

**CLASSROOM TECHNIQUES USED TO IMPROVE STUDENTS
SPEAKING SKILL: A NATURALISTIC STUDY AT ENGLISH TUTORIAL
PROGRAM AT UNIVERSITAS MUHAMMADIYAH SURAKARTA**



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in English Department**

by:

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Classroom Techniques Used To Develop Students Speaking Skill: A Naturalistic Study at English Tutorial Program at Universitas Muhammadiyah Surakarta

Abstrak

Penelitian ini ditujukan untuk mendeskripsikan tehnik kelas yang digunakan oleh tutor Bahasa Inggris untuk mengembangkan kemampuan speaking siswa di English Tutorial Program di Universitas Muhammadiyah Surakarta. Tipe penelitian ini adalah deskriptif kualitatif khususnya menggunakan pendekatan naturalistik. Metode pengumpulan data di studi ini yaitu wawancara, observasi, dan dokumen. Hasil dari penelitian ini menunjukkan beberapa tehnik kelas yang digunakan oleh tutor Bahasa Inggris seperti diskusi, role play, dan game atau permainan. Beberapa tehnik kelas yang digunakan mempunyai tujuan masing-masing. Tehnik diskusi untuk meningkatkan kefasihan siswa dan untuk meningkatkan tata bahasa siswa. Tehnik role play untuk meningkatkan kosa kata siswa dan untuk membuat siswa lebih berkonsentrasi. Tehnik permainan untuk mendorong siswa untuk berfikir cepat dan mengekspresikan ide mereka, untuk membuat siswa memperhatikan guru dan materi, dan untuk membuat siswa menikmati proses pembelajaran. Guru mempunyai peran sebagai penjelas, fasilitator, pengontrol, dan penguasaan. Siswa mempunyai beberapa peran seperti sebagai subyek pembelajaran, sebagai anggota grup dan belajar dengan berinteraksi dengan yang lain, sebagai perencana program pembelajaran, sebagai tutor untuk pelajar lain, sebagai monitor dan evaluator dari perkembangannya sendiri, dan belajar dari guru, dari pelajar lain dan sumber pembelajaran yang lain. Ada beberapa materi yang digunakan oleh tutor Bahasa Inggris seperti buku dan modul, dan sumber yang lain dari internet sebagai materi tambahan. Peran dari materi pembelajaran sebagai sumber untuk presentasi materi (berbicara atau menulis), sebagai sebuah sumber referensi untuk siswa dalam tata bahasa, kosa kata, cara pengucapan, dan sebagai sumber pendorong dan ide dari aktifitas kelas. Penulis menyimpulkan bahwa tutor Bahasa Inggris di English Tutorial Program menggunakan beberapa tehnik kelas yang dapat mengembangkan keterampilan berbicara Bahasa Inggris siswa. Beberapa tehnik kelas dapat membuat siswa lebih tertarik ketika proses mengajar berbicara.

Kata kunci: Teknik kelas dari mengajar berbicara, peran guru, peran siswa, materi pembelajaran.

Abstract

This study is aimed to describe classroom techniques used by English tutors to develop student's speaking skill at English Tutorial Program at Universitas Muhammadiyah Surakarta. The type of this research is descriptive qualitative research especially naturalistic study. The methods of collecting data in this study are interview, observation, and document. The result of the research showed that there are several classroom techniques used by English tutor at English Tutorial Program such as: discussion, role play, and game. There are several classroom techniques used by the teacher and each classroom technique has purpose. Discussion technique is to improve fluency of the students and to improve grammar of the students. Role play technique is to improve vocabulary of the students and to make the students more concentrate. Game technique is to encourage student to think and express their ideas, to make student pay attention to the teacher and the material, and to make the student enjoy on teaching learning process. The teacher has roles as explainer, facilitator, inquiry controller, and empowered. The students have some roles such as subject learning, the learner is member of a group and learn by interacting with others, the learner is the planner of his or her own learning program, the learner is a tutor for others learners, the learner is monitor and evaluator of his or her own progress, and the learners learn from the teacher, from the other students and other teaching sources. There are some materials used by English teacher, such

as: book, textbook, and another source from internet as supplementary material. The roles of instructional materials are as a resource for presentation materials (spoken or written), as a reference source for learners on grammar, vocabulary, pronunciation, and so on, and a source of stimulation and ideas for classroom activities. The writer concluded that English tutors at English Tutorial Program at Universitas Muhammadiyah Surakarta used some classroom techniques to develop students' English speaking skills. Some classroom techniques can make the students more interested when teaching speaking process.

Key words: Classroom techniques of teaching speaking, teachers' role, students' role, instructional material.

1. INTRODUCTION

Language is a tool that we can use to communicate to each other. Every country have their own language. To communicate to the different country, we need global or international language. English is the one of global/international language, which is used by all people around the world especially in Indoneisa. In Indonesian education, English has very fast development. Many people learn English not only in the formal education but also in the informal ones. It can be proved by many courses, which offer English teaching in almost everywhere. Learning English as a foreign language in Indonesia is not easy. We have been adapted to speak our native or first language since we were children.

There are four skills in English namely writing, listening, reading, and speaking. However, speaking is one of those skills that are necessary a lot. Speaking is the productive skill. It could not be separated from listening. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Tutor uses strategies such as using their hands, imitating the sound or movement of yhings, mixing languages creating new words, describing or circumlocution something they don't know the word of it. In short, they use communication strategies. (Dornyei in Fuaziati, 2015:41)

Teaching speaking in English Tutorial Program is different from the lecture. The teaching-learning in English Tutorial Program process more attractive and effective because one tutor usually have 10 students. Tutor uses technique in the classof speaking skillIt is used to make easier in teaching speaking and to improve student's speaking skill. The technique is implementation which actually takes place in a classroom. It is 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, 2014: 13). Thus, technique encompasses the actual moment-to-moment practices and behaviors

So, the classroom techniques is an interactive process of constructing meaning that involves producing, receiving and processing information. The achievements of good classroom techniques are when the people who interact understand each other and more easily to communicate well. Technique must be consistent with a method, and therefore in harmony with an approach as well (Anthony, 1963:96) in (Fauziati, 2014:13).

There are some previous studies related about classroom techniques of teaching speaking. McCarthy and O'Keeffe study (2004) found that applications of insights from these approaches are reviewed, especially how the approaches affect the selection of texts and language features to be taught. Finally, practical discussion on the teaching of specific spoken genres is reviewed and probable future directions are discussed. Al-Mohanna studies (2011) found that a closer examination of data reveals that the EFL classroom communication is extremely centered on the teacher. The EFL teachers initiate the talk, ask questions, decide who is going to participate and evaluate the answers. They are in control of the period from beginning to end. The students are left with limited or non-communicative options. Yaqub studies (2013) found that product and process oriented approaches are complimentary. Suggestions are made on ways in which the teachers can go about the task of helping the Arabic learners in Nigeria universities to develop the speaking skill through the application of a functional-discourse based approach which is an integration of the two approaches.

Gudu studies (2015) found that there was variation in use of classroom activities for example discussion was the most used classroom activity while oral drill was the least used, during classroom discussions, students code switched to Kiswahili or Sheng due to low oral skills and teachers did not integrate various classroom activities in one lesson thus denied learners chances of using authentic language in context. The study recommends that: 1) students should be given chances to practice using authentic English language in context; 2) teachers should integrate various activities in a lesson to meet learners' needs and 3) Curriculum to acknowledge learners' cultural backgrounds in order to enhance their learning outcomes.

Arafah studies (2016) found that role-play makes the student speak as if they were in real situation. The class is dynamic and life. They become active in learning because not only speaking skill developed but also nursing skill developed. The results also reveal that there is a significance difference of students' achievement in speaking performance

as indicated by their score in pre-test and post-test. Students who learn speaking through role play show a significant improvement in post test. So Role-play is considered as an appropriate method for developing English-speaking skill for nursing students at STIKES Amanah Makassar.

Nurhayati studies (2011) found that significance different between teaching speaking skill through communicative language teaching and teaching speaking skill through traditional method to the first grade of Islamic Senior High School of Pembangunan UIN Jakarta, is accepted. The average of the post-test score of the experimental class is 81 while the average of the control class is 73. It is true that the communicative language teaching method which was used by the writer in her research is better than grammar translation method. Prastiwi studies (2014) found that the action using film could attract students' attention and motivation in the teaching and learning process. The use of film in the enjoyable atmosphere was able to make the students more enthusiastic to engage in the lesson. There is no research about describing classroom techniques to develop student's speaking skills, purposes of each classroom technique, teacher's roles, student's roles, and the roles of instructional material. Therefore, the writer is interested in conducting a study of classroom techniques to develop student's English speaking skills: a naturalistic study at English Tutorial Program at Universitas Muhammadiyah Surakarta.

In this study, the writer uses several theories related with the previous study in order to support the data of research. There are several theories to support her research such as Notion of Approach, Method, and Technique, Notion of Speaking, Component of Speaking, Micro and Macro of Speaking, Technique for Teaching Speaking, Teachers' Role, Students' Role, and Instructional Material.

This study focuses on classroom techniques used by the English tutors to develop students' English speaking skills which the subject at English Tutorial Program. There are some objectives of the study they are: (1) To describe the types of classroom technique used by the English tutor to develop students' English speaking skill. (2) To describe the purposes of the teacher using that technique to develop students' English speaking skill. (3) To describe the teachers' roles in each type of classroom technique used by the English tutor to develop students' English speaking skill. (4) To describe the the students' roles in each type of classroom technique used by the English tutor to develop students' English speaking skill. (5) To describe the role of instructional material in each type of classroom technique used by the English tutor to develop students' English speaking skill.

2. RESEARCH METHOD

In this study, the writer uses descriptive qualitative especially naturalistic research. According to Williams (1989: 66) "Naturalistic inquiry is inquiry conducted in natural settings (in the field of interest, 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 as teachers, counselors, and administrators as well as researchers and evaluator).

The subject of this study is English tutors and student of English Tutorial Program. The researcher gets the data from some sources, such as events, informants, and documents. And the writer chooses observation, interview, and documentation as the method of collecting data in her study. There are several techniques for analyzing data in this study they are data reduction, data discussion, and conclusion and verification.

3. FINDING AND DISCUSSION

The writer presents research findings, they are: (1) Types of classroom techniques in teaching English, (2) The purposes of using each technique of teachingspeaking, (3) Teachers' roles, (4) Students' roles, and (5) Instructional material.

3.1 Types of Classroom Techniques in Teaching Speaking

The English tutors at English Tutorial Program used some techniques in teaching-learning process especially in teaching speaking. Based on the result of observation, the writer found some techniques used by English tutors at English Tutorial Program at Universitas Muhammadiyah Surakarta such as discussion, role play, and game.

Discussion is one of the teaching speaking methods. Discussion must be done in a group. In discussion, students present their ideas by discuss with other learner. Discussion is purposed to make student active more during teaching-learning process especially in teaching speaking. For example, Before begin the activity process in group, the tutor gives instruction for students how they must to do. The tutor observes presentation of the student in front of class.

Role play is when the teacher gives some example about the material. For example, when teaching speaking the teacher or tutor gives the example about how to pronounce words then the students are asked to replay it. In role play speaking activities, student or teacher create a dramatic situation in a teaching learning process. Students or teacher can play a role to be someone else or be he in any situations.

Using game as the technique to teach speaking is the most interested way for the teacher and learners because it makes the learning processes in the classroom enjoyable. Using game also make the students happy not bored with classroom activity. The students can memorize the new vocabulary more easily. The technique also can develop their pronunciation.

To compare with previous findings, it can be obtained that the result of their study are different with previous findings from Nurhayati (2011) showed that used role play technique could develop students speaking skill, it can be seen from the students' score. Using role play also develops accent, grammar, vocabulary, fluency, and comprehension of the students. It also makes students communicate with their partner. It means that teaching speaking used role play is success because it can develop students' speaking skill. This research finding also not support Prastiwi's finding, in Prastiwi(2014), the classroom technique used by teacher in teaching speaking is using film. Using film in teaching learning process could improve students' speaking skill. Film could make the atmosphere in classroom more enjoyable and fun and film also can build students' interest to learn English. So, it means that film is a good media used in teaching learning process especially to develop students' speaking skill. The findings are different with this research. In this research, the researcher found that the classroom techniques used by the tutor in English Tutorial Program are discussion, role-play, and games.

The finding relevant with the theory because according to Harmer in Fauziati (2008: 123-130) A considerable number of articles have discussed specific techniques by which teachers might develop many examples for teaching students to communicate more effectively. The techniques also aim to stimulate discussion and information-trading transaction. The classroom techniques that bear these criteria are role-playing, games, problem-solving, songs, and discussion.

The classroom techniques to develop student's speaking skills in English Tutorial Program at Universitas Muhammadiyah Surakarta are discussion, role play, and games. The writer concluded that all classroom techniques to develop student's English speaking skills in English Tutorial Program are in line with Harmer's theory.

3.2 The Purposes of Using Each Classroom Technique of Teaching Speaking

There are three classroom techniques that used in teaching of speaking at English Tutorial Program at Universitas Muhammadiyah Surakarta. Each technique has its purpose, such as: a) Discussion is to improve fluency of the students and to

improve grammar of the students. b) Role play is to improve vocabulary of the students and to make the student concentrate more. c) Game is to encourage students to think and express their ideas, make students pay attention to the teacher and the material, and make students enjoy on teaching learning process.

The writer compares with previous finding that is different from Nurhayati (2011), the purpose of classroom technique are; (1) Can make students communicate with their friends, (2) Can develop vocabulary, grammar, pronunciation, and fluency of the students, and (3) Can make students interest to learn English. Based on research finding from Prastiwi (2014), the purposes of classroom technique are; (1) Can make students interest and enthusiastic in joining the lesson, (2) Can make students speak in English, (3) Can improve students' vocabulary, grammar, pronunciation, and fluency. This research finding is different with previous findings. In this study, the writer found the purposes of classroom technique as follow: (1) Discussion is to improve fluency of the students and to improve grammar of the students. (2) Role play is to improve vocabulary of the students and to make the student concentrate more. (3) Game is to encourage students to think and express their ideas, make students pay attention to the teacher and the material, and make students enjoy on teaching learning process.

The finding is in line with the theory because according to Harmer in Fauziati (2008: 123-130) stated that: 1) The role plays, which have been designed, can be presented within a few minutes and contain a minimum of advanced vocabulary items. They are minimally designed in order to allow the students to create their own characters freely, rather than merely impersonating ones that have already been carefully detailed. 2) Games are not suitable for children but also for adults since there is always a child hidden in every of us. Bringing out this 'child' undoubtedly facilitates the learning of foreign language. 3) Problem-Solving Materials, which focus on problem solving, offer further opportunities for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them. The basic principle lying behind such activities is that the teacher sets up a situation where there is "an information gap" among the participants, and this gap has to be bridged either orally or in written form. 4) Group discussion may be composed of three to five students. If such group work is used regularly and introduced with a careful explanation of its purpose, the class will soon accept it as a natural activity. The main aim of group discussion is to improve fluency, and grammar is probably

best allowed to function as a naturally communicative context. 5) Using Songs especially speaking one can be both enjoyable and educational. Songs usually provides a peaceful and happy mood for the listeners. From a pedagogical standpoint, songs can be incorporated into the classroom for a variety of reasons. Songs can also be used as a useful aid in the learning of vocabulary, pronunciation, structures, and sentence patterns. In addition, songs can also be used to teach aspects of culture, especially the culture of the target language speakers. Based on the explanation above, the writer concluded that the finding is line with Harmer's theory.

3.3 Teachers' Roles

There are some teacher's roles in English Tutorial Program at Universitas Muhammadiyah Surakarta in teaching of speaking: teacher as explainer, teacher as facilitator, teacher as inquiry controller, and teacher as empowered.

The previous findings does not present about teacher's role in teaching learning process especially in teaching speaking. Therefore, in this study the writer presents some teacher's roles in teaching speaking in English Tutorial Program, they are: teacher as explainer, teacher as facilitator, teacher as inquiry controller, and teacher as empowered.

This finding is in line with the theory. Richard and Lokhart (1994: 105) stated that teacher may select such roles for themselves as: Planner, Manager, Inquiry Controller, Group Organizer, Facilitator, Motivator, and Empowered. From the statement above, the teacher has many roles in the classroom during teaching learning process. Based on the observation, the writer found that teacher has own roles in each classroom technique. There are some teacher's roles that she found in her observation such as (1) Teacher as explainer, (2) Teacher as facilitator, (3) Teacher as inquiry controller, and (4) Teacher as empowered.

The teacher's roles in teaching speaking in English Tutorial Program at Universitas Muhammadiyah Surakarta are teacher as explainer, teacher as facilitator, teacher as inquiry controller, and teacher as empowered. The researcher concluded that the teacher's roles in teaching speaking in English Tutorial Program are in line with Richards's and Lokhart's theory.

3.4 Student's Roles

There are some student's roles in teaching English speaking skills in English Tutorial Program at Universitas Muhammadiyah Surakarta, they are: (1) Student as Subject Learning, (2) The learner is member of a group and learn by interacting with

others, (3) The learner is the planner of his or her own learning program, (4) The learner is a tutor for others learners, (5) The learner is monitor and evaluator of his or her own progress, and (6) The learners learn from the teacher, from the other students and other teaching sources.

The previous findings are not showed about student's roles in teaching-learning process especially in teaching speaking in English Tutorial Program. Therefore, in this study the writer shows the student's roles in teaching speaking, they are: (1) Student as Subject Learning, (2) The learner is member of a group and learn by interacting with others, (3) The learner is the planner of his or her own learning program, (4) The learner is a tutor for others learners, (5) The learner is monitor and evaluator of his or her own progress, and (6) The learners learn from the teacher, from the other students and other teaching sources.

According to Richard and Rogers (1985: 22) there are five aspects, there are: (1) The learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom, (2) The learner is monitor and evaluator of his or her own progress, (3) The learner is a member of a group and learns by interacting with others, (4) The learner is a tutor of others learners, (5) The learners learn from the teacher, from the other students and other teaching sources. Based on the observation and interview, the writer found some student's roles in teaching speaking in English Tutorial Program such as: (1) Student as Subject Learning, (2) The learner is member of a group and learn by interacting with others, (3) The learner is the planner of his or her own learning program, (4) The learner is a tutor for others learners, (5) The learner is monitor and evaluator of his or her own progress, and (6) The learners learn from the teacher, from the other students and other teaching sources. This finding is in line with Richard and Rogers' theory.

3.5 Instructional Material

The tutors in English Tutorial Program used printed and unprinted materials. Printed material such as book, textbook, and dictionary. But, the tutor also used another sources from internet as supplementary material. The tutors used "Modul of English Tutorial Program" and "English For Tutorial Program": written by LPIDB Team. As supplementary material the tutor also use another sources from internet which is called source material.

In previous finding from Nurhayati (2011), the instructional material is some textbook such as English on the Sky and English for SMK 1. While the previous

finding from Prastiwi (2014), the instructional material is video or film and some material that print out from internet. The previous finding is not in line with this research finding. The writer found some instructional materials when teaching learning process in English Tutorial Program. The several instructional materials are textbook such as Modul of English and English for Tutorial Program written by LPIDB team. And the tutor also use another sources from internet.

The finding is relevant with Richards' theory. Richards (2001: 208) said that there are several kinds of instructional design, may take the form such as: (a) Printed material such as book, workbooks, worksheet, (b) Unprinted material such as cassette or audio material, videos, computer-based material, and (c) Material that comprises both print and non-print source as self-access material and material on the internet.

Based on the observation in English Tutorial Program, the researcher found that there are some roles of instructional material used by the tutor in English Tutorial Program such as (1) A source for presentation materials (spoken and written), (2) A reference source for learners on grammar, vocabulary, pronunciation and so on, (3) A source of stimulation and ideas for classroom activities.

According to Cunningsworth (1995: 7) the role of instructional material in language teaching namely: (1) A source for presentation materials (spoken and written), (2) A source of actively for learner practice and communicative interaction, (3) A reference source for learners on grammar, vocabulary, pronunciation and so on, (4) A source of stimulation and ideas for classroom activities, (5) A syllabus (where they are reflected) learning objectives that have already been determined, (6) A support for less experienced teachers who have to gain in confidence. The finding of the research is in line with the theory.

Based on the explanation above, the writer concluded that the roles of instructional materials used by the tutor in English Tutorial Program is in line with Richard's and Cunningsworth's theory.

Table 1
The Relation between Classroom Techniques, Purposes of Each Technique, Teacher's Roles, Student's Roles, and Instructional Material

No	Classroom Technique	Purposes of Each Technique	Teacher's Roles	Student's Roles	Instructional Material
1.	Discussion	-To improve fluency of the students	-Teacher as Manager -Teacher as	-Student as subject learning - The learner is	-Textbook

		-To improve grammar of the students	Facilitator -Teacher as planner	monitor and evaluator of his or her own progress -The learners learn from the other teaching sources. -The learner is a member of a group and learns by interacting with others. The learner is the planner of his or her own learning program - The learner is a tutor for others learners	
2.	Role Play	-To improve vocabulary of the students -To make the student concentrate more	-Teacher as facilitator -Teacher as manager -Teacher as explainer	-Student as Subject Learning - The learner is a tutor for others learners - The learner is monitor and evaluator of his or her own progress	-Textbook
3.	Game	-Encourage students to think and express their ideas -Make students pay attention to the teacher and the material -Make students enjoy on teaching learning process	-Teacher as manager -Teacher as explainer -Teacher as planner	-Student as Subject Learning -The learners learn from the teacher, from the other students and other teaching sources	-text -direction

4. CONCLUSION

The researcher concluded that all English tutor in English Tutorial Program at Universitas Muhammadiyah Surakarta used some types of classroom techniques to develop students' English speaking skill. Some classroom techniques used by the tutor in English Tutorial Program can make the students' more enjoy in teaching learning process. So, the

student will be more interested and they will be more concentrate to follow the lesson. Actually, the classroom techniques used by the English tutors have crucial roles to develop students' English speaking skill.

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