

**TEACHER'S TECHNIQUES IN TEACHING SPEAKING FOR
8TH GRADE AT SMP N 1 KEMBARAN
BANYUMAS REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirement for *Sarjana Pendidikan* (S.Pd) Degree**

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Assalamu ' alaikum Warahmatullahi Wabarakaatuh

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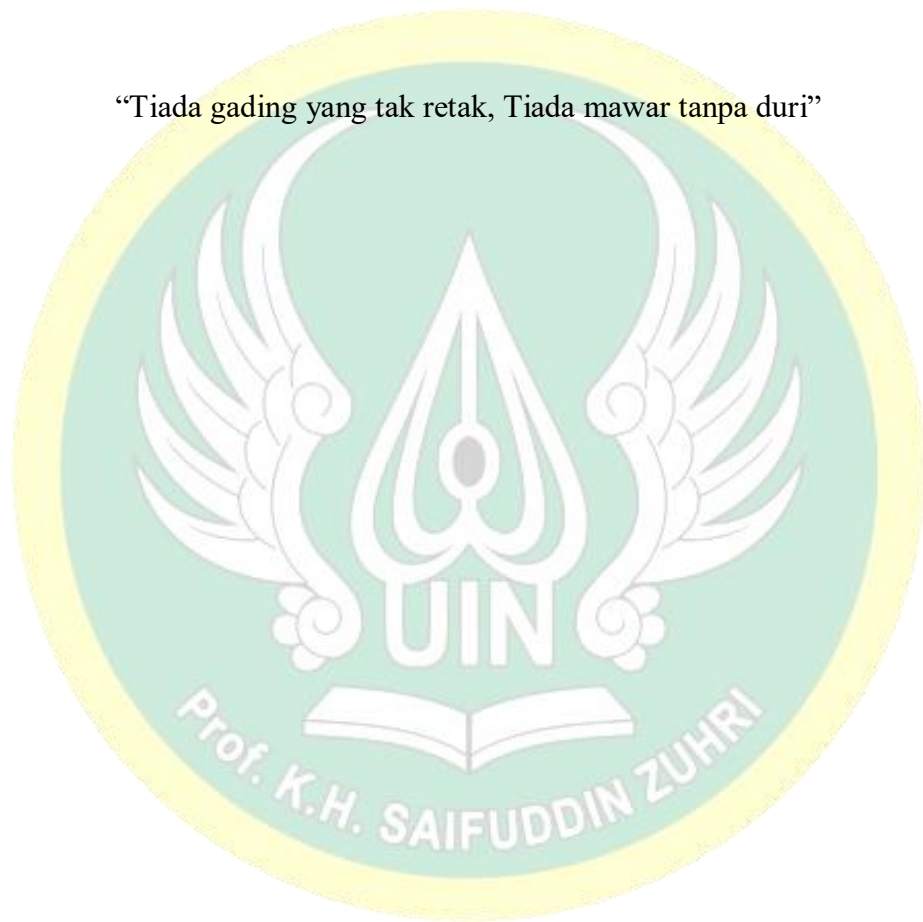
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MOTTO

‘Ben dina kudu Alhamdulillah’

“Tiada gading yang tak retak, Tiada mawar tanpa duri”



DEDICATION

I dedicate this thesis to:
My beloved parents
Alm. Bp. Achmad Musalim and Ibu Tarsiti

My beloved brother and sister
Sobirin, S. Pd and Siti Ngatikoh

My beloved partner
Ismi Baqiatus Salamah, S. Pd

My Comrades
Seksie Bagus Pristiwo and Lukman Hakim

My self



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Purwokerto, January 10, 2023

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**TEACHER'S TECHNIQUE IN TEACHING SPEAKING SKILL
FOR 8TH GRADE AT SMP N 1 KEMBARAN BANYUMAS
REGENCY**

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Abstract

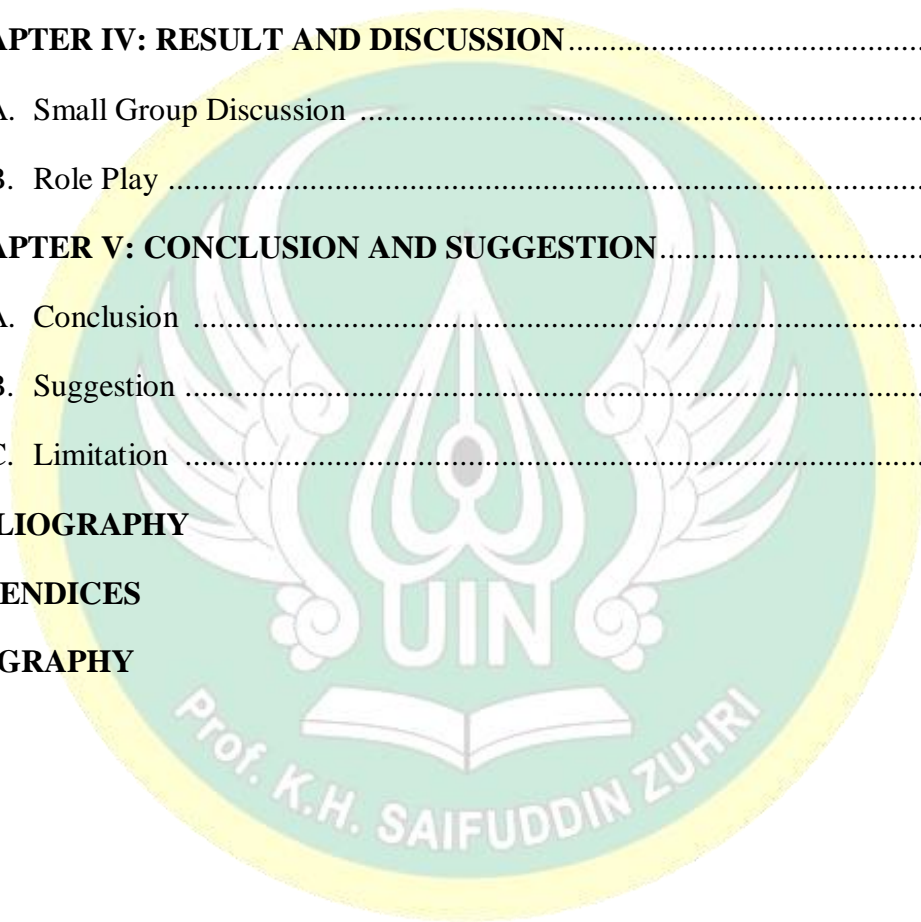
The purposes of the study to know the techniques that used by English teacher in teaching speaking at eight grades students SMP N 1 Kembaran. The design of the research was qualitative descriptive which obtain the data through interview, observation and documentation. The data was gathered through observation, with the researcher taking field notes on a teacher, which included what techniques the teacher used and how the teacher applied the technique in the teaching speaking. To gather the data, the researcher used triangulation technique consists of interview, observation and documentation. The subjects of this research were English teacher and students eight grade. The researcher found that teacher used two techniques, they are role play and small group discussion in teaching speaking. Technique role play was applied when teaching speaking and students were engaged to practice the dialogue that have been in the book then, students practice the dialogue in a pair. While, technique small group discussion used in teaching speaking and students do discussion in small group about the picture. The techniques were used by English teacher to make it easier for students learning speaking. The results of this research were teacher used two techniques, small group discussion and role play. Those techniques used in asking and giving material and made learning easier.

Keywords: Teaching techniques, teaching speaking, and speaking skill.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Nowadays English has an important role in this era and become an International language. Many people use English to communicate and have a good relationship with people from many other countries. Learning English in our life has thus become a necessity. When learning English, it is important for us to master the four English skills such as listening, speaking, writing, and reading. There are many other components that also support the process of learning English, such as grammar, vocabulary, pronunciation, spelling, and some others. Speaking is considered an essential skill among the four keys to language abilities that must be mastered to learn a new language. Nunan expressed that to a great many people, becoming the best at talking is the absolute most significant element of learning a second or unknown dialect and achievement is estimated as far as the capacity to do a discussion in the language¹.

Speaking is a part of human life that cannot be separated from someone activity. It means speaking is an activity involving two or more people who make a two-way communication. Speaking as the verbal utilization of language to speak with others. It is very important to be able to speak English regarding that it is the most commonly accept language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job.

Communicating in English is still difficult to advance other than it has a ton of parts that ought to be dominated by the students. Some students feel that speaking English in front of many people is not as easy as speaking Bahasa. It happened with Indonesian students because they

¹ Putra, A. S. "The correlation between motivation and speaking ability". *Channing: Journal of English Language Education and Literature*, 2(1), 2017, p. 38.

lack practice to speak English and they are more likely to think that English is not important to learn. Therefore, it is important for teachers to maximize learning hours at school. Brown stated that there are several factors that affect student speaking performance such as; anxiety, nervousness and lack of self-confidence². One way to maximize learning hours is choose the proper technique. The teacher uses his/her best professional judgement to decide which method, strategy and techniques will work best for a particular situation³. Based on Rusdiningsih stated that there some teaching technique such as role play, game, problem solving, discussion and song⁴.

According to Newton and Nation, teachers should take these four factors into account when planning speaking lessons and activities.⁵ Meaningful input is the first aspect. Students should have the chance to interact with the teacher and participate in activities like listen and do, grids, interview exercises, and short story listening. The second aspect is to produce results that matter. Students should be encouraged to engage in speaking activities such as descriptions, participating in a variety of inquiry activities such as inquiring by numbers and suggestions, and participating in guided activities such as picture stories. Students are assisted by the teacher in using replacement tables, remembering pertinent phrases and sentences, and pronunciation. The third aspect is that the speaking lesson should concentrate on increasing fluency and take into account speaking skills like pronunciation and accuracy. Last but not least, in order to help students speak more fluently, teachers could incorporate activities like memorizing phrases and sentences and practicing them over and over again with the intention of achieving a regular rate of output.

² Brown, H Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, Essex: Addison Wesley Longman, 2000, p. 143.

³ Dhand, H. *Techniques of Teaching*, New Delhi: APH Publishing, 1990, p. Xiii.

⁴ Rusdiningsih, L. *A Study On The Technique For Teaching Speaking To The Second Year Students of SMP N 1 Trangkil*. Universitas Muhammadiyah Surakarta, 2012, p. 14-15.

⁵ Newton, Jonathan M., and I. S. P. Nation. *Teaching ESL/EFL listening and speaking*. Routledge, 2020.

Despite the efforts made by Indonesian English teachers to encourage their students to speak English, however the reality in the genuine class shows that the greater part of the understudies can not talk fluidly. It seems to have the most trouble improving their speaking skills. Speaking is possibly regarded as the most challenging skill to master for a number of reasons. First, the students are nervous about making mistakes or being laughed at by their peers. And for other reason is that students have few opportunities or times in class to practice their speaking skills.

Teaching speaking entails assisting students in learning the language, most importantly, how to communicate effectively in all contexts of daily life. Teaching speaking also entails assisting students in developing the ability to engage in meaningful conversation in the target language because speaking is a skill. Teaching speaking has been undervalued for a number of years, and English language teachers have continued to teach speaking as rote memorization of drills or dialogues. However, the world of today necessitates that the objective of speaking instruction be to improve students' communicative skills because it is the only way for students to express themselves and learn how to adhere to the social and cultural norms that are appropriate for each communication situation.

The success of teaching speaking is influenced by some factors. One of them is from learning process, such as the technique used by a teacher. Teacher's technique is something critical in teaching speaking since it decides success or unsuccessful of students' achievement in learning speaking. With teacher's technique will assist students to dominate speaking ability.

The technique is made up of specific classroom activities that are consistent with a method and approach in harmony. Techniques like any of the many different kinds of exercises, activities, or tasks that are done in a language class to accomplish the goals of the lesson. This study's definitions lead us to the conclusion that the term "technique" refers to

classroom exercises, activities, or tasks performed with the intention of achieving curriculum objectives.

Based on preliminary research in a class of second grade students at SMP N 1 Kembaran, the writer discovered that the teacher used the most effective technique to teach speaking skills to students who were eager to speak. So, most of the students in the class was active to speak. Despite this, the writer discovered that some students were passive in class and rarely attempted to speak English. The author also discovered some students who were bored or sleepy and were afraid to speak English in class or in their seats. Due to the difficulties that an English teacher faces when teaching speaking, the teacher employs some techniques that can help students dominate their speaking ability.

According to the explanation above, the writer was interested to conduct a research about teacher's technique in teaching speaking skill for eight grade at SMP N 1 Kembaran.

B. Operational Definition

Defined the key term of the title of research is important to determine the guidelines of the research. In this research, there are some key terms in the title of the research. The writer explains the key terms below:

1. Technique

Technique is path, tool, or media used by teachers to direct students' activities toward the goals to be achieved.⁶ Technique should be predictable with a method, and consequently in harmony with an approach also. So, technique encompasses the actual moment to moment practices and behaviors that operate in teaching a language according to a particular method. It means, technique is classroom practices done by the teacher when presenting a language program.

⁶ Gerlach, Vernon S., Donald P. Ely, and Rob Melnick. *Teaching and media*. Prentice-Hall, 1980.

This is how the classroom activities are integrated into lessons and used as the basis for teaching and learning.

2. Teaching

In education, especially in formal education is composed of teaching and learning. As Brown defined that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning⁷. While Crawford defined that teaching is more than a set of methods⁸. It means teaching addressing a set of objectives, for particular group of students, at a certain point in the school year, with certain resources, within particular time frame, in a particular school and community setting. On the other hand, Edmund Amidon defined teaching as an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities⁹.

3. Speaking

There are many experts that have been defined about speaking. Speaking is one of the elements in every language, especially in English. Speaking also used to express idea and share information. Thornbury defined that speaking is an interactive real time activity to express meaning to interact with others that unplanned and just continues based on situations¹⁰. In other definition, Brown stated that when someone can speak a language it means that he/she can carry on a conversation reasonably competently.¹¹

⁷ Brown, H. D. *Principles of language learning and teaching (Vol. 4)*, New York: Longman, 2000, p. 7.

⁸ Crawford, A., Saul, W., & Mathews, S. R. *Teaching and learning strategies for the thinking classroom*, IDEA, 2005, p. 10.

⁹ Rajagopalan, I. *Concept of Teaching. Shanlax International Journal of Education*, 7(2), 2019, p. 5.

¹⁰ Thornbury, S. *How to Teach Speaking*, London: Pearson Education, 2005, p. 20.

¹¹ Brown, H. Douglas. *Teaching by principle. An Interactive Approach to Language Pedagogy. Second Edition*, New York: Pearson Education, 2001, p. 267.

C. Research Questions

Based on the background of the problem above, the research questions that will be taken from this research are:

1. What are the techniques used in teaching speaking skill in SMP N 1 Kembaran?
2. How are the teacher's techniques in teaching speaking skill applied?

D. Objective of the Research

Based on the problem above, the objective of the research are:

1. To examine the techniques which are used by the teacher in teaching speaking skill for eight grade at SMP N 1 Kembaran.
2. To describe how the teacher apply the techniques in teaching speaking skill for eight grade at SMP N 1 Kembaran

E. Significances of the Research

There are two kinds of significances in this research:

1. Theoretical significances
 - a. The researcher expects this research will be able to add and develop insight especially for the researcher and the readers about Teacher's Technique in Teaching speaking skill for eight grade students at SMP N 1 Kembaran.
 - b. The researcher expects this research can be used as a reference for further researchers.
2. Practical significances
 - a. For English teachers

The result of this study will make the English teacher are able to know what techniques that used to increase students speaking and can be the reference to apply in their students. Beside, this study can help the English teacher solve their problem about what is the good technique to teach speaking.

b. For the researcher

From this research, the researcher can know about teacher's technique in teaching speaking skill. Beside that, the researcher will know how these techniques are applied in English learning.

c. For the other researcher

The researcher expects this research can be used by other researcher as a reference to make further research in relevant research.

d. For school

The results of this research can give more information to the school about the teacher's techniques that used and be source to make new special treatments for students. On the other hand, the results are also hoped to be able to improve the school service for the students and be the one of the references in teaching technique.

F. Structure of the research

To make systematic of this research, it is necessary to classify the structure of this research. The structure of this research will explain as below:

Chapter I presents an introduction. It has six sections, which are consist of background of the problem, operational definition, research question, objectives and significances of the research and structure of the research.

Chapter II presents the theories of teacher's technique in teaching speaking skill for eighth grade at SMP N 1 Kembaran which consist of techniques in teaching speaking, teaching speaking and review of relevant studies.

Chapter III presents the research method. This chapter consists of the type of research, source of data, technique of collecting data, and technique of analyzing data.

Chapter IV presents result of the research which consists of general information about SMP N 1 Kembaran, presenting data of teacher's technique in teaching speaking skill, and explains about how applied the teacher's technique in teaching speaking skill.

Chapter V presents the conclusion, suggestion and limitation of the research.



CHAPTER II

LITERATURE REVIEW

A. Definition of speaking

Speaking is one of tool which used by people to share information in daily life whether formal or non formal. Brown stated that speaking is an activity involving or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed¹². While Harmer defines speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”¹³.

In other word, Brown stated that the successful of language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language¹⁴. It means, when people speak to other people, they have smart to choice the right words because not only how to pronounce the right sounds and patterns. So they can get the meaning of the people share.

1. Types of speaking

The people can get succes in speaking by much to talk, high motivation and often to participate. Based on Brown, Imitative, intensive, responsive, interactive, and extensive are the five fundamental types of speaking.¹⁵ The ability to imitate a word, phrase, or even a sentence is called imitation speaking. Any speaking performance that is intended to practice some phonological and grammatical aspect of language is considered intensive speaking a step beyond imitation. Interaction at a somewhat limited level, such as a standard greeting and small talk, a simple comment and request, and

¹² Brown, H. Douglas. *“Language assessment: Principles and classroom practices”*, New York: Pearson Education, 2004, p. 140.

¹³ Harmer, Jeremy. *“The Practice of English Language Teaching”* England: Pearson Education Limited, 2007, p. 284.

¹⁴ Brown, H Douglas. *“Teaching by Principles an Interactive Approach to Language Pedagogy”*, Pearson Education, 2001, p. 267

¹⁵ Brown, H. Douglas. *“Language assessment: Principles and classroom practices”*, New York: Pearson Education, 2004, p. 141-142.

the like, is responsive speaking. Complex interaction, including multiple exchanges and/or participants, is what we mean when we talk about interactive speaking. speeches, oral presentations, and storytelling including oral production. oral production is also called extensive speaking.

2. Monologue

Brown stated that monologue is only one speaker uses spoken language for any length of time, as like speeches, readings, new broadcast. Then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

3. Dialogue

It is different with monologue; Nunan stated that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say.

While Brown stated that there are five basic types of speaking or oral production¹⁶, as follow:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of thin kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

¹⁶ Brown, H. Douglas. *“Language assessment: Principles and classroom practices”*, New York: Pearson Education, 2004, p. 141-142.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. For example conversation, conversation could readily be part of group work activity as well.

5. Interpersonal

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of fact and information.

B. Component of speaking

Each thing has components that build up the thing. So is a language that has several components. According to Syakur, there are at least five components of speaking skill¹⁷. As follows:

¹⁷ Syakur. *“Language Testing and Evaluation”*, Surakarta: Sebelas Maret University Press, 1987, p. 5.

1. Comprehension

For oral communication as speaking, comprehension is the important element. It is requirement of one subject to respond to the speech as well as to initiate it.

2. Grammar

Grammar is one of important aspect of speaking. An utterance can has different meaning if the speaker uses incorrect grammar. If grammar rules are to carelessly violated. Communication may suffer.

3. Vocabulary

The appropriate diction that is used in communication is referred to as vocabulary. One cannot communicate effectively or effectively communicate their thoughts orally or in writing if they lack a sufficient vocabulary. Another obstacle that prevents learners from learning a language is a limited vocabulary. It is impossible to convey much without grammar, and nothing can be conveyed without vocabulary. The researcher came to the conclusion that students will not be able to properly speak or write English if they do not sufficiently master vocabulary.

4. Pronunciation

Learning how to speak a foreign language requires mastering the pronunciation of the language. It is difficult for a student to comprehend a word if they do not correctly pronounce it. The pronunciation of a word reveals its true meaning. If a word is pronounced incorrectly, the alternative spelling, which may or may not have the same meaning, is used. It is evident that effective pronunciation is essential to speaking ability.

5. Fluency

The ability to read, write, or speak with ease, fluidity, and expressiveness is called fluency. To put it another way, the speaker is able to read, comprehend, and respond in a language in which meaning

and context are related in a clear and concise manner. The ability to speak clearly and fluently is known as fluency. Many language learners aim for speaking fluency. A relatively rapid rate of speech and a small number of pauses, "ums," or "ers," are indicators of fluency. These indications suggest that the speaker did not spend a lot of time searching for the necessary language elements to convey the message. The research team came to the conclusion that fluency is yet another crucial factor. The ability to speak accurately and fluently without using pauses like "ums," "ers," and so on is what we mean when we talk about fluency.

C. Definition of Teaching

In the world of education, there are always students and teachers. It means there are teaching and learning activities. Leo defined that teaching is stand for treat, encourage, activate, coordinate, heighten, infuse, nurture, and graduate¹⁸. While Brown stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning¹⁹. Based on the definitions above, it can be concluded that teaching requires teachers to facilitate students in order to increase their knowledge and also instill good behavior in any case.

Amidon defined that teaching is an interactive proces, primarily involving classroom talk which takes place between teachers and pupil and occurs during certain definable activities²⁰. While Rajagopalan stated that teaching is a scientific process, and its major components are content, communication and feedback²¹. It can be concluded that good learning is

¹⁸ Leo, Sutanto. *"A challenging Book to Practice Teaching and English"*. Yogyakarta: Andi Offset, 2013, p. 1.

¹⁹ Brown, H. Douglas. *"Principles of Language Learning and Teaching"*. USA: Longman, 2000, p. 7.

²⁰ Amidon, Edmund J. *"The Role of the Teacher in the Classroom: A manual for understanding and improving teachers' classroom behavior"*. Association for Productive Teaching. New York, 1967, p.

²¹ Rajagopalan, I. "Concept of Teaching". *Shanlax International Journal of Education*, 7(2), 2019, p. 5-8.

learning in which there is communication between teachers to students and students to teachers.

Based on Rajagopalan, structure of teaching have four steps²²:

1. First step, Planning of teaching which includes content analysis, identification and writing of objectives.
2. Second step, Organization of teaching which indicates the teaching strategies for achieving the objectives of teaching.
3. Third step, Identification of suitable teaching/learning strategies for effective communication of content.
4. Fourth step, Managing teaching-learning, whereby the focus is on the assessment of the learning objectives in terms of student performance, and this forms the feedback to teacher and students.

D. Teaching speaking

According to Brown, there are seven principles of teaching speaking²³, as follows:

1. Focusing on fluency and accuracy which considering the learning objective.
2. Preparing intrinsically techniques to motivate the students in learning.
3. Authenticating language use in an appropriate contexts.
4. Providing appropriate feedback and correction.
5. Capitalizing on the natural link between speaking and listening.
6. Giving students opportunities to communicate in learning process as much as possible.
7. Encouraging them to develop their speaking strategy and style.
8. Teaching speaking, in the researcher's perspective, is the way for learners to communicate their feelings, collaborate with different people in any situations, and impact the others.

According to seven principles above, the researcher got the point that teaching speaking is the best way for students to express their

²² Ibid.

²³ Brown, H. Douglas. *Language assessment: Principles and classroom practices*. New York: Pearson Education, 2004, p. 141.

emotions and communicative needs, interact with others in any situation, and influence others. As a result, when teaching speaking skills, it is critical to have a clear understanding of what is being said while also encouraging learners to develop their speaking skills naturally. Overall, teaching speaking skills focuses on activities that encourage students to be active and creative.

E. Technique of teaching speaking

Technique is a specific stunt, system, or invention used to achieve a prompt target. Technique must be consistent with a method, and therefore in harmony with an approach as well²⁴. The accomplishment of showing talking depend in the strategy that utilized by the educator in the class. In other word, techique is a classroom that done by the educators while introducing a language program. This is the manner in which the classroom activities are coordinated into lessons and utilized as the reason for educating and learning.

According to Kayi, there are several technique to promote speaking²⁵, as follow:

1. Discussion

In Putri, Orlich claims that students' speaking ability could be enhanced through small group discussion.²⁶ There are three reasons why we can improve our speaking ability through small-group discussion. In the classroom, first discussion is used to increase teacher-student and student-student verbal interaction. Second, meaningful personal interaction and learning are fostered through discussion. Contents, skills, attitudes, or procedures may all be learned. Thirdly, it is used to encourage students to learn more independently and responsibly.

²⁴ Fauziati, Endang. "An Introduction to Methods and Approaches in Second or Foreign Language Teaching". Surakarta: Muhammadiyah University Press, 2009, p. 17.

²⁵ Kayi, H, "Teaching speaking: Activities to promote speaking in a second language". *The internet TESL journal*, 12(11), 2006, p. 1-6.

²⁶ In Putri, Orlich claims that students' speaking ability could be enhanced through small group discussion, 2022, p. 5.

Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion point are relevant to this purpose, so that the students do not spend their time chatting with other about irrelevant things. In this type, the teachers can form group of students, preferably 4 until 5 each group. Then each group works on their topic for a given time periode, and present their result of opinions to the class. Ornstein in Argawati states that dividing students into small group seems to provide an opportunity for students to become more actively engaged in learning and for teacher to monitor students' progress better²⁷. It can also enhance students' cooperation and social skills.

Dobson in Antoni explains that discussion techniques for use in small group discussion are outlined as follows:²⁸

- a. First, split the class into several groups that consist of three to six students. Then, each group is assigned a topic to discuss.
- b. All groups are given about 10 minutes to discuss the topics that have been given. When their have finished for the discussion, they must be select a delegation who will present the result of discussion.
- c. Call delegation of each groups to present their result of discussion one by one. After the delegation present their result, class participant have to question him or anyone else in the group.

2. Role play

Another technique that can used to getting students to speak is role playing. According to Lowenstein and Harris's book, role play is a dramatic technique that encourages participants to improvise behaviors

²⁷ Argawati, Ningtyas Orilina. "Improving Students'speaking Skill Using Group Discussion (Experimental study on the First Grade Students of Senior High School)." *Eltin Journal: Journal of English Language Teaching in Indonesia* 2.2, 2014, p. 76.

²⁸ Antoni, Rivi. "Teaching speaking skill through small group discussion technique at the accounting study program." *Journal Education and Islamic Studies*, 5.1, 2014, p. 56.

that demonstrate the expected actions of those involved in defined situations.²⁹ Students can use their imaginations to create scenarios that address potential problems and encourage teamwork through role play. All of the students need to be committed to participating for the exercise to be successful, and they also need to feel at ease and secure in the setting.. The ideal way for the participants to practice their skills and experience situations that are ethical or culturally sensitive is through role play. These learning experiences ought to be applicable to the actual setting in which they will be utilized if they are to be most effective in developing practice skills.

There are numerous reasons why teachers employ the role play technique when teaching speaking. Students feel free to play, improvise, and create their ideas when they use role play. Furthermore, many students will be more creative and active in their roles because the teacher allows students to explore their actions. Additionally, by using role play to teach speaking, children can develop their intellectual, social, and creative skills. This is because role play gives students the ability to practice making judgments regarding the nature and course of their play. Additionally, Ladousse says that the enjoyment of role play is possibly the most crucial justification for employing it.³⁰

In role play activities, the teachers gives data to the students as what their identity is and what they think or feel. They can play with their own problems by using role play. By releasing their creative energy, it enables them to act impulsively. On the other hand, role play can be a quick and easy way to organize. When they play their role for the first time, students will be nervous when they have to perform in front of others, especially the teacher. However, as time goes on, they will become more proficient and confident as they participate in more

²⁹ Lowenstein, Arlene J., and M. Harris. "Role play." *Innovative teaching strategies in nursing and related health professions* (2007), p. 211.

³⁰ Gillian Porter Ladousse, *Role Play*, (Oxford: Oxford University Press, 2004), p.7

role-plays. In the end, they might actually like it, especially if they imagine that they are practicing for a role, like if they were playing a small role in a movie or TV show. So, the teachers can give instruction to their students that “You are Darto, you go to friend’s home and give the bread that cooked by you”.

3. Prepared talks

Prepared talks address a characterized and valuable speaking genre, and if appropriately coordinated can be incredibly for both speaker and audiences. Just as in process writing the development of the talk, from original ideas to finished work, will be of important.

Selecting a subject is the first step; We will assume that you have carried it out. Choose a quiet space where no one can hear you. Get up and start talking about your subject in front of no one, speaking clearly rather than mumbling.

4. Story telling

Storytelling is one of the oldest forms of human communication, and much has been said in the literature about its effectiveness as a pedagogical tool in the development of language skills in first language, and also in a foreign or second language³¹ students can momentarily sum up a tale of story they heard from someone beforehand, or they might make their own stories to tell their schoolmates. Story telling encourages the ability to think creatively. it additionally assists learners with communicating thoughts in the configuration of starting, advancement, and finishing including the person and setting must have. According to Cameron, storytelling can be a fun way to practice verbal expression and listening skills at the same time. In addition, storytelling has been widely used as a teaching method in preschools, elementary schools, and even universities. The

³¹ Lucarevschi, C. R. “The role of storytelling on language learning: A literature review”. *Working Papers of the Linguistics Circle*, 26(1), 2006, p. 24-44.

teacher can choose stories from folk tales, literary tales, real-life tales, festivals, and mythology.³²

Teachers can use storytelling to teach speaking in a few ways by following a few steps. The following are some of them:³³

- a. The material for instruction is divided into two parts.
- b. The teachers provide an overview of the subjects that will be covered during the lesson. Instructors ought to compose the subject on the white board and ask the understudies what they know relating to the point. This activity for brainstorming aims to activate their schemata so that they are better prepared for the new learning materials. Teachers must emphasize that correct guesses are not the goal of this activity. The ability of students to anticipate the instruction that will be given is crucial.
- c. The teacher divided the class into pairs.
- d. The first students will receive the first section of the material, while the second student will receive the second section.
- e. The students are then instructed to either read or listen to their respective sections.
- f. While perusing or tuning in, understudies are approached to take notes and join up a few catchphrases or expressions in their separate parts. The number of words or phrases can be changed based on how long the text takes to read.
- g. while recalling or paying attention to previously read or heard material.
- h. Naturally, the composition that the students produce is not always identical to the actual content. At the point when

³² Cameron, Lynne. *Teaching languages to young learners*. Cambridge university press, 2001, p. 11.

³³ Scott, Patricia. "Story Telling: A Guide to the Art. PEN (Primary English Notes) 49." *Primary English Notes (PEN)*, 1985, p. 263.

understudies total their composition, an understudies might be offered the chance to peruse their exposition result.

- i. A discussion regarding the content of the instructional materials could serve as the activity's conclusion. A pair of people or the entire class can participate in discussions.

5. Picturing describing

According to Burn, as students look at and discuss the images, we can start a new topic or pique their interest.³⁴ In addition, Finochiaro stated that pictures are tools used by teachers to help students comprehend the lesson.³⁵ It can also be used to create a situation that makes it easier to speak in classes.

As stated by Jeremy Harmer, pictures can be in form of flashcard, large wall pictures, cue card, photographs or illustration and projected slide.³⁶

a. Flashcard

It is a small card that the teacher can show the students. Flashcards are especially useful for practicing vocabulary, cueing various sentences, and reviewing grammar rules.

b. Large wall picture

It is large enough for everyone to see every little detail. When attempting to elicit a response, teachers may occasionally use large wall pictures by pointing to its details.

c. Cue card

Students use this small card when working in groups or pairs. Students are placed in pairs or groups by teachers and given a cue card. If a student chooses the card on top of the pile, they are required to say a sentence that the card suggests.

³⁴ Burns, Paul C., and Betty L. Broman. "The language arts in childhood education." 1975, p. 11.

³⁵ Finocchiaro, Mary. *English as a second/foreign language: From theory to practice*. Prentice Hall Regents, 1989, p. 39.

³⁶ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p. 157.

d. Photograph/illustration

It is a picture or pictures that show people or a situation in action. It is used by teachers to clearly communicate the situation or action. The picture is in the book, newspaper, or magazine, among other places.

e. Projected slide

It is also used by the teachers in the multimedia class. Teachers occasionally use it to display large-format images.

one more way for make use pictures in a speaking activity is to give learners only one picture and having them portray what it is in the image. Students can divide into groups for this activity, and each group receives a unique picture. After students talk about the picture in groups, a spokesperson for each group tells the whole class about the picture. The students' imagination, creativity, and ability to speak in public benefit from this activity.

6. Find the difference

Students can work on this activity in pairs, and each pair is given two different images, such as one of boys playing football and another of girls playing tennis. Students work in pairs to discuss the pictures' similarities and/or differences.

7. Story completion

In an English classroom, story completion is one effective method for gaining first language oral language skills from students.³⁷ The goal of ending a story is to spark imagination, set the stage for using new language, and provide an interesting reason to listen.

Students sit in a circle for this free-speaking activity, which is a lot of fun for the whole class. A teacher begins to tell a story for this activity, but after a few sentences, they stop. The next step is for each student to begin narrating from where the previous one left off. It is

³⁷Hamsia, Waode. "DEVELOPING STUDENTS'SPEAKING ABILITY THROUGH STORY COMPLETION." *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP 5.1* (2018), p. 60.

expected of each student to add four to ten sentences. Students can add new descriptions, characters, events, and so on.

8. Reporting

Students are required to read a newspaper or magazine prior to class, and during class, they share with their classmates what they find to be the most interesting news. Before class, students can also discuss whether they have shared any meaningful experiences with their classmates. Donna R. Penton's expressed that announcing strategy intends to give understudies data straightforwardly and uninterruptedly. The student-reporters assume the role of subject matter experts.³⁸

9. Interviews

In Hasriani, Fabelia states that an interview is a method of communication that involves responding to questions with questions.³⁹ Because it can stimulate the brain to think, effective interviews are used in speaking learning. In the screening, questioners uncover questions and questioners tune in and afterward answer questions. Each person reads the message and compares it to their own knowledge after receiving it. This may increase the dynamic and weight of communication.

Students can interview a variety of people about specific subjects. Although students should prepare their own interview questions, it is recommended that the instructor provide them with a rubric so that they are aware of the types of questions they can ask and the path they should take. Students benefit from socialization and the opportunity to practice their speaking skills outside of class by participating in interviews. Each student can present their research to the class

³⁸ Ramadhani, Januarianthika Kurnia. "The Use Of Reporting Method To Improve Students'self-Confidence In Public Speaking At Second Grade Of Smp Negeri 13 Makassar." (2021).

³⁹ Hasriani, G. "Interview as a Learning Technique in Speaking Subject: Students's Perspective." *Language Circle: Journal of Language and Literature* 13.2 (2019), p. 134.

following interviews. In addition, students can conduct interviews with one another and "introduce" their partners to the class.

10. Brainstorming

Brainstorming is the method by which people can communicate with one another.⁴⁰ Technique of creativity in which various efforts are made to come up with solutions and conclusions for a particular issue by compiling a list of ideas that its members spontaneously generate. Lince and Defriyanti in Srihandayani and Marlina say that brainstorming is a group or individual creativity technique in which people try to come up with a solution to a problem by coming up with a list of ideas that people come up with on their own.⁴¹ Students are free to think and share information about the topic when using the brain storming technique, which makes it easier for them to speak. The students can then be given the task of simply writing down their thoughts and ideas on their mapping and recording them.

Students can come up with ideas in a short amount of time for a given subject. Students are able to freely and quickly come up with ideas through either individual or group brainstorming, depending on the situation. Because students are not criticized for their ideas during brainstorming, they will be more willing to share their own.

11. Information gap

The Information Gap Technique is a helpful action in a talking class. In order to solve a problem, gather information, or make a decision in an information gap activity, one person has some information that must be shared with others. In a L2 classroom, these kinds of activities work extremely well. They give every student the

⁴⁰ Octarina, Hapri, Syamsul Rizal, and Fera Zasrianita. "The Use of Brainstorming Strategy to Improve Students' Speaking Ability." *Jadila: Journal of Development and Innovation in Language and Literature Education* 2.2 (2021), p. 213.

⁴¹ Srihandayani, Tuti, and Leni Marlina. "Using brainstorming technique in speaking activity for senior high school students." *Journal of English Language Teaching* 8.1 (2019): 24.

chance to speak the target language for a long time, and students naturally speak more than they would normally.

Students are supposed to work together in pair. The partners will share the information that one student has that the other partner does not, and the elimination of a problem or the collection of data are just two of the many uses for information gap activities. Additionally, because the task cannot be completed without the partners providing the necessary information, each partner plays a crucial role. Because everyone has the chance to speak extensively in the target language, these activities are successful.

Neu and Reeser provide the following list of characteristics of an success information gap speaking activity:

- a. The students talk a lot. The students actually talk for the majority of the time allotted for the activity.
- b. Equal participation exists. There aren't many talkative students dominating classroom discussion: Everyone has a chance to speak, and contributions are distributed fairly evenly.
- c. The level of language is acceptable. The learners communicate in utterances that are pertinent, mutually comprehensible, and of an acceptable level of accuracy.

F. Review of Relevant Studies

Based on the research about source that have relevance with this research topic, the following are the result of some research that relate with this research.

At the first, a thesis written by Fitri Nurchayati in 2011 with entitled "The Teacher's Techniques In Teaching Speaking To Elementary School Students At SD N 05 Kuto Kerjo Karanganyar Academic Year 2010/2011". The equality between the research and the researcher's research are both describe the teacher's technique and using the qualitative method. There are several diffences between the research and the researcher's research. First, the subject of the research took elementary

school and the researcher's research took junior high school, especially eight grade. At the second, the research identifying the problem that faced by teacher and students when teaching-learning speaking. While the researcher's research just want to know how to applied the technique. The results of the research show that: the first the techniques used by the teacher in teaching speaking are discussion, game, song, and problem solving. The second, the problem faced by the teacher are: (1) management the class, (2) the capability of the students, and (3) the time is limited. There are some problems faced the students in learning process, those are; (1) limited vocabulary, (2) the difficulty of pronunciation, and (3) nervousness. The third, the problem solving used by the teacher overcome the problems faced by the students are: (1) the teacher gives the lists of vocabulary to the students, (2) the teacher give the correct pronunciation and the students repeat what the teacher said, and (3) the teacher gives advise and motivation to the students about the importance of learning English.

For the second, journal was written by Safira, Mahmud and Nasir, with the title "The Implementation of Storytelling Technique Used by the English Teacher In Teaching Speaking" published by Syiah Kuala University, Banda Aceh, 2020. This study explore at analyzing the teacher develop students speaking ability through storytelling technique and steps that used. The subject of this study is an English teacher at SMK N 1 Banda Aceh. The methodology this study used qualitative research and for tecnique of data collection used observations and interview. The same thing from this study is using technique in teaching speaking. According to the results of the study, the teacher used ways to implement the storytelling technique, including selecting the subject matter, assigning students to groups, evaluating their performance, giving them opportunities to practice, and giving them feedback at the conclusion of each meeting. The instructor added one more step to the process, which

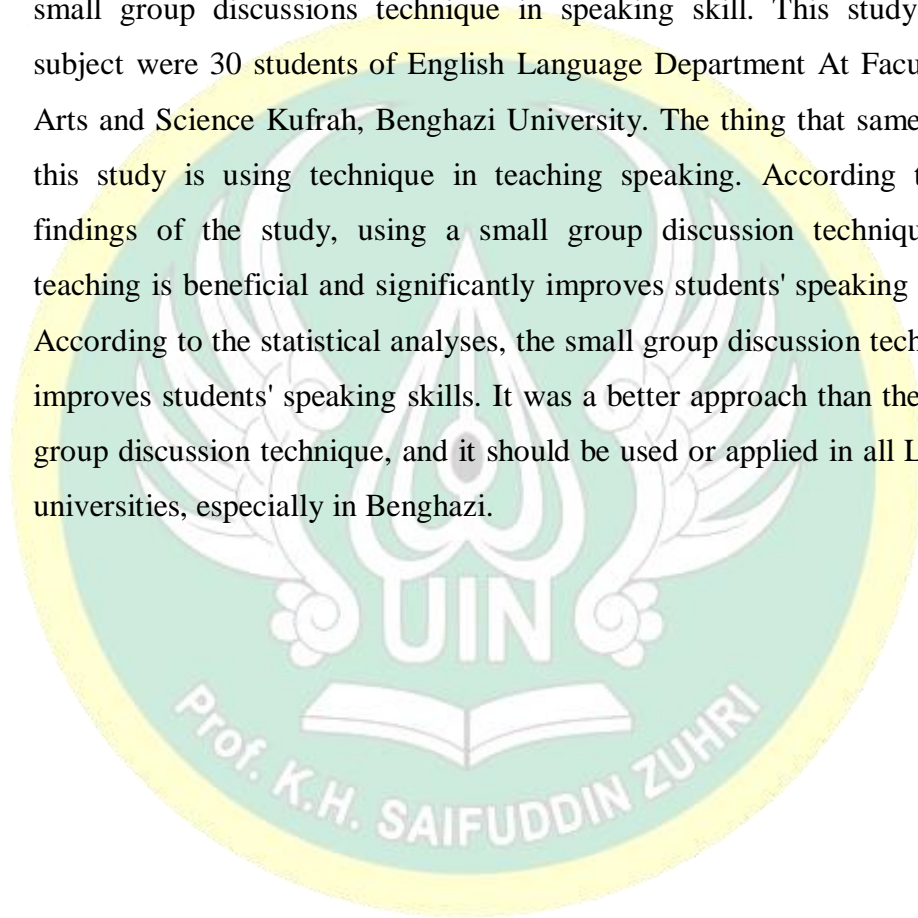
she had the students complete, and then she gave each student a grade individually.

For the third, journal was written by Krebt, with the title “The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students” published by Department of English Language, College of Education Ibn-Rushd, University of Baghdad, Iraq, 2017. This study explore the effectiveness of using role play in teaching speaking. This study have subject were 40 Iraqi EFL college students in University of Baghdad, College of Education/Ibn Rushd. This study used experimental two group pretest post test design. The thing that same from this study is using technique in teaching speaking. The results of this study support the idea that role-playing exercises create an environment where pupils can thrive. Such a setting improves learning attention and encourages participation in role-playing exercises. Students adopt a new identity and learn to use a FL for every day contact through the use of role-playing tactics.

For the fourth, journal was written by Bue Hue Phuongⁱⁱ with the title “Can Using Picture Description in Speaking Sessions Help Improve EFL Students’ Coherence In Speaking?” published by European Journal of Foreign Language Teaching, 2018. This study investigate about using picture description in speaking for EFL. The subject of this study were 39 students of 10 grade at a high school in Mekong Delta, Vietnam. This study used four instruments to collect the data. The thing that same from this study is using technique in teaching speaking. the study's findings: First off, using image descriptions to teach speaking might be seen as a useful and engaging method for improving students' speaking coherence. Second, the pupils have a favorable attitude regarding the usage of picture descriptions. The majority of them claimed that using this teaching method makes them happy and pleased. They also give quite similar justifications for why they agree with the usage of picture descriptions, including how it gives them the courage and readiness to speak, how it strengthens their

views, and how it gives them the framework, connecting elements, and motivation to come up with a topic.

For the fifth, journal was written by Jawad and Abosnan, with the title “The Impact of Using Small Group Discussion Technique on Enhancing Students’ Performance in Speaking Skill: A Case Study of Benghazi University” published by International Journal of Linguistics, Literature And Translation, 2020. This study examine the impact of using small group discussions technique in speaking skill. This study have subject were 30 students of English Language Department At Faculty of Arts and Science Kufrah, Benghazi University. The thing that same from this study is using technique in teaching speaking. According to the findings of the study, using a small group discussion technique for teaching is beneficial and significantly improves students' speaking skills. According to the statistical analyses, the small group discussion technique improves students' speaking skills. It was a better approach than the large group discussion technique, and it should be used or applied in all Libyan universities, especially in Benghazi.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describe the process of research to discover the answer to the research question, as formerly stated in chapter one. This discussion of the type of research, the setting of the research, sources of the data, the techniques of collecting data, the techniques of analyzing data, and the trust worthiness of data.

A. Types of research

The study was field research and the type of the research was included in qualitative research. It involves of description and information about the teacher's technique in teaching speaking skill for eight grade at SMP N 1 Kembaran.

According to lodico qualitative research is centers around the investigation of social peculiarities and on giving point to the sentiments and impression of the participants of the study⁴². This is appropriate with the trust that knowledge is gotten from the setting environment and understanding social information is real scientific process. On other hand, Anderson and Arsenault stated that qualitative research is a type of request that investigates peculiarities in their regular setting and uses multi-technique to decipher, comprehend, make sense of and carry significance to them⁴³.

The characteristic of qualitative research which used in this research is descriptive research. Kasasar stated that desriptive research is utilized to depict what is going on that existed before or existed now in the manner it is. Using the research, the researcher wants to examine teacher's technique in teaching speaking at SMP N 1 Kembaran.

⁴² Lodico, Marguerete G, T. Spaulding, Dean & H. Voegtler, Katherine. (2006). *Methods in Educational Research*. San Francisco: Jossey-Bass. P. 264

⁴³ Anderson, Gary & Arsenault, Nancy. (1998). *Fundamentals of Educational Research*. USA: The Falmer Press, Philadelphia. P. 126

B. The setting of the research

The researcher organized in SMP N 1 Kembaran at 8 grade from October 2022 until December 2022. The school is located in Jl. Raya Kembaran, Kembaran, Banyumas. The researcher choosed SMP N 1 Kembaran because the English teacher applied the technique in teaching speaking is more than one and the school have so many awards in English competition.

C. Source of the data

1. Subject of the research

Purposive sampling was used to help the researcher comprehend the phenomenon being studied in order to select the participants in this study. As indicated by Creswell, purposive sampling is expected to learn or comprehend the focal peculiarity by choosing people and locales deliberately.⁴⁴ The English teacher and eighth-grade students at SMPN 1 Kembaran took part in the study. The English teacher and the eighth-grade students who integrated with the teacher's technique of teaching speaking skill at SMPN 1 Kembaran were the initial participants in the data collection process.

2. Primary source

The primary data are those that have never been collected before and are therefore original. On the other hand, primary sources are sources of data that provide the researcher directly with data. This study's primary sources are as follows:

- a. B.D as English Teacher of SMP N 1 Kembaran
- b. D class of 8 grade students in SMP N 1 Kembaran that consist of 32

3. Secondary source

A source of data that provides the researcher with data indirectly is referred to as a secondary resource. In a different way, secondary

⁴⁴ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative Qualitative Research Fourth Edition*, (Boston: Pearson Education Inc., 2012), p. 206.

sources could serve as supporting sources for primary sources, which the researcher frequently requires for the discussion of the thesis. Documents in the form of; are examples of the intended sources. The area's demographic information, a monograph plank, notes, transcripts, and other things Secondary data are those that have already been gathered by someone else and are merely compilations of previous data. The secondary data sources in this study gained from the documentation of teacher's techniques in teaching speaking for 8th grade at SMP N 1 Kembaran, as the following:

1. Teacher's lesson plan
2. Attendance list

D. The technique of data collection

Technique of collecting data is the principle of procedure in research because the main goal is getting the data. Below is the data collection technique along with the research instrument used in this research :

1. Observation

Observation is a fundamental technique for getting information in qualitative research. Qualitative observation depend on narrative or words to depict the setting, the ways of behaving and the interactions. The observations which will lead in gathering information as the information was the expressions created by the educator. Type of this research used non-participant in which the researcher does not take part in the movement being observed.

Hence, for collecting the data researcher used field note to observe. Cresswell stated that qualitative observation are those in with the analyst takes field notes on the way of behaving and exercises of people at the research site⁴⁵. Field note is all of data or notes that taken from object of the research. Field notes is the researcher make notes about all ocassion during the research. In field notes, the researcher

⁴⁵ Creswell. W, John. *Research Design: qualitative, quantitative, mix method*. USA: SAGE Publication, 2009.

records in an unstructured or semi-structured way activities at the research site.

In Sugiyono, Sanafiah Faisal divided observation into three categories: participant observation, overt and covert observation, and unstructured observation.⁴⁶

a. Participant observation

Susan clarified that the term "participant observation" into participant observation, overt observation and covert observation, and unstructured observation. Participant observation can be divided into four categories, such as:

1) Passive participation

means that the researcher is at the scene of the action but does not interact or take part.

2) Moderate participation

signifies that the researcher strikes a balance between being an insider and an outsider.

3) Active participation

means that the researcher typically follows the norm of the setting.

4) Complete participation

means that the participant in the research is a natural.

b. Overt and covert observation

In this observation, researchers are honest with the source data they are collecting, but sometimes they are also not honest or subtle in their observations. This is done to avoid collecting data that is still kept confidential.

c. Unstructured observation

Observations that are not systematically prepared for what will be observed are referred to as unstructured observations. In

⁴⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta. 2016) p. 226

directing perceptions scientists don't utilize normalized instruments, however just as indications of perception.

The researcher used non-participant observation or passive participation, in which the researcher is present at the scene but does not interact or participate, to collect valid data. The researcher only observed about teacher's technique in teaching speaking skill. This observation used instrument, it was field notes. The field notes used to get information about teacher's technique in teaching speaking skill and the field notes used to write the result of the observation. The researcher observed two times in this research.

2. Interview

Just like journalists, researchers also did interviews to collecting data. Interview is an information gathering instrument that includes direct verbal collaboration between people. Based on Adhabi and Anozie, one of data collection for qualitative research is interview⁴⁷. Furthermore interview are utilized for researcher to profoundly know the things of the respondents more.

The interview method is data gathering technique utilized by the specialist to direct a fundamental report to find issues that ought to be examined and if researcher have any desire to know the things of the respondents more profound and the complete of respondents or a smidgen. There are three sorts of the interview as follow:

- a. Unstructured interview means the interviewer carries out the interview with no systematic plan of questions.
- b. Structured interview means the interviewer carries out the interview by using a set of questions arranged in advance.
- c. Semi-structured interview means the interviewer uses a set of questions.

⁴⁷ Adhabi, E., & Anozie, C. B. (2017). Literature review for the type of interview in qualitative research. *International Journal of Education*, 9(3), 86-97.

In this research, the researcher did an interview with the English teacher and students about teacher's technique in teaching speaking skill. The purpose of the interview is to find out the technique that English teacher used in teaching speaking for eight grade and how to apply it in learning process. The instrument that used in this research is the semi-structured interview. The researcher conducted interviews with Mrs. B.D English teachers and A.R, A.P, L.K, R.R, R as five students to determine the technique that used by the teacher to teach speaking skills. To gather the information, the scientist utilized a interview sheet as direction during the interview sessions. On a note book, the researcher drafted an interview transcript based on the interview's result.

3. Documentations

During the process of research, the researcher may collect qualitative documents. Sugiono stated that documentation is a record of previous occasions⁴⁸. Documentation in the form of writing are diaries, life histories, stories, biographies, regulations, policies, documents in the form of images are photos, love images, sketches and others.

According to explanation above, the researcher was collected the data for documents such as lesson plan, photos during learning process, and etc.

In the research, documentation is used as a data source to learn more about the teacher's method for teaching speaking skills. The researcher utilized administration sheets, such as lesson plan sheets, attendance list, power point of asking and giving material and a few photographs, in order to collect valid data.

E. Data analysis technique

The interview and observation are done to the English teacher of SMP N 1 Kembaran. The researcher in this research direct descriptive

⁴⁸ Sugiyono. *"Metode Penelitian Kuantitatif, Kualitatif, dan R&D"*. Bandung: ALFABETA CV, 2017.

qualitative research. For that reason, the researcher does not need statistical data. The researcher took the data from observation and interview. Then, those data interpreted based on some theory. The procedure from Miles and Hubberman in Sugiyono used to analyzed data⁴⁹:

1. Data reduction

In process of collecting data, the researcher gained different and sufficient data. Hence, it is important to decrease the summed up data, pick things, center around the significant things, search for subjects in designs and kill pointless ones. Information decrease in this study was completed with the phases of perception, meetings, and documentation. This study consolidates the three techniques or can be called triangulation of data.

2. Data display

The next step after reducing data in analyzing data is data display. Information show was a coordinated, packed get together of data that allowed end drawing and activity. The most common way of showing information basically as narration, table, and graphic. The information showed were the aftereffect of observation, interview and documentation. The researcher showed information in light of the definition of research issues. Thus, this study showed the information descriptively. By displaying information, the researcher became simple in understanding about peculiarity that were occurred and the scientist make the arranging in light of the circumstance that was perceived.

3. Verification

Verification is the last of procedure of analyzing the data of the research. Making verification is the most common way of drawing the substance of information gathered as explanation. Finding a new thing

⁴⁹ Sugiyono. *“Metode Penelitian Kuantitatif, Kualitatif, dan R&D”*. Bandung: ALFABETA CV, 2017. p. 243.

is the verification of the descriptive qualitative research. It tends to be the unmistakable depiction from the muddled one.



CHAPTER IV

TEACHER'S TECHNIQUE IN TEACHING SPEAKING SKILL

This chapter presents about the research findings and discussions the research is teacher's technique in teaching speaking skill for eight grade at SMP N 1 Kembaran.

When teaching the learning process, the teacher needs to be creative in order to create a lesson that students will enjoy and understand. Technique is one way to effectively deliver a lesson to students. Because it depends on the requirements of the students, each teacher employs a unique technique.

According to Kassem, techniques used by teachers to get students interested in the material, such as having them participate in learning activities, share equally with other students, and respond to the learning experience.⁵⁰ In addition, the teacher must collaborate with students as a friend, enhance the learning environment, plan lessons, and influence students through a variety of teaching techniques.

According to the interview, the teacher said that using technique to teach speaking is important because it lets the teacher know how students are progressing with learning English, especially speaking. The technique the teacher used to teach speaking was used to determine whether or not the material was delivered successfully.

The teacher had some guidelines based on the speaking class research findings. Those were intended to guide and assist students in comprehending the material's text. The teacher played the roles of organizer, assessor, motivator, and controller. There are numerous job of educator in the study hall, like educator as regulator, coordinator, assessor, member, asset, inspiration and spectator. Additionally, the students' roles in the classroom as performers, listeners, and primary subjects of instruction. The researcher came to the conclusion that the instructor placed a high priority on students' comprehension when acquiring

⁵⁰ Kassem, A. K. (1992). *Teacher Perceptions of Agricultural Teaching Practices and Methods for Youth and Adults in Iowa*. Doctoral dissertation, Iowa State University, Ames, IA.

knowledge and that she always used technique in teaching speaking in order to inspire students to be enthusiastic about learning.

At SMPN 1 Kembaran, the researcher discovered two teacher's techniques for teaching speaking skills to eight grades with just one teacher. Small group discussion and role play were two techniques that English teachers used to teach speaking.

1. Small Group Discussion

One technique that teachers used to teach speaking was discussion. Based on Ozer stated that Discussion provides students with access to their thought processes and the opportunity to guide students to a higher level of thinking, making it an excellent tool for developing students' reasoning skills.⁵¹ There are a variety of technique that a teacher can use to teach speaking, but the one she chose to improve students' speaking skills was small group discussion. According to Kelly and Stafford, a small group discussion can be an effective learning environment in which students benefit from both teacher instruction and peer interaction. Additionally, the group provides individuals with opportunities to speak in front of other people and receive feedback from teachers and peers.⁵²

The primary objective of small-group discussion is to enhance grammar and fluency. Allowing it to function as a naturally communicative setting is probably preferable. The teacher must define the objective of the small group discussion activity prior to the discussion. So that students don't waste time talking to each other about irrelevant topics, the small group discussion points are relevant to this purpose.

The teacher first adjusted the situation and conditions before the teaching and learning process began. Sukarno stated that The success of the teaching-learning process is influenced by a variety of factors,

⁵¹ Ozer, O. *Using Class Discussion to Meet Your Teaching Goals*. FALL Newsletter, 2005.

⁵² Kelly, M. & Sttafford, K. *Managing Small Group Discussion (Woekshop Series No. 9)*. City Polytechnic of Hong Kong. Professional Development Unit (now City University of Hong Kong, Centre for the Enhacment of Learning and Teaching), 1993.

including classroom management and the environment of the classroom.⁵³ The teaching-learning process will produce positive outcomes if classroom management is done correctly and the environment is favorable. In language classrooms where students are expected to communicate in the target language, classroom management requires special care. As a result, the students must have access to such an environment to learn. The teachers at SMP N 1 Kembaran will be able to create a classroom atmosphere also known as a classroom situation that is conducive to the success of teaching English to young students.

As Nugraha said, the teacher plays a very important role in helping the development of students to realize their life goals optimally.⁵⁴ In the classroom the teacher carries out two main tasks, namely teaching activities and managing the class. Teaching activities are essentially the process of organizing, organizing the environment around students. While managing class activities not only in the form of classroom arrangements, physical facilities and routines. Classroom management activities are intended to create and maintain a classroom atmosphere and condition. So that the learning process can take place effectively and efficiently. so, it is very important to condition the class before entering into the learning process or entering into the material realm. Apart from that, it will make the class conducive, it will also affect students' concentration and understanding of the material that will be given.

in the form of classroom arrangements, physical facilities and routines. Classroom management activities are intended to create and maintain a classroom atmosphere and condition. So that the learning process can take place effectively and efficiently.

The teacher always made the teaching and learning process interesting for the students because it can inspire them to learn. In

⁵³ Sukarno, Sukarno. "Teaching English to Young Learners and Factors to Consider in DesigningThe Materials." *Jurnal Ekonomi Dan Pendidikan* 5.1 (2008): 17229, p. 63.

⁵⁴ Nugraha, Muldiyana. "Manajemen kelas dalam meningkatkan proses pembelajaran." *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 4.01 (2018) p. 29

interview on November 15th 2022, teacher said the English learning activity depends on the situation and condition. The teacher If the lesson starts in the morning and the students were in a good mood, the teacher gave them an activity like a discussion or another. The teacher always check the situation in the class. The teacher also encourage the students to active and took part in the lesson.

The interview above was related with the observation that researcher did on November 17th 2022. The teacher started English lesson as usual, started from opening that consist of greeting, checking attendace and apperception. The teacher then motivated the students and urged them to participate actively in the learning process. Teacher used picture in student work sheet and also showed a video used lcd projecjor. Students had to describe it simply with their words based on what they saw.

the existence of motivation in learning was very useful to increase the level of success of learning itself. Because motivation was a factor of success in learning. It was appropriate with Rahman words, Motivation is one of the factors that influence student success in learning.⁵⁵

In interview on November 15th 2022, according to the teacher, students responded favorably to speaking instruction, but there were few difficulties when speaking instruction was taught as though students were unwilling to speak English. The reason they did not want to speak English because their vocabulary was lack. The students also stated that when their teacher asked them to speak English, they were unsure, but when they spoke English with a friend, they were confident (Interview November 15th, 2022).

In teaching English, teacher always encouraged participation from her students in class and constantly encouraged students to speak English. With small group discussion about asking and giving suggestion, teacher parted the class into small group that each group consist of two students.

⁵⁵ Rahman, Sunarti. "*Pentingnya motivasi belajar dalam meningkatkan hasil belajar.*" *Prosiding Seminar Nasional Pendidikan Dasar*. 2022. p. 289

Based on Orlich stated in Antoni that small group discussion could work on the understudy's talking expertise. There are 3 reasons why used small group-discussion in improving speaking skill. First discussion was used to increase teacher-student interaction and student verbal interaction in the classroom. Second, discussion was used to promoted meaningful personal interaction and learning. The learning may be of contents, skills, attitudes or processes. Third, it was used to help students adopt more responsible and independent mode of learning.⁵⁶ After divided by the teacher, students gave their opinions about the picture which had showed by the teacher via lcd projector (Observation on November 18rd, 2022). It fits Hollander said that by using pictures, students' shyness, anxiety, and introversion can be reduced, new ways of thinking can be sparked, and their knowledge and understanding of their strengths and weaknesses can be expanded.⁵⁷ In other words, used pictures really helpful students to active and did not afraid when they did a mistake. In addition to attracting students' attention, pictures also provided stimulation so that students could more easily understood about the material provided by the teacher

At started of the lesson, the students got picture and questions by the teacher. For the first step, students asked by the teacher to guess the picture and the picture showed an Indonesian hero (Soekarno-Hatta). Instanly students answered that they was the father of the proclaimer of Indonesia. After explained the example, teacher gave students some pictures to discuss with their group and each group had to note what their answer about the pictures. When the time is up, teacher choosen group by group to presented their result. Teacher said that students think critically through discussion technique in teaching speaking. Teacher stated that (November 15rd, 2022):

⁵⁶Antoni, Rivi. "Teaching speaking skill through small group discussion technique at the accounting study program." *Journal Education and Islamic Studies* 5.1 (2014): p.56

⁵⁷ Hollander, J A. Learning to Discuss: Strategy to Improving the Quality of Class Discussion. *Teaching Sociology*, 30(3), 2002, 317-27.

Each material, I always guide students to better understand the material presented. For instance when I show the image and they don't have any idea what they ought to portray then, at that point, I give them watchwords in light of the image. Besides making it easier for students to understand the material provided, students will also be active during the learning process.

Five students were interviewed by the researcher to find out how they felt about the use of small group discussion. Students stated that they are able to communicate with their friends and speak more frequently when they learn to speak in small group discussion.

Learning speaking using small group discussion, give us brave and comfort to speak English and make us to be active. It is because we do not worry if we say the wrong thing, and also easier for us to talk about our thoughts on the subject matter we are studying.

In interview on November 15rd, 2022 the English teacher said that she never harshly punished students who made mistakes during the teaching and learning process. For instance, if one student did not bring a dictionary to English class, the instructor will offer guidance and encourage students to borrow one from the library or another class.

If my students made a mistake, the only punishment I would use would be advice. I never administer punishment that has the potential to demoralize students or undermine their motivation to learn. If I punish students severely, it will have a negative impact on their motivation to learn, particularly in the English lesson. For instance, in my group understudies should bring word reference one individual one word reference on the off chance that there are understudies don't bring word reference I will draw in them to acquire in library or their companions.

The scientist concluded from this investigation that the teacher used a small-group discussion technique to demonstrate speaking ability. Because speaking made the material easier for students to understand and prevented them from being passive while learning how to speak, the instructor used small group discussion in the classroom.

2. Role Play

The second technique which used by the English teacher was role play. Because it gave students a chance to practice communicating in a variety of social settings and in a variety of social roles, role play was an

extremely important component of the speaking curriculum. Students can be creative and active through role play because the technique encourages them to speak as much as possible. Budden defined role play as any speaking activity in which a participant pretends to be another person and must put themselves in an imaginary situation.⁵⁸ In addition, As indicated by Shi, roleplay is a proper technique to get understudies to envision they are another person and have that impact. Students impersonate other people and participate in specific situations.⁵⁹

Used role play technique in teaching speaking, teacher conveyed material about expression asking and giving suggestion. Teacher first asked the students what the expression of asking and giving suggestion was before explaining the material. Some students were aware of the concept, but others were unfamiliar with the material. It was seen when a researcher was making observations. The students who knew about the concepts answered the teacher's question loudly. while the others only said that they did not know about the material. The teacher then provided an example and explained the concept clearly. Through one-on-one questions and indirect examples, the teacher verified whether or not the students had comprehended the material she had taught them. As teacher said in interview on November 15th, 2022, teacher explained the material to students and made sure students' comprehension by asked one by one did they had understood or had not about the material. If they said understood about the material, the teacher checked their comprehension with little question. If they said had not understood about the material then teacher explained again for the material until they understood.

The teacher asked the students to examine an additional example of asking and suggesting after explaining the material. Then the students followed along with the teacher as she read the dialogue. Through

⁵⁸ Budden, J. (2006). Role Play. The Article of British Council: BBC. from <http://www.teachingenglish.org.uk/articles/roleplay>. Accessed on May 29th, 2019.

⁵⁹ Shi, Z. *Communicative Approach in English Teaching*. May 30th 2006. Retrieved on July 30th 2019 from <http://www.xyuan.net/zola/Readnews>, 2006.

instruction on the expressions of asking and giving suggestion, the teacher encouraged students to practice dialogue in pairs and to perform role plays based on the book's dialogue. Following that, the instructor provided the students with feedback in the form of great, excellent, good and thank you. When a teacher discovers that a student's conversation or pronunciation was off, teacher may inadvertently correct the student. Julia says that for students of English as a Foreign Language, pronunciation is one of the fundamental skills and the foundation of oral communication. In short, students need to learn how to pronounce words in order to communicate effectively orally.⁶⁰ The teacher stated in an interview on November 15rd, 2022.

If my students make a mistake during the speaking activity, I will give them direct feedback. I think it is good to give students direct feedback because they will know where they made a mistake. And if they do not know the word's pronunciation or vocabulary, I won't give them the answer. Instead, I will let them learn on their own by looking in the dictionary or letting students find the answer on their own.

When students discovered that the word was difficult to pronounce, they asked the teacher directly, but the teacher did not first provide them with the answer. The teacher gave them time to reflect, inquired about whether the students had brought the dictionary, and then encouraged them to look for it. After that, if the students were stuck or couldn't find the answer, the teacher gave them the answer and helped them say the word. Students may develop their creativity and independence in learning activities in this manner. (Observation on November 17rd, 2022).

Students gained an experiential basis for reflection from feedback. When teaching and learning English, feedback is collected to facilitate interaction between teachers and students, particularly regarding pronunciation corrections.⁶¹ Giving students feedback also entails telling

⁶⁰ Gong, Julia. "Introducing English rhythm in Chinese EFL classrooms: a literature review." *Post-Script* 3.1 (2002): p.26

⁶¹ Agustuna, N. E., Herlina, R., & Faridah, D. Corrective Feedback on Pronunciation Errors: Teacher's Perception and EFL High School Students' Self-Reflection. *Journal Of English Education And Teaching*, 2019, 3(3), p. 312

them about their progress and guiding them to identify areas for improvement.

Role play is one technique communicative that helps language students become more fluent, encourages class interaction, and boosts motivation.⁶² In role playing, Haycraft mentioned the following three aspects: what the characters want, who they are, and how they are feeling or acting at the time.⁶³ The way the situation develops has a ten percent impact on these aspects.

An interview with five students was conducted on November 15, 2022. The response of the students to the role-playing technique used in the teaching and learning process. According to students, the role-playing technique makes learning enjoyable and reassuring.

Learning English through role play can work on our sure and I can dynamic in talk. Learning to speak makes us feel at ease and enjoyable through role play.

In an interview on November 15rd, 2022, the teacher also stated that she always encouraged her students to speak English outside of class as well as in the classroom.

I always provoke my students to speak in English in class and if they meet me outside the class, I attract my students to greet me in English such as welcome ma'am, how are you madam and so on.

Students also stated in an interview conducted on November 15rd, 2022, that she occasionally spoke English at home as well as in English lessons.

I occasionally feel proud of my ability to speak English because I have taught English since elementary school. I frequently practice speaking English with my parents at home.

In an interview with the teacher (November 15rd, 2022), the teacher stated that vocabulary was frequently a challenge for

⁶² Sumpana, S. *Improving the students' speaking skill by role play*. Diss. Thesis, Universitas Muhammadiyah, Surakarta, Indonesia, 2010, p. 10.

⁶³ Haycraft, John. *An introduction to English language teaching*. Longman Publishing Group, 1978.

students learning English, making it difficult for students to speak English.

My opinion is that my students' English skills will not improve if they learn English without a dictionary. As a result of my students' limited vocabulary, I always encourage them to expand their vocabulary and motivate them to diligently open dictionaries. My students always find it difficult to speak English due to the vocabulary they use.

It was discussed during an interview with a student (November 15rd, 2022). She stated that learning English was simple, but that she sometimes found it difficult to speak English because she was unsure of what to say and had limited vocabulary.

I enjoy studying English because it is simple to learn and allows me to easily communicate with people from other countries. When I have to speak English, I sometimes find it hard because I don't know a lot of vocabulary and it's hard to remember it.

The teacher made an effort to ensure that her students did not experience boredom and always had fun participating in learning activities. In showing talking educator believed that her understudies felt fun when conversation and pretend were applied in getting the hang of talking. Perception on November 15rd, 2022. When the researcher spoke with five students, it was appropriate:

When teaching English, the teacher always uses various methods. The teacher may use presentation, question-and-answer, role-playing, or discussion with the class.

In an interview with the researcher on November 15rd, 2022, the teacher also discussed the objectives of teaching English to students:

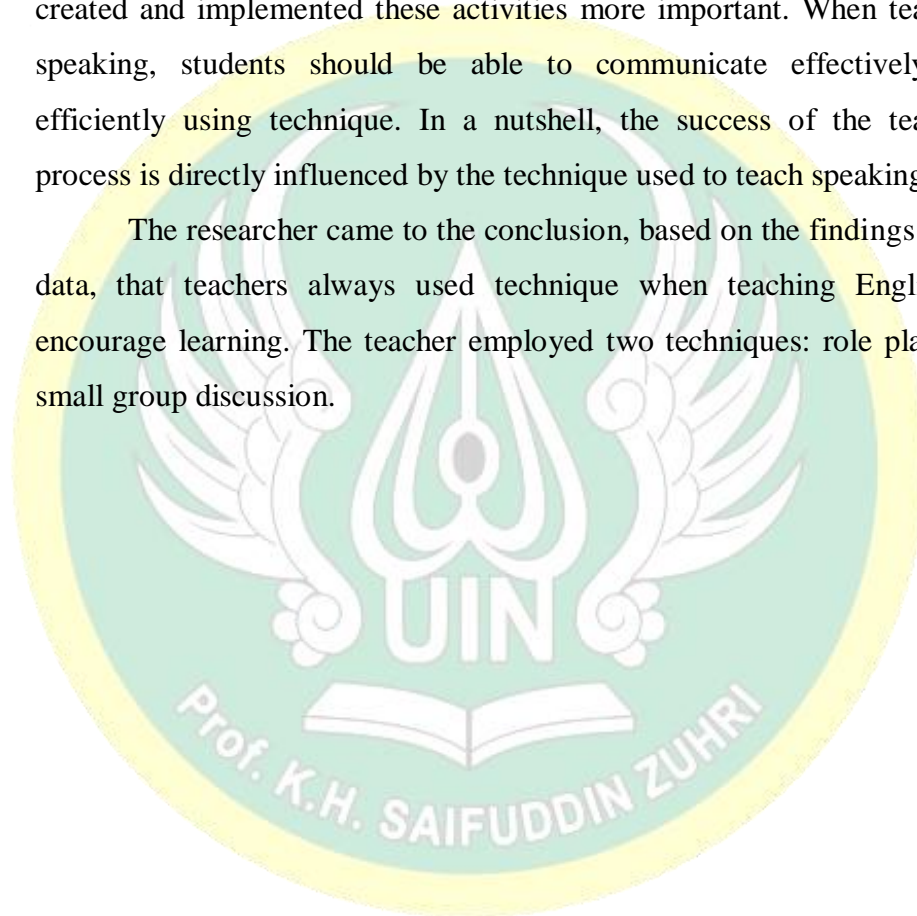
When I teach English to my students, I want them to be able to speak English well, expand their vocabulary, and improve their English skills. because my students can easily learn and study abroad through English. I want my students learning English at the school to be able to apply the knowledge they have gained from the school as well as study and gain value from the teacher.

Based on what the researcher observed during an observation on November 17rd, 2022, the teacher's English teaching techniques were well implemented. The teacher used effective techniques to teach the material.

The teacher can easily help students understand the material by delivering it. The instructor then concluded the lesson by asking the students what they had learned today. The instructor thanked the students at the end of the lesson.

The way a teacher treats students during the teaching and learning process is known as a teacher's technique. It was hoped that these techniques would help teachers achieve their goal, making the teacher who created and implemented these activities more important. When teaching speaking, students should be able to communicate effectively and efficiently using technique. In a nutshell, the success of the teaching process is directly influenced by the technique used to teach speaking.

The researcher came to the conclusion, based on the findings of the data, that teachers always used technique when teaching English to encourage learning. The teacher employed two techniques: role play and small group discussion.



BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is a qualitative descriptive research. It describes of teacher's technique in teaching speaking skill for eighth grade at SMP N 1 Kembaran Banyumas Regency. Based on the result of the research, the researcher can conclude the result this way:

The research describes teacher's technique in teaching speaking skill for eighth grade at SMP N 1 Kembaran Banyumas Regency. There are two techniques that used by the teacher. Those techniques are small group discussion and role play.

The technique that allowed students to express their thoughts, ideas, and arguments was small group discussion. The instructor divided the students into groups and asked them to talk about the picture. Students engaged in active interaction with one another through the technique of small group discussion. Little gathering conversation was applied to work on understudies' talking expertise so understudies' will be dynamic and can think fundamentally in learning.

Role play was a learning activity that allowed students to use the language they know and practice their dialogue as someone else. In order to teach speaking, students used a role-playing technique in which they acted out dialogue from the book. The purpose of role-playing speaking instruction was to enhance students' pronunciation skills.

B. Suggestion

In light of the findings of the study and the aforementioned conclusion, the researcher made the following helpful recommendations regarding English instruction:

1. For the teacher. The teacher is the central figure, and it was expected of them to know how to use the right teaching technique, especially in speaking. It's important because the teaching technique used in the

learning process may affect how well students learn. In order for the teacher to effectively control the learning activity, the teacher must be creative, active, helpful, friendly, and humble.

2. For the pupils. It is anticipated that students will be more active, creative, and confident. When a teacher explains the material in front of them, students need to pay close attention and comprehend it well.
3. For the other analyst. This study looked at how teachers teach speaking skills. The other researcher is expected to use this study's findings as a reference for their subsequent research.
4. For the audience. The researcher will accept helpful suggestions and constructive criticism to improve the thesis because the researcher is of the opinion that it is far from perfect. Additionally, the researcher hoped that this thesis would be beneficial to her as a whole and to all readers as a whole.

C. Limitation

This research has limitations. This limitation serves to obtain certain research objectives, so that research has limited problems to be observed, and focuses on one problem. The author restricts the scope of this study to discussing the teaching techniques of an eighth-grade speaking teacher at SMP N 1 Kembaran.

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