

# CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS' ENGLISH SPEAKING SKILL: A NATURALISTIC STUDY

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## ABSTRACT

This research describes types of technique used by the English teacher of SMA N 2 Sukoharjo to develop students' English speaking skill, the purposes of each technique, teacher's roles, student's roles, and instructional material. The type of this research is descriptive qualitative especially Naturalistic. Methods used in this research are: observation, interview, field note, and documentation. The result shows that the type of technique used by the English teacher in teaching learning process to develop students' speaking skill at SMA N 2 Sukoharjo such are Group Work Presentation, Drama, and Song. Teacher's roles in teaching learning process such as teacher as a Controller, as a Prompter, as an Assessor, as an Organizer, as an Observer, and as a Model. Student's roles in teaching learning process such are student as a Planner, as a Member, and as a Tutor. Material used by the English teacher in teaching learning process is "Bahasa dan Sastra Inggris: Peminatan Ilmu Bahasa dan Budaya" written by Hidayat, et.al (2013). The conclusion in this research is the English teacher at SMA N 2 Sukoharjo used various techniques to develop students' speaking skill in teaching learning process. Various techniques used by the teacher in teaching learning process make the student more active, more creative and the student more enthusiastic in teaching learning process especially in speaking activity in the classroom. Various techniques also make the student not bored when learning process, the students' fun, enjoyed and confident when learning speaking process. Based on the observation, the use of technique in teaching learning process is very important to make situation in classroom more interesting and make the student enthusiastic in learning process.

**Key words:** Classroom Technique in Teaching Speaking, Instructional Material, Student's and Teacher's Roles

## INTRODUCTION

In SMA N 2 Sukoharjo the teacher used 2013 Curriculum in teaching learning process. The teachers use that curriculum to make it easier for the students to receive the materials given by the teacher, also make the students more active in teaching learning process in the classroom, and make it easier to deliver the English materials in classroom activities. In one

meeting, the English teacher teaches just for one skill, not cover all of skill in one meeting. That is to make easier for the teacher to take the value every skill.

In SMA N 2 Sukoharjo, the student difficult to develop speaking skill than other skills, such as reading, writing, and listening skill. Beside they should have many vocabularies; they also should have bravery to speak out English well. In teaching speaking

students also have to know the elements of speaking skill such as: comprehension, vocabularies, pronunciation, grammar, and fluency. In teaching learning process especially in speaking skill the teacher should creative in her teach to make the student confident to speak up in English. The students of SMA N 2 Sukoharjo less brave if the teacher ask them to speak up in English. They not confident to speak up in English, because they afraid there are false in speak and they less understand how to speak up well. The students have difficulties in mastering the elements of speaking such as: comprehension, vocabularies, pronunciation, grammar, and fluency. That is the problem often faced by the English teacher in teaching speaking.

To make the student confident and brave to speak up in English, the teacher should use technique which is appropriate with the skill. Using technique in teaching learning process make the student not bored and interesting in English class especially in speaking skill. Based on that phenomenon, the writer is interested to observe the teaching learning process to know the classroom technique used by the English teacher to develop students' speaking skill at SMA N 2 Sukoharjo. The writer wants to study about the best technique which is appropriate to develop speaking skill at SMA N 2 Sukoharjo. The writer wants to know how the teacher implements the technique in teaching learning process especially in speaking activity.

## LITERATURE REVIEW

Approach is how people acquire their knowledge about language and make statements about the conditions which will promote successful language learning. Method is a procedure of presentation by the teacher to get the aims in teaching learning process.

Harmer (2001: 78) states that, Approach refers to theories about the nature of language and language learning serve as the source of practices and principles in language teaching. An approach describes how language is used and how its constituent parts interlock – in other words, it offers a model of language competence. Harmer (2001: 78) states that, method is the principal realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization. Methods include various procedures and techniques as part of their standard fare. Harmer (2001: 78) also states, a common technique when using video material is called 'silent viewing'. This is where the teacher plays the video with no sound. Silent viewing is a single activity rather than a sequence, and such is a technique rather than a whole procedure.

Technique is an important role in teaching learning process to get the goal of teaching learning. The teacher should use the appropriate technique with the skill especially in teaching speaking. Based on that statement, the writer describes the type of technique used by the English teacher at SMA N 2 Sukoharjo to develop student's speaking skill.

To prove the originality this research, the writer takes some previous study related to speaking skill. They are: Sumartini (2011), Indriyani (2015), Permanasari (2014), Chandra (2011), and Argawati (2014).

Sumartini (2011) studied *The Implementation of Debate Technique in Teaching English Speaking to the Third Year Students of SMA N 3 Salatiga*. The aim of her research is to know the strengths and weakness of debate implementation in teaching English speaking. The objectives this research is to describe the procedure of teaching speaking using debate and the strengths and weaknesses of debate technique implementation. The type of her research is descriptive qualitative study. Method to collecting the data she used observation, interview, document and questionnaire. The result in her research showed that the procedure of teaching speaking using debate are pre-speaking, whilst-speaking, post-speaking, and closing the lesson. The strengths of debate implementation made the students enjoy and creative. The weaknesses of debate implementation are difficult to manage the class to make students active and the student's lack of vocabulary. The students were difficult to share their argument or opinion directly. They need much time to speak up and it takes time.

Indriyani (2015) conducted research entitled *Method of Teaching Speaking to the Seventh Grade Students of SMP Muhammadiyah 2 Surakarta in 2014/2015 Academic Year*. The objective is this research is the implementation method to teaching speaking to the seventh grade students of SMP Muhammadiyah 2 Surakarta. This research is descriptive qualitative

research. The methods of collecting data in this research are observation, interview, and document analysis. The result of this research is she found that the teacher use Communicative Teaching Learning (CLT) and Inquiry Based Learning (IBL) in teaching speaking. The writer finds the problem faced by the teacher, namely the student different competence and classroom management. The techniques used by the teacher are role playing, games, problem solving, discussion, and song.

Permanasari (2014) conducted research entitled *Improving Students' Speaking Skill Through Three Steps Interview Technique (An Action Research of the Tenth Grade Students of SMK Negeri 9 Semarang in the Academic Year of 2013-2014)*. The objectives of this research knowing how three steps interview technique improve the students' speaking skill and the subject of this study was 36 students of class X AK.1 in SMK N 9 Semarang. She uses qualitative and quantitative method. The procedures of collecting data in this research as follow testing, observing, using questionnaire, and taking documentation. The result of using Three Step Interview showed that student's responses in learning speaking were good. The writer find in pretest, all of students final scores were under 50. In the cycle one test, no one of them got final score less than 50. From the cycle two test, most of the students got final score more than 70. Then, the data of post-test showed that all of the students got score more than 70.

Chandra (2011) conducted research entitled *Improving Students' English Speaking Skill by Using Drama (A Classroom Action Research at the Second Grade of SMA Muhammadiyah 1 Surakarta in 2010/2011 Academic Year)*. The objective in this research are determined after identifying the problems during pre-observation in class XI IPS 5 of SMA Muhammadiyah 1 Surakarta, interviewing the students, and the English teacher of that class and investigating the teacher about her note dealing with the students' score in daily evaluation especially speaking subject. The research data are collected by using techniques of qualitative and quantitative data. Methods to collecting the data are: observation, interview, documentation, pre-test and post-test. The result of drama can improve students' speaking ability. The students' mean score before the action is 45.05. It improves up to 54.67 in the first cycle, 66.10 in the second cycle, and improves again up to 75.81 in the third cycle.

Argawati (2014) conducted research entitled *Improving Students' Speaking Skill Using Group Discussion (Experimental Study on the First Grade Students of Senior High School)*. The objectives of this study are, to test the hypothesis that group discussion can improve the students' speaking skill of the first students of Wijaya Kusuma Senior High School, and to describe how group discussion improves students' speaking skill. The type of research is quantitative and qualitative data. The researcher collected qualitative data by using observation, field notes, recording and interview. Quantitative data, in this

case students' score of speaking is analyzed by searching for its average score of each aspect of speaking competence. The result shows that there are some improvements on the students' speaking skill quantitatively and qualitatively. Group discussion is one of the best methods of learning speaking in foreign language. It helps the students improve their speaking skill. In group, the students have opportunity to use English among themselves and practice each other with their friends. Practicing speaking with their friends increases their confidence in saying some words without any worry whether they say some wrong words or not. Besides that, learning in group improves their vocabulary mastery.

This research focuses on the classroom technique used by the English teacher to develop students' speaking skill at SMA N 2 Sukoharjo and the other components such as the purposes of technique, teacher's roles, student's roles, and instructional material. The writer applies several theories to support the research. The several theories such as: notion of approach, method and technique, notion of speaking, notion of teaching speaking, techniques in teaching speaking, teachers role, students role, and instructional material.

Harmer (2001: 78) states that, a common technique when using video material is called 'silent viewing'. This is where the teacher plays the video with no sound. Silent viewing is a single activity rather than a sequence, and such is a technique rather than a whole procedure. Brown (2001: 15-16) states that, technique is any exercise, activities, and tasks in the classroom to meet the objectives or

goal of learning. According to Richards and Rogers (1987: 146) in (Fauziati, 2014: 13), there are three dimensions to a method at the level of procedures. "First, the use of teaching activities (drills, dialogues, information gap) to present new language; second, the ways in which particular teaching activities are used for practicing language; and third, the procedures and techniques used in giving feedback to learners concerning the form or content of their utterances or sentences."

Harmer (2007: 108-110) states that, some of the most common teachers' roles are the following: Controller, Prompter, Resource, Assessor, Organizer, Participant, and Tutor. Johnson and Paulston (1976: 231) in (Richards 1985: 23) describe the learner's roles in individualized approach to language learning are as follows:

- a. The learner is planner of his or her own learning program and those ultimately assumes responsibility for what he or she does in the classroom.
- b. The learner is a member of a group and learns by interacting with others.
- c. The learner is a tutor of other learners.
- d. The learner learns from the teacher, from other students, and from other teaching sources

This study focused on teaching speaking. There are several techniques to develop students' speaking, they are: Group Work Presentation, Drama, and Song. Cunningsworth (1995: 7) summarizes, the roles of instructional materials are: (1) resource for presentation materials (spoken and written), (2) a source of activities for

learner's practice and communicative interaction, (3) a reference source for learners grammar, vocabulary, pronunciation, etc, (4) a source of stimulation and ideas for classroom activities, a syllabus (where they reflect learning objectives which have already been determined), (5) a support for less experienced teachers who have yet to gain in confidence.

## RESEARCH METHOD

This research is a Naturalistic study about teaching English speaking at SMA N 2 Sukoharjo. Lincoln and Guba (1985: 87) proposed naturalistic inquiry as an alternative constructivist methodology to challenge the analytical or empiricist through of the positivistic paradigm. The writer gets the data from three sources such as event, informants, and document. The writer uses three methods in collecting data; they are observation, documentation, and interview.

To analyze the collected data, the writer takes some steps such as reducing the data, display the data, and verifying the data. Subject in this research is the teacher and students of the tenth and eleventh grade of SMA N 2 Sukoharjo in 2015/2016 academic year. Tenth grade consist of two classes, and seventh grade consist of three classes. The teacher's name is Mrs. A. The object of this research is focused on classroom techniques used by the teacher to develop students speaking skill in SMA N 2 Sukoharjo in 2015/2016 academic year.

## FINDINGS AND DISCUSSION

This research focuses on the questions of problem statements, they are: (1) Type of classroom techniques in teaching English speaking, (2) Purposes of each technique, (3) Teacher's roles, (4) Student's roles, (5) Instructional material used in teaching learning process at SMA N 2 Sukoharjo.

### 1. Types of Classroom Techniques in Teaching English Speaking at SMA N 2 Sukoharjo

There are several techniques used by Mrs. A to develop students' English speaking skill, they are: Group Work Presentation, Drama, and Song.

Table 1  
Classroom Technique in Teaching Speaking

No	Classroom Techniques	Material
1.	Group Work Presentation	Procedure Text
2.	Drama	Narrative Text
3.	Song	Song

### 2. The Purposes of Each Technique in Teaching English Speaking at SMA N 2 Sukoharjo

There are several purposes of each technique used by the teacher to develop students' English speaking skill, such as:

- a. Group Work Presentation is to develop grammar and vocabulary students, make students brave speak up in English speaking, and make the students compact with their friends in a group presentation
- b. Drama is to train students more creative in teaching learning process, make students brave to speak up in English, make students happy in teaching learning process.
- c. Song is to make students interested in teaching learning process, to develop pronunciation, make the students brave in speak up.

Table 2  
Purpose of Classroom Technique in Teaching Speaking

No	Classroom Technique	Purposes
1.	<i>Group Work Presentation</i>	<ul style="list-style-type: none"> <li>• To develop grammar and vocabulary students</li> <li>• Make students brave speak up in English speaking</li> <li>• Make the students compact with their friends in a group presentation</li> </ul>
2.	<i>Drama</i>	<ul style="list-style-type: none"> <li>• Train the students more creative in teaching learning process</li> <li>• Make the students brave in speak up in English speaking</li> <li>• Make students happy in teaching learning process.</li> </ul>
3.	<i>Song</i>	<ul style="list-style-type: none"> <li>• Make the students interesting in teaching learning process</li> <li>• To develop pronunciation</li> <li>• Make the students brave in speak up.</li> </ul>

### 3. Teacher's Role at SMA N 2 Sukoharjo

Harmer (2007) states that some of the most common teachers' roles are the following: Controller, Prompter, Resource, Assessor, Organizer, Participant, and Tutor. There are many kinds of teacher roles in teaching learning process at SMA N 2 Sukoharjo, such as: a) teacher as a controller, b) teacher as a prompter, c) teacher as a assessor, d) teacher as a organizer, e) teacher as a observer, and f) teacher as a model. The writer concluded that the teacher's role at SMA N 2 Sukoharjo is appropriate with the theory.

Table 3  
Teachers' Roles of Classroom Technique in Teaching Speaking

No	Teachers' Role	Examples
1.	Teacher as Controller	Teacher, "Speak up please. Not demonstrate only, Louder please, You can show your picture, Give applause".
2.	Teacher as Prompter	Teacher, "I hope you can presented your speech media, you can demonstrate your FOOD with fun ya. So you can learn speech English".
3.	Teacher as Assessor	Teacher, "Oke, your perform is very good. Your prepare is very well. Other group can learn the perform from this group".
4.	Teacher as Organizer	Teacher, "Semua script harus ada namanya terus dikumpulkan".
5.	Teacher as Observer	Teacher, "Why you not to demonstrate noodle? Why you buy the noodle in the market? I ask you to make own your food, not buy".
6.	Teacher as Model	Teacher, "Stop. The pronoun is not like that. Repeat after me. Make = meik".

### 4. Students' Role at SMA N 2 Sukoharjo

Johnson and Paulston (1976: 231) in (Richards 1985: 23) describe, the

learner's roles in individualized approach to language learning are as follows:

- a. The learner is planner of his or her own learning program and those ultimately assumes responsibility for what he or she does in the classroom.
- b. The learner is a member of a group and learns by interacting with others.
- c. The learner is a tutor of other learners.
- d. The learner learns from the teacher, from other students, and from other teaching sources.

There are many kinds of student roles in teaching learning process at SMA N 2 Sukoharjo, such as:

- a. Student as a planner means that the students must plan own learning program and plan what should they do when they will perform in presentation with group or individual.
- b. Student as a member means the students should active in their group, they should give idea of material in group to make their perform success in their presentation. Students as a member also active in question and answer session when presentation activities.
- c. Student as a tutor means that the student guided by the teacher to share their knowledge to other students in teaching learning process. The purpose of this role is to make student active and cooperation in the group or pairs, also train the student to interaction with other.

The writer concluded that the student's role at SMA N 2 Sukoharjo is appropriate with the theory.

Table 4  
Students' Roles of Classroom Techniques in Teaching Speaking

No	Students' Role	Activities
1.	Student as a Planner	The students remember the script, wearing the costume, and bring other things which needed in their drama.
2.	Student as a Member	The students as members also asked the group that presented in front of class if they did not understand the material being discussed and they also give the comment about the food presented by the other group.
3.	Student as a Tutor	The student share knowledge to other students who understand the material when they presented their work presentation about <i>procedure text</i> with topic FOOD and in drama performance about <i>Narrative text</i> in front of the class.

### 5. Instructional Material used at SMA N 2 Sukoharjo

Cunningsworth (1995: 7) summarizes, the roles of instructional materials are: (1) resource for presentation materials (spoken and written), (2) a source of activities for learner practice and communicative interaction, (3) a reference source for learners grammar, vocabulary, pronunciation, etc, (4) a source of stimulation and ideas for classroom activities, a syllabus (where they reflect learning objectives which have already been determined), and (5) a support for less experienced teachers who have yet to gain in confidence.

Table 5  
Instructional Material in Teaching Speaking

No	Instructional Material	Topics
1.	- English book ("Bahasa dan Sastra Inggris: Peminatan Ilmu Bahasa dan Budaya" written by Seto Hidayat, Ardana Neswari Purba, Arlis Dwi Siswanti, Erlina Setjani, and Teguh Sarosa for tenth grade) - Workbook (Bahasa Inggris written by Caraka Team)	Procedure Text, Narrative Text, and Songs.
2.	Material supplementary from the internet	Procedure Text, Narrative Text, and Songs.

The instructional material used at SMA N 2 Sukoharjo is the material printed formed. Based on the observation and interview, the writer found Instructional materials used by the teacher in English teacher at SMA N 2 Sukoharjo such as: "Bahasa dan Sastra Inggris: Peminatan Ilmu Bahasa dan Budaya" written by Seto Hidayat,

Ardana Neswari Purba, Arlis Dwi Siswanti, Erlina Setijani, and Teguh Sarosa for tenth grade, Workbook (Bahasa Inggris written by Caraka Team), and dictionary. These materials are printed materials. Non-printed materials used by the teacher such as source from the internet.

Table 6  
Relations among Types of Classroom Techniques, Purposes of Classroom Techniques, Teachers' Roles, Students' Roles, and Instructional Material

No	Classroom Techniques	Purposes	Teachers' Roles	Students' Roles	Material
1.	Group Work Presentation	<ul style="list-style-type: none"> <li>- To develop grammar and vocabulary students</li> <li>- Make students brave speak up in English speaking</li> <li>- Make the students compact with their friends in a group presentation</li> </ul>	Teacher as: <ul style="list-style-type: none"> <li>- Controller</li> <li>- Prompter</li> <li>- Assessor</li> <li>- Organizer</li> <li>- Observer</li> </ul>	Student as: <ul style="list-style-type: none"> <li>- Planner</li> <li>- Member</li> <li>- Tutor</li> </ul>	Work book, English book.
2.	Drama	<ul style="list-style-type: none"> <li>- Train the students more creative in teaching learning process</li> <li>- Brave in speak up in English speaking</li> <li>- Make students happy in teaching learning process</li> </ul>	Teacher as: <ul style="list-style-type: none"> <li>- Controller</li> <li>- Prompter</li> <li>- Assessor</li> <li>- Organizer</li> <li>- Observer</li> </ul>	Student as: <ul style="list-style-type: none"> <li>- Planner</li> <li>- Member</li> <li>- Tutor</li> </ul>	English book and work book
3.	Song	<ul style="list-style-type: none"> <li>- Make the students interesting in teaching learning process</li> <li>- To develop pronunciation</li> <li>- Make the students brave in speak up</li> </ul>	Teacher as: <ul style="list-style-type: none"> <li>- Controller</li> <li>- Prompter</li> <li>- Assessor</li> <li>- Organizer</li> <li>- Observer</li> <li>- Model</li> </ul>	Student as: <ul style="list-style-type: none"> <li>- Planner</li> </ul>	Supplementary from the internet and work book.

## CONCLUSION

English teacher at SMA N 2 Sukoharjo not cover all of skill at one meeting. The teacher teaches one skill at one meeting to make easier for the teacher to take the value every skill. The English teacher used various techniques in English teaching learning process especially speaking skill. In speaking activity, the student not brave to speak up in front of their friends. They feel not confident to speak up because they less mastery of elements in speaking such as: comprehension, vocabulary, pronunciation, grammar, and fluency.

Using the various techniques make the student more active, creative, fun, happy, and enjoyed in teaching learning process. The condition in classroom also makes the student not feel bored and not monotonous when learning activity.

Based on the result, using technique in the teaching learning process is very important for teacher and student, especially in English speaking activity.

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