AN ANALYSIS OF TEACHER’S TECHNIQUE ON SPEAKING CLASS
AT SECOND GRADE OF SMP N 1 KARANGDOWO

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

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APPROVAL

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Abstrak

Kata Kunci: Teknik kelas, conversation technique, native speaker, peran guru, peran siswa, peran native speaker, kelas speaking.

Abstract
This study aims to describe the techniques of teaching speaking used by English teacher at SMP N 1 Karangdowo. Type of this research is a descriptive qualitative research. Method of data collection in this research are the observation, interview, and documentation. The results of this study showed that teachers in SMP N 1 Karangdowo in cooperation with native speaker in teaching speaking. Native speaker used conversation technique with different themes in each classes. The teacher and native speaker make team teaching in the class. The teacher only opening and controlling situation in the class. Students also have a role as an active learner, as learners from other teaching resources, student is active, the monitor, and evaluators. The conclusion from this study is that the English teacher in the SMP N 1 Karangdowo using the technique of learning speaking in conversation that could develop speaking ability of the students. The atmosphere in the class made fun without the main topic from the book. This makes the students more motivated to speak.

Keywords: classroom technique, conversation technique, native speaker, the role of the teacher, the student's role, the role of native speakers, speaking classes.
1. INTRODUCTION

Teaching language is important because language is the effective way to communicate in our daily life. Language is important for human to communicate to others related to their culture and environment. One of the important languages in the world is English. It is used as second language and as an official language in many other countries. It makes English an important that everyone should master and make it one important school subjects in most schools in the world.

Mastering English is not easy because each of countries has different culture. So, in order to achieve the aim of the English teaching learning, the teachers have to find the appropriate techniques that are appropriate with the students’ needs and characteristics.

According to Harmer, in Tarigan (1990 : 12) writes that when teaching speaking, we can apply three major stages such as introducing new language, practice and communicative activity. In SMP N 1 Karangdowo, the native speaker as the convey the material used conversation technique in order to communicative easily with the students.

From the previous studies, the researchers were concerned to identify the teaching techniques in teaching speaking. All of the researchers found that language is also important in communication. English becomes important since it is the international language and many countries use it. It makes English an important that everyone should master and make it one important school subject that must be taught.

In this study, the researcher was interested in describing teacher’s technique in speaking class in SMP N 1 Karangdowo. To prove the originality of this research, the researcher takes some previous studies related to techniques of teaching English. There are Nanda Ari Murti (2008) conducted the research to describing the type classroom technique and focused on developing students’ vocabulary. Puspitaningrum (2016) conducted the research to describing the use of improvisations technique to improve speaking ability. Rachadaporn and Punchalee (2009) conducted the research to improve speaking skill in order to handle the growing challenges of international communication. Umar (2014) conducted the
research to implement the improvisation technique to improve students’ speaking ability. Then Noor Rahmawati conducted the research to find out the effect of retelling on the students’ fluency and to know the strategies used by those students while retelling a story.

This research focuses on speaking technique used by the English teacher at SMP N1 Karangdowo in 2016/2017 academic year. The theory related to this research includes notion of speaking, type of speaking, element of speaking ability, notion of teaching speaking, characteristics of a successful speaking activity, teacher’s role and student’s role. Thus, this study can expand the previous studies and in other research fields.

2. RESEARCH METHOD

The type of this research is a qualitative research especially naturalistic study. According to Williams (1989: 66) “Naturalistic inquiry is inquiry conducted in natural settings (in the field of interests, not in laboratories), using natural methods (observation, interviewing, thinking, reading, writing) in natural ways by people who have natural interest in what they are studying (practitioners, such teachers, counselors, and administrators as well as researchers and evaluator).” The research was conducted in the fields by observing, interviewing, and collecting data in natural ways.

The researcher got the data from three sources, such as events, informants, and documents. Method of collecting data in this research such as reduction the data, display the data, and conclusion. The subject of this study is the English teachers, native speaker and students of SMP N 1 Karangdowo. The object of this research is the classroom techniques used by English teacher at SMP N 1 Karangdowo in 2016/2017 academic year.

3. FINDING AND DISCUSSION

The findings were taken from observation, interview, and document related to the topic on April 15th, 2017 and April 28th, 2017. The researcher presents the research findings, as follows: 1) Procedure of teaching, 2) The
objectives of using conversation technique, 3) teacher’s technique, 4) native speaker’s technique, 5) the strengths and weakness of the technique, 6) the teacher’s difficulty, and 7) the native speaker’s difficulty.

3.1 Procedure of teaching by native speaker

Based on the observation, the native speaker made cooperation with the English teacher. The class was open by teacher, and then continued by native speaker. The native speaker took conversation technique while teaching, so there was not use main material in the class. Native speaker also used several theme in each class and made enjoyable environment while teaching learning process.

\[
T: \text{How are you today? (gimana kabarnya hari ini?)}
\]

\[
S: \text{I am fine, thank you, and you? (baik, terimakasih, bagaimana denganmu?)}
\]

\[
T: \text{I am fine too, oke today we will study with our native speaker. He is Mr. Daniel. And time is for you Mr. (saya juga baik, oke hari ini kita akan belajar dengan native speaker. dia adalah Mr. Daniel dan waktu saya serahkan untukmu Mr.)}
\]

(Based on observation April 28th, 2017)

3.2 Objective of using conversation technique

According to Gordon (1970) said that conversation theory is a cybernetic and dialectic framework that offers a scientific theory to explain how interactions lead to “construction of knowledge”, or “knowing” : wishing to preserve both the dynamic/kinetic quality and necessity for there to be “knower”. Based on the observation, the researcher conclude that the native speaker used conversation technique to encourage the students’ mental to be brave in speaking.

3.3 Teacher’s technique

Based on the observation the teacher of SMP N 1 Karangdowo was in cooperation with the native speaker especially in teaching speaking skill. It means that SMP N 1 Karangdowo use team teaching while teach speaking class. Which is the teacher as an opener and controller of situation in the class. According to Morin, said that team teaching is Both teachers plan
lessons and work together to teach students. This helps students see the teachers as equals with each other. It also gives students the chance to ask questions and get assistance during a lesson.

3.4 Native speaker’s technique

Native speaker used conversation technique while teaching speaking class. He also used a topic on the class to discuss together. It basically goes with introducing himself and trying to realize what is going on, what kind of children, what they like, what they don’t like, he don’t want to force them to talk about something that they are not feeling comfortable.

3.5 The weakness and strenghts of the techniques

Based on observation and interview that has been done, the researcher found the weaknesses of conversation technique, that was only several students who wanted to talk, to share their idea and their opinion, moreover should be spoke in English. On the other hand, the strenghts of this technique, that it would made the students be brave to speak with other, to train their mental, especially if they met a foreign.

3.6 The teacher’s difficulty

Based on interview on April 15 2017 with the teacher, the difficulty while teaching speaking skill with native speaker who convey the material is when the students were uncontrolled because basically they are still children. They talked and made joke with another when the native speaker spoke.

3.7 The native speaker’s difficulty

There are some perception that researcher found in https://www.quora.com/What-is-the-most-difficult-problem-teaching-English-to-non-native-speakers about native speaker’s difficulty while teaching English :

a. According to Mark Cromer said that “I am an English teacher in Vietnam. I have taught, literally, hundreds if not upward of a thousand students over the last two years. They vary in age from 4 to 60-ish. I have taught from kindergarten through secondary school (k-9) in public school, and 8-60 in extra-curricular English centers. The most difficult problem also happens
to be the most common difficulty I face. I have to deal with it every single day, in every single class. Some students just don't want to learn.”

b. According to Vick Chao, Chinese as mother language, Fluent in English, passable in Spanish said that “Some students just don't pay attention. Big headache for me.”

c. According to Anne W Zahra, M. Ed Language Teaching said that “Our number one problem is that we teachers are undertrained. I'm sorry to have to phrase this bluntly, but it is honestly what I think, and I definitely include myself in this assessment. ESL students can be thrown in with monolinguals who may be highly skilled instructors, but have little knowledge of language acquisition and no personal experience of it either. It isn't enough to speak English natively. You have to know English from the descriptive perspective, and you need theoretical knowledge to understand the learner and the process. Absent that, you're groping for a path that the proper preparation would lay out before you.”

Based on the observation, the researcher also found some native speaker difficulty such as:

a. Students do not want to say anything

One of the problems was the students feel really shy about talking in front of other students; they were suffer from a fear of making mistakes in front of the native speaker and their peers. Speaking in front of other people needs courage, motivation from inside and outside such as joyful atmosphere in the conversation and interesting topic. Many people have a good ability in English language skills but when they should communicate with English, they failed in expressing their ideas. They were afraid and anxious of saying something wrong or incomprehensible. For example: the students keep silent when the native speaker asked to give response or to come in front of the class.
R : What’s your difficulties while teaching here? ( apa kesulitan anda ketika mengajar disini?)

T : Mostly I have difficulty on people are afraid and shy with me because I’m foreigner. (kesulitannya biasanya masih banyak siswa yang takut dan malu dengan saya karena saya orang asing)

(Based on interview on April 28th, 2017)

b. Students keep using their own language

One problem may native speaker was that the students used their native language rather than English to perform classroom tasks. This happened because they wanted to communicate something important in the best way and so they used language is the best way they know.

c. Students are not discipline in classroom

The problems may be because the students bored with the activities or they feel unable to cope with the task given. They showed their frustration by disruptive behavior and loud outbursts. The discipline of the students in the classroom was related also to the motivation of the students themselves. If they have low motivation, it means that they have low enthusiasm in following the classroom which make them discipline in the classroom. For example they talked to the other when they did not know about the native speaker talked, especially when the native speaker talked too fast.

4. CONCLUSION

Teacher’s technique on speaking class at second grade of SMP N 1 Karangdowo used conversation technique. This research focussed on the technique that used by teacher in the speaking class. The speaking class was lead by a native speaker who came once a month in order to increase the student’s speaking ability. This research focus on the second grade of Junior High School in this school. The native speaker only taught using conversation technique that appropriate for students of Junior High School and used various topic for each class. It was opened by the teacher and was convey by native speaker. They made team teaching in the class. The
weakness of the technique that only several students who wanted to talk, to share their idea and opinion. But the strength of this technique that could train the students’ mental to be brave to speak with other, especially if they met a foreign. Based on the observation, the researcher also find the teacher’s difficulty such as she can not control the situation in the class while the students talked and made joke with others. Not only that, the researcher also find the native’s difficulty such as when the students keep using their own language and the students are not discipline in the classroom.

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