well, because the teacher is more dominant then the students. The strength of this technique is the students can improve their speaking skill.

b) Game

Game technique was used by the teacher in the third observation on 4th June. Games was used by the teacher to teach the students in the class with the purpose in order to make the students happy and not bored. Games here is not like hide and seek, or another. But games here used by the teacher is playing with the word. Before teacher started the games, she gave an explanation about the material firstly. She gave some vocabularies related to the material.

Based on the observation, the writer concludes that the technique is less effective to the students, because they can make the class noisy. But, this technique makes the students more active and it can increase the students' vocabulary.

c) Simulation

Simulation technique was used by the teacher in the fourth observation on 11th June. Simulation was used by the teacher to teach the students in the class with the purpose in order the students can practice the conversation. Simulation used by the teacher here was practicing the conversation. Before teacher started the simulation, she gave an explanation about the material firstly. She gave an example of short conversation related to the material. The material that practiced is the conversation going to the doctor.

Based on the observation, the writers concludes that the technique used by the teacher is to improve the student`s speaking ability or speaking skill. But, the technique has the weakness that is the teacher just give a few minutes to the students for understanding that material and then practice it in front of the class, because the students need a lot of time to understand about the material. The technique can not run well, because the class is noisy. The strength of this technique is the students can practice that conversation in front of the class and improve their speaking skill. Because, with the practice in front of the class, it can build self confidence of the students to speak.

d) Problem Solving

Problem solving was used by the teacher in the fifth observation on 18th June. The technique is to share some information that

is in the topic. Here, the teacher asked the students to do simulation according to the material. Beside the simulation was doing in a pair they should know the information that is presented in that simulation. They did not only doing simulation, but they should know the purpose of doing that simulation. So that, the teacher divided the class into small group consists of four students. They done the simulation based on the material in a group consists of four students. The teacher gave the material to the students, then gave a few minute to the students for understanding that material before they done simulation. Beside the teacher asked them to work in group, the students could ask the teacher related to the material. Here, the teacher helped to the students if they found the difficulties. The aim of this technique is to improve the students` speaking skill or ability and also to motivate the students to be active in the class.

After they finish understanding about the material, the students done the simulation in front of the class. Every group should simulate related to the material in order to make the students never feel shy if they do simulation in front of their friends. After all of group simulate their material, the teacher gave correction about that simulation.

Based on observation above, the writer concludes that the technique is good to improve the student speaking skill or speaking ability. But, the weakness of this technique is the students who are passive in the class only depend on their friends who active in the class. So, if the teacher wants to use this technique again, she must pay attention and she should around the class to see how the students understanding about the materials.

2. Problem Faced by the Teacher and Students in Teaching –Learning Speaking at English Department of Muhammadiyah University of Surakarta.

a. The Problem Faced by the Teacher in Teaching Speaking.

Based on the observation and interview, there are three problems in teaching learning process at second students of Muhammadiyah University of Surakarta the following are problems faced by the lecturer in teaching speaking process.

1) Class Management

The second semester of Muhammadiyah University of Surakarta consists of 30 students. It is big enough in speaking class. It makes the teacher got difficulties to manage the class. Every student has the different characteristic. Some students participated actively and the others didn`t. The lecturer has difficulty to control all students` activities. Based on the writer`s observation, when the lecturer explains the material, they were noisy. Some of them listen to the lecturer`s explanation, draw and talk with the others friends, etc. The lecturer cannot create the effective class. Because the students belong to young learners, they still difficult to be controlled. So, the teaching learning process just very little can run well.

2) The Capability of Students

Every student has different capability. There are smart students, clever students, diligent students and also low in accepting the material. Some of them feel easy in studying English, but also some of them slow in studying English. So, the lecturer should have an innovation in teaching English in order all of her students can understand about all of the material that given by the teacher.

3) Limited Time

Limited time here, when the lecturer asks the students to practice the dialogues that they made, not all the students can present or practice in front of the class. Sometimes, if the students have not finished their work yet, they must close their practice because time is over.

From the explanation above the writer concluds that the problems faced by the lecturer in teaching speaking are three, namely ; management class, the capability of students, and limited time.

b. Problem Faced by the Students in Learning Speaking

From the interview, the writer presents some problems faced by the students at the second semester of English Department of Muhammadiyah University of Surakarta.

1) Limited Vocabulary

The knowledge of the students about vocabulary is not too wide. Based on the writer observation, the students just have a little knowledge about vocabulary. Besides, they just have a little

knowledge about vocabulary, they also have difficulty about how to say a word in English. Sometimes, the words that used by the students do not match with the context.

2) The Pronunciation Difficulty.

Every student has capability to pronounce a word. Because, they have the different type of mouth, type of tongue, and tooth formation. They also confuse if they find two words or more that have some sound to be articulated. They felt difficult to pronounce some words. Not only they difficult to pronounce some word, but they also do not know if there are some unfamiliar words and it make them confused. So, the students should read loudly after the teacher ask them to read the word in order the teacher can check theirs pronounce by using dictionary.

3) Nervousness

Here, the students sometimes felt shy if they do not know about something in the material, they felt shy to ask their teacher. It means that the students felt nervous, not only when they have some difficulty about the material, but they also nervous when the lecturer asked them to do something in front of the class.

From the explanation above, besides the writer find three problem faced by the teacher in teaching speaking namely; management class, the capability of the students, and limited time. There also find three problem faced by the students, namely; limited vocabulary, the difficulty of pronunciation and nervousness.

c. The Problem Solving used by the Teacher to Overcome the Problem Faced by Students in Learning Speaking at English Departement of Muhammadiyah University of Surakrata.

Based on the interview and three problems faced by the students in learning speaking, there are three problems solving used by the teacher to overcome the problem faced by the teacher and the students.

1)   The students have limited vocabulary. To solve this problem, the teacher makes a list of vocabulary in white board or black board then she asks to the students write that vocabulary on their book note. After it, the students have to memorize those vocabularies carefully.

The teacher also suggests the students to bring the dictionary not only when they are in every class meeting, but also they have to bring the dictionary anywhere and anytime, in order when the students look something and they do not know what the word in English is, they can open their dictionary to find the meaning of those words. It also can increase the students' vocabulary.

2)   The students have difficulties in pronunciation. The teacher sometimes asks the students to read loudly the sentence or words in the materials. To give correct pronunciation, the students have to repeat the teacher said. So, in this case the teacher has a big responsibility to the students in giving correct pronunciation.

3)   The students nervous in speaking. Here, the teacher always gives advice and motivation for all the students the importance about the activity in the class and speaking itself. And that is became the best solution in order the students do not nervous in the next speaking class. So, they can be motivated by the teacher then build up their confidence in speak English.

From explanation above, the writer concludes that there are three problems faced by the students in learning speaking. The lecturer uses three problems solving to overcome the three problems faced by the students in learning speaking, they are a) solving the students in limited vocabulary, b) the lecturer making a list of vocabulary in white board or black then she asks to the students write that vocabulary on their not, and c) memorizing those vocabularies carefully. To solve the students in difficulties pronunciation, the lecturer sometimes asked the students to read loudly the sentence or words in the materials, then to give correct pronunciation the students have to repeat the teacher said. To solve the students nervous in speaking, the lecturer always give advice and motivation for all the students the importance about the activity

D. Conclusion

Finally, the writer presents the result of the data which have been collected from observation and interview in conclusion. After describing and analyzing the data, the writer draws conclusion; the process of teaching-learning in second semester of English department of Muhammadiyah University of Surakarta. The

technique used by the teacher in teaching speaking at English Department of Muhammadiyah University of Surakarta, in 2011/2012 academic year are a) discussion, b) game, c) simulation, and d) problem solving to teach her students, the Problems faced by the teacher teaching –learning speaking in English Department of Muhammadiyah University of Surakarta are a) management class, b) the capability of students, and c) limited time. But, problems faced by the students are a) limitied vocabulary, b) the difficulty of pronunciation, and c) nervousness, the problem solving used by the teacher to overcome the problems faced by students in learning speaking are a) the teacher making a list of vocabulary in white or blackboard then she asks the students write that vocabulary on their book note, b) the teacher asking the students to read loudly the sentence or words in the material, c) and giving advice and motivation for the students the important about the activity in the class.

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