

**TECHNIQUE FOR TEACHING SPEAKING AT THE SEVENTH GRADE OF
SMP NEGERI 1 SAMBI IN 2016/2017 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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TECHNIQUE FOR TEACHING SPEAKING AT THE SEVENTH GRADE OF
SMP NEGERI 1 SAMBI IN 2016/2017 ACADEMIC

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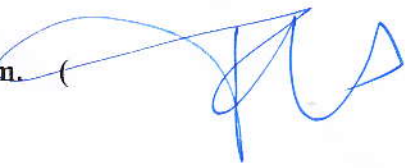
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ABSTRAK

TEKNIK PENGAJARAN BERBICARA PADA SISWA KELAS TUJUH SMP NEGERI 1 SAMBI PADA TAHUN PELAJARAN 2016/2017.

Penelitian ini bertujuan untuk mendeskripsikan teknik pengajaran berbicara pada siswa kelas tujuh SMP Negeri 1 Sambu pada tahun pelajaran 2016/2017. Tujuan dari penelitian ini yaitu mendeskripsikan teknik pada pengajaran berbicara pada siswa kelas tujuh SMP Negeri 1 Sambu pada tahun pelajaran 2016/2017 dan mendeskripsikan kelebihan dan kekurangan dari teknik pengajaran berbicara yang dihadapi oleh guru pada siswa kelas tujuh SMP Negeri 1 Sambu pada tahun pelajaran 2016/2017. Penelitian ini menggunakan penelitian deskriptif. Subjek dari penelitian ini fokus terhadap satu guru bahasa Inggris kelas tujuh SMP Negeri 1 Sambu. Dalam mengumpulkan data, peneliti menggunakan observasi, analisis dokumen, and wawancara. Data yang terkumpul dianalisis dengan mengumpulkan, mengurangi, dan menampilkan data, mengklasifikasi dan memverifikasi data, dan membuat kesimpulan. Berdasarkan hasil penelitian, ditemukan bahwa teknik pengajaran berbicara berhubungan dengan proses penjelasan, pengulangan, penggerakan, peniruan, diskusi, dan presentasi. Hal ini selalu dilakukan oleh guru pada semua aktivitas mengajar. Kemudian kelebihan dari teknik ini yaitu guru merasa nyaman pada aktivitas mengajar dan menilai siswa. Guru juga dapat menentukan siswa yang aktif dan paham dan juga yang tidak. Kemudian kekurangan dari teknik ini yaitu waktu yang dibutuhkan terlalu lama dalam membimbing banyaknya siswa. Guru merasa kesulitan dalam mengkondisikan siswa.

Kata Kunci: teknik pengajaran, pengajaran berbicara

ABSTRACT

This research aims to describe the technique for teaching speaking at the seventh grade of SMP Negeri 1 Sambu in 2016/2017 academic year. The objectives of the research are to describe the technique for teaching speaking at the seventh grade of SMP Negeri 1 Sambu in 2016/2017 academic year and to describe the advantages and disadvantages of technique for teaching speaking used by the teacher at the seventh grade of SMP Negeri 1 Sambu in 2016/2017 academic year. This research uses descriptive study. The subject of the research focuses on one English teacher of seventh grade of SMP Negeri 1 Sambu. In collecting the data, the researcher uses observation, document analysis, and interview. The collected data are analyzed by collecting, reducing, and displaying data, classifying and verifying the data, and drawing conclusion. Based on the research finding, it was found that the technique for teaching speaking related to the process of explanation, repetition, manipulation, reproduction, discussion, and presentation. It was always done by the teacher in every teaching activity. The advantages of techniques are that teacher feels comfortable in teaching activity and assessing students' score. Teacher can also find the students whether active and understand or not. Then the disadvantages of the techniques are that the lack of time for guiding a lot of students. The teacher feels difficult in managing the students.

Keywords: teaching technique, teaching speaking

1. INTRODUCTION

Speaking is an activity used by someone to communicate with others (Richards, 2008: 19). It takes place everywhere and has become part of daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information, suggestions, and comments to others through communication. Furthermore, Brown (2001: 113) states the objective of speaking is the students are able to participate and use English in short conversation, collect the information, ask and answer the questions fluently and acceptably in daily context.

Actually, there are some researchers who have conducted similar research with the present research. The previous research comes from Susilowati (2010), Nopiani (2014), Melodiana (2011), and Wahyuni (2015). There are similarities with the previous study and this study where all study focused on teaching learning speaking skill. While the difference is the teaching media that they were used where the research of Wardi analyzed the student's interaction on teaching learning speaking, Kadek used role play, Melodiana, used short-dialogue memorization technique, Lina analyzed the implementation of contextual teaching and learning (CTL) in teaching speaking, while this research analyze technique for teaching speaking to the seventh grade.

The objectives of this research are to describe the technique for teaching speaking process at the seventh grade of SMP Negeri 1 Sambu in 2016/2017 academic year and to describe the advantages and disadvantages of technique for teaching speaking faced by the teacher at the seventh grade of SMP Negeri 1 Sambu in 2016/2017 academic year.

The present researcher also gives several theories related to the study to give more understanding about the research. It is divided into Notion of Speaking, Technique for Teaching Speaking, and Theoretical Framework.

Speaking is a productive skill which is mentioned the kind of difficult skills if it is compared to the other skills .Because, in this case, the learners should produce utterances as clear as possible in conveying their ideas to the audience, they also should speak clearly, fluently and accurately to make good speech in communication by using English. Brown (2001: 267) states that speaking is an interactive process of constructing, meaning, involving, producing, receiving, and processing information.

Meanwhile, Thornbury (2005: 1) states speaking as a part of daily life that we take for granted. The average person produces tens of thousand words a day, although some people may produce more than that. Consequently, the speech act should play a control role in the process of speech production which speakers begin with the intention of affecting their listeners in particular way. Moreover, speaking also has some important functions for us such as; Richard (2008:22) states that there are three functions of speaking. The first is speaking for interaction with someone. Speaking as interaction refers to what we normally mean by “conversation” and describes interaction that serve a social function.

According to Harmer (1998: 88), there are three reasons why speaking is good for students especially in every of their comment, those are:

Rehearsal

Getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking ability except in the class.

Feedback

Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves.³ In this thesis, the researcher will explain about expression of asking for and giving opinion that it is one of the material English at the eighth grade.

Teaching speaking means providing authentic practice for students for real communication where there is balanced activities approach that combines language input, structured output, and communicative output (Richards, 2008: 5). From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in a conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques:

use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based on interaction, meaning, and fluency
provide intrinsically motivating techniques

- encourage the use of authentic language in meaningful contexts
- provide appropriate feedback and correction
- capitalize on the natural link between speaking and listening
- give students opportunities to initiate oral communication
- encourage the development of speaking strategies

Based on the balanced activities approach that combines language input structured output communicative output the technique for teaching speaking involved, language input, structured output, and communicative output (Richards, 2008: 7-9).

Language input – teacher talk, listening activities, reading passages, and the language heard and read outside of class.

Language input give learners the material they need to begin producing language themselves.

Content-oriented input and Form-oriented input,
Structured output focuses on correct form.

Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

Communicative output – to complete a task, such as obtaining information, developing a travel plan, or creating a video.

The learner gets the message across.

Information gap.

Teaching is an exciting job and needs professional skills to be a teacher to face so many problems in teaching learning processes. Today, so many references help teachers to get some solutions of problems in the teaching learning process.

Pollard (2008: 35) states students need to feel that there is real reason for speaking. This is often referred to as the communicative element. For example that the students are communicating something the others do not know or that the others would like to hear about. All aspects of teaching are important to introduce variety and to choose topics that will be attracting your students.

Fauziati (2010: 18) states that there are five teaching speaking techniques in classroom activities: role playing, games, problem-solving, songs, and discussion.

Role playing

Role playing is one of the getting students to speak. Students pretend they are in various social contexts and have a variety of social roles. In this technique, the teacher gives information to the learners such as who they are and what they think or feel.

Game can make and help to motivate classes. Because in this activities the students feel relax.

Problem-solving

Problem-solving is a process an ongoing activity in which we take what we know to discover what we do not know. It involves overcoming obstacles by generating hypothesis, testing those predictions, and arriving at satisfactory solutions. Problem-solving involves three basic functions: a) seeking information, b)generating new knowledge, c) making decisions.

Songs

Songs can make the students peaceful and happy in learning process, because they are enjoyable. It can also useful aid in learning vocabulary, pronunciation, structures, and sentences patterns.

Discussion

Discussion can be help a various reasons. The students may aim to arrive at a conclusion, share any ideas, find solutions in their discussion groups. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. The teacher can form groups of students, preferably 4 students in each group, and provide the material or topic. Then each group works on their topic for a given time period, and presents their opinions to the class. For efficient discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups.

In the process of teaching speaking there are some techniques needed to rehearse speaking ability, below (Ziegler *et al*, 2011: 4).

Repetition

It is the students' way to concentrate fully on the material by listening to the teacher. Therefore, the teacher will command to them to repeat what the material or utterance conveyed. They do this without looking at a printed text. The material or utterance must be brief enough to be trained.

Manipulation

In this way the students try to make the manipulation or alteration on sentence structure.

Reproduction

The students must pay attention to the material, and then they are given opportunities to carry out what was commanded by the teacher

2. RESEARCH METHOD

This research uses descriptive study (descriptive research). The research focuses on English teachers of SMP Negeri 1 Sambu in 2016/2017 academic year. In collecting the data the researcher uses some techniques which are observation which used for knowing the condition and situation of the teaching learning speaking, document analysis which means the written document such as book, note, or other documents, and interview that used to get any information from the teacher about the technique used in teaching speaking. Then the collected data are analyzed using qualitative research with finding conclusion.

3. RESEARCH FINDING AND DISCUSSION

3.1 Research Finding

In this part, the researcher also describes the finding of the research and discussion part. The research finding was the answer of the problems in the first chapter. The first problem is the technique for teaching speaking at the seventh grade of SMP Negeri 1 Sambu in 2016/2017 academic year, and the second problem is the advantages and disadvantages of technique for teaching speaking faced by the teacher at the seventh grade of SMP Negeri 1 Sambu in 2016/2017 academic year.

3.1.1 The Technique for Teaching Speaking at the Seventh Grade of SMP Negeri 1 Sambu in 2016/2017 Academic Year

Based on the above teaching learning speaking process, it was found that the technique for teaching speaking at the seventh grade of SMP Negeri 1 Sambu in 2016/2017 academic year related to the process of explanation, repetition, manipulation, reproduction, discussion, and presentation. Below is the implementation of technique for teaching speaking at the seventh grade of SMP Negeri 1 Sambu in 2016/2017 academic year.

Explanation

In explanation, the teacher explained the greeting material gently and he always repeated her explanation supposed the student get everything he has explained. The teacher explained the material step by step from the function of social text, text structure, and linguistic elements. In the explanation process, the student listened focusely while wrote every explanation given by the teacher. The material can be seen in the example dialogue below.

Cleo : Hi....Wati! How is life?

Wati : Hi....Cleo! it makes me nervous

Cleo : May I know, what's wrong?

Wati : Don't you remember that this day Mrs. Sulis will give as the first examination? Have you studied before?

Cleo : Oh my God! I forget, I have not studied, I think that there is no examination

In each meeting, the teacher also explained certain material to the students. Teacher explained announcement text in the second meeting of observation. He gave the sample of announcement then he practiced it in front of the class.

Repetition

The teacher gave them the sample of greeting in a small dialogue between two people and the students must repeat it. The repetition happened in main activity where the teacher uttered several words related to the greeting on text such as, 'hello friend' with gesture and mimic, 'nice to meet you', 'classmate', 'library', etc.

Manipulation

In manipulation, the activity appears in main activity where the teacher asked the student to make their own dialogue of greeting with their friend and answered the question from student's workbook page 27 task: 2. The teacher explained that they have to remember about grammar and structure.

Discussion

In discussion of first meeting, the teacher asked the students to make a group that consists of 2 students (seatmate). They answered the question from student's workbook page 27 task: 2 and made their own dialogue to be presented in front of the class. The topic and the place are free (school, library,

canteen, home, station, etc). Then in the discussion part of second meeting, the teacher divided students into a group and each group consisted of 2 students (seatmate). In this activity, the teacher asked the student to find out the social text function, text structure and linguistic elements from sample of the text with their seatmate. After the teacher practice it, he asked students to guess where the text is delivered or announced. Then the teacher asked the students to create announcement to be presented in the class.

Reproduction

In reproduction, the activity appears where the teacher asked the students to pay attention to the material while they write. The teacher asked them to pay attention while he repeated every word and sentence that is important for the student to learn. Then the teacher asked them to find out the social text function, text structure and linguistic elements within the text. The command was the student has to read the text first and found the social text function, text structure and linguistic elements. Then they have to make their own dialogue related to the greeting. Then they have to presented it.

Presentation

The presentation was done by the students after they finished with their assignment, then they presented it in front of the class. The teacher is choosing the group randomly. The teacher asked the students to perform tasks that have been assigned by the teacher. After they finished, they presented their assignment in front of the class

Based on the above observation, the researcher found that the teacher used the all techniques such explaining, repetition, manipulation and reproduction, discussion, and presentation. The teacher said that these were the most important techniques because the techniques can make the student get used to the English language. This will become their own experience in practicing English.

3.1.2 The Advantages and Disadvantages of Technique for Teaching Speaking Faced by the Teacher at the Seventh Grade of SMP Negeri 1 Sambu in 2016/2017 Academic Year

The technique for teaching speaking at the seventh grade of SMP N 1 Sambu in 2016/2017 academic year, the teacher applies explanation,

repetition, manipulation, reproduction, discussion, and presentation. But the technique has advantages and disadvantages.

Advantages of

The teacher feels comfortable for explaining material to students, because the material that teachers convey can deliver to all students.

This technique greatly assists the teachers in assessing students on the student who can speak English very well who is less. The researcher also found the evidence from the interview with the teacher feels it.

Kemudian saya juga sering menyuruh siswa untuk menirukan atau mengulang kata-kata saya saat mengajar materi speaking seperti saat saya mencontohkan dialog pada pertemuan kemarin. Bagi guru itu sangat membantu dalam menilai siswa, siapa siswa yang dapat berbahasa Inggris dengan baik siapa yang kurang baik. (S/10 September/13:25/2016)

The teacher can see which students have understood or not in making greeting, dialogue, especially vocabulary and grammar use.

The teacher can find out the students who are active or not and also know what the character of each student. The same thing can be seen from the teacher's statement,

...saya itu suka menyuruh anak-anak untuk membuat kelompok karena selain melatih murid untuk meningkatkan kerja sama dan melatih mereka untuk belajar kelompok juga dapat membuat mereka untuk saling bertukar pendapat. Bagi saya sendiri, diskusi kelompok membantu saya dalam menilai siswa siapa saja yang memahami dan tidak, dapat membantu saya untuk menilai karakter siswa, kan ada tuh siapa saja yang sering membuat gaduh dalam satu kelas, kemudian saat mereka berdiskusi saya dapat menyiapkan kegiatan yang akan saya sampaikan. (S/10 September/13:20/2016)

The teacher can train students to be more careful and know with the content. Because the students are guided by the teacher in determining the elements which are contained in greeting, such as grammar.

The teacher can see which students have understood or not in making greeting, dialogue, especially vocabulary and grammar use. Then teacher can assess students from pronunciation, delivery, and performance. The researcher also found the evidence from the interview with the teacher feels it.

Explanation also spent a lot of time because the teacher explains the material on the blackboard. Also in this activity the teacher will be tired

because most of the talking in front of the class, when the teacher spoke to the class there are several students who ignored, and it will take a lot of time because often speak.

Teacher lost his time because he is too busy with guiding students when there are some students who do not speak English fluently. It can be seen from the interview below.

...kalau ada murid yang belum fasih atau lancar maka saya wajib untuk mengulangnya sampai dirasa sudah benar. (S/10 September/13:27/2016)

Teacher lost his time because he was too busy in guiding students when there are some students who do not know with grammar they use.

Reproduction spent a lot of time because the teacher is preoccupied with too many students who did not understand the tenses used and should guide them to understand.

The teacher feels difficult to manage students, who do not focus and makes joke with the members of his group. The researcher also found the evidence from the interview with the teacher feels it.

Tapi diskusi juga dapat membuat siswa menjadi ramai karena mereka punya kesempatan untuk berbicara dengan teman satu kelompoknya, apalagi kalau kelompoknya mereka termasuk anak yang sering ramai. Akhirnya saya menjadi kesulitan dalam mengkondisikan kelas. (S/10 September/13:22/2016)

The teacher feel rushed to immediately asks students to present their assignment, because time is considered very limited.

Tapi hal tersebut membuat guru harus pintar dalam mengatur waktu agar tidak kurang. (S/10 September/13:34/2016)

3.2 Discussion

The technique for teaching speaking at the seventh grade of SMP Negeri 1 Sambu in 2016/2017 academic that was used by the English teacher consists of explanation, repetition, manipulation, reproduction, discussion, and presentation. In explanation, teacher explains material such as social functional text, text structure, and linguistic elements. Repetition is the technique where the teacher repeats every explanation that is necessary to memorize by the students. The students also need to learn to repeat every words, sentence, that the teacher asked them to repeat. Making the note is also important while the students repeat the teacher's command. The repetition in teaching speaking

appears in main activity where the teacher uttered several words related to the greeting on text such as, 'hello friend' with gesture and mimic, 'nice to meet you', 'classmate', 'library', etc. The purposes are the student will be able to pronounce and also memorize the sentence better. The habit in repetition can create the students' habit in English. With this, the student will get the experience about how to listen and speak.

The manipulation related to the student's capability in formulating and arranging the structure and grammar on speaking. The manipulation also appears in main activity where the teacher asked the student to make their own dialogue of greeting. This will involve the student's capability in arranging the words with its structure and grammar in sentence. Tenses and structure must be considered. The teacher said that students' grammar was not preferred in speaking, the most important thing was that, the student will be brave to speak. In discussion, the teacher asked the student to create small group that consists of two students (seatmate). He wanted the students to be active in the class. In reproduction, the teaching speaking activity appears where the teacher asked the students to pay attention on his explanation. The teacher asked them to pay attention while he repeated every word and sentence that is important for the student to learn. Continued by the practice activity where the teacher asked them to find out the social text function, text structure and linguistic elements within the text. The command was the student has to read the text first and find the social text function, text structure and linguistic elements. Then they have to make their own dialogue related to the greeting. In the presentation the teacher asked students to present their assignment in front of class.

The advantages and disadvantages of the technique for teaching speaking faced by the teacher include the six techniques that he used, there are explanation, repetition, manipulation, reproduction, discussion, and presentation. The first is the advantages, in explanation the teacher feels comfortable for explaining material to students, because the material that teachers convey can deliver to all student. In repetition, the teacher assesses the students who can speak English very well and who cannot. Then in manipulation, the teachers can see which students have understood or not in making greeting dialogue, especially vocabulary and grammar use. In reproduction, teacher can train students to be more careful and know with the

content. In this activity, students are guided by the teacher in determining the elements which contained in greeting, such as grammar. Next is discussion, teacher can find out the students are active or not and also know the character of each student. The last is presentation, teachers can see which students have understood or not in making greeting dialogue, especially vocabulary and grammar use. Then teacher can assess students from pronunciation, delivery, and performance.

The disadvantages of explanation are spent a lot of time because before the teacher explains he wrote the material used on board. Repetition can make teacher lost his time because too busy with guiding students when there are some students who do not speak English fluently. In manipulation, teacher lost his time because too busy with guiding students when there are some students who do not know grammar they use. Reproduction spent a lot of time because teacher is preoccupied with too many students do not understand the tenses used and should guide them to understand. Then discussion is difficult for teacher to manage students, who do not focus and makes joke with the members of his group. Presentation makes teacher feel rushed to immediately ask to the students to present their assignment, because the time is limit.

The difference between this research and Ira Wardi Susilowati (2010) is that Ira's research focused on teacher-students interaction in teaching Learning Speaking using Communicative Language Teaching, while this research focused on the teaching speaking to find out the technique used by the speaking teacher. The similarity between both researchers are analyzing teaching speaking. The difference with Kadek Ayu Nopiani (2014) with this research where Kadek's research analyzed teaching speaking through role play, so her research has been limited on the implementation of role play. This research focused on the teaching speaking to find out the technique used by the speaking teacher. The research of Melodiana (2011) is also different from this research where Melodiana's research uses Short-Dialogue Memorization Technique to improve speaking skill. While this research focused on the teaching speaking to find out the technique that used by the teacher. The research by Lina Endah Nur Wahyuni (2015) is also different from this research where Lina's research focused on Contextual Teaching and Learning (CTL) in Teaching Speaking. While this research focused on the teaching speaking to find out the technique

used by the teacher. The similarity between Lina's research is on teaching speaking.

So it can be concluded that the similarities with the previous study and this study where all study focused on teaching learning speaking skill. While the difference is the teaching technique that they were used where Wardi analyzed the student's interaction on teaching learning speaking, Kadek used role play, Melodiana used short-dialogue memorization technique, Lina analyzed the implementation of contextual teaching and learning (CTL) in teaching speaking, while this research analyzed technique for teaching speaking generally.

4. CONCLUSION

From the previous analysis, the researcher draws the following conclusions. The conclusion is based on the analysis of research finding.

The technique for teaching speaking at the seventh grade of SMP Negeri 1 Sambu in 2016/2017 academic year are explanation, repetition, manipulation, reproduction, discussion, and presentation.

The advantages and disadvantages of technique for teaching speaking faced by the teacher at the seventh grade of SMP Negeri 1 Sambu in 2016/2017 academic year include the six techniques that he used, there are explanation, repetition, manipulation, discussion, reproduction, presentation.

4.1 Advantages of

Explanation, the teacher feels comfortable to deliver the material

Repetition greatly assists the teachers in assessing students on the student who can speak English very well who is less

Manipulation, the teacher can find out who already understand or not from the material has been delivered

Discussion, the teacher can find out who the students are active or not and also know how character for each students

Reproduction, the teacher can train students to be more careful and understand the content

Presentation, the teacher can see which students have understood or not in making greeting dialogue, especially vocabulary and grammar use. Then the teacher can assess students from pronunciation, delivery, and performance

4.2 Disadvantages of

Explanation can take a lot of time, teacher can be tired, and many students have bad attitude

Repetition can make teacher lost his time because he is too busy with guiding students when there are some students who do not speak English fluently

Manipulation, the teacher lost his time because he is too busy with guiding students when there are some students who do not know with grammar they use

Discussion, the teacher feels difficult to manage students, who do not focus and makes joke with the members of his group

Reproduction spent a lot of time because teacher are preoccupied with too many students do not understand the tenses used and should guide them to understand

Presentation, the teacher feel rushed to immediately asks students to present their assignment, because time is considered very limited

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