# TEACHERS' TECHNIQUES IN TEACHING SPEAKING SKILL FOR X-GRADE STUDENTS AT SMA YPVDP BONTANG IN THE ACADEMIC YEAR 2022/2023

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## ABSTRACT

Speaking, one of the four skills in English is seen as the most essential skill for English learners to master. Most people's success in learning can be seen by how well they can talk and communicate. Teachers must have techniques in place to support the learning process and achieve specific characteristics in the teaching and learning process. This research aims to discover the techniques used by English teachers in teaching speaking skills to eighth-grade students at SMA YPVDP Bontang in the academic year 2022-2023. The qualitative descriptive method was employed in this study. An English instructor at SMA YPVDP Bontang, who taught class X, was the focus of this investigation. Interviews and observation were used to gather data, which was subsequently analyzed utilizing interactive, and condensation data models—utilizing data triangulation for data validation. The researcher found that teacher use three techniques, namely role play, small group discussions, and debates, to teach speaking skills.

*Keywords*: Teachers' Techniques, Teaching Speaking Skills, Speaking Techniques

### ABSTRAK

Berbicara, salah satu dari empat keterampilan dalam bahasa Inggris dipandang sebagai keterampilan yang paling penting untuk dikuasai oleh pembelajar bahasa Inggris. Keberhasilan kebanyakan orang dalam belajar dapat dilihat dari seberapa baik mereka berbicara dan berkomunikasi. Guru harus mempunyai teknik-teknik yang mendukung proses pembelajaran dan mencapai ciri-ciri khusus dalam proses belajar mengajar. Penelitian ini bertujuan untuk mengetahui teknik yang digunakan oleh guru bahasa Inggris dalam mengajarkan keterampilan berbicara kepada siswa kelas delapan di SMA YPVDP Bontang pada tahun ajaran 2022-2023. Metode deskriptif kualitatif digunakan dalam penelitian ini. Seorang instruktur bahasa Inggris di SMA YPVDP Bontang, yang mengajar kelas X, menjadi fokus penyelidikan ini. Wawancara dan observasi digunakan untuk mengumpulkan data, yang selanjutnya dianalisis menggunakan model data interaktif dan kondensasi—memanfaatkan triangulasi data untuk validasi data. Peneliti menemukan bahwa guru menggunakan tiga teknik, yaitu permainan peran, diskusi kelompok kecil, dan debat, untuk mengajarkan keterampilan berbicara.

**Keywords**: Teknik Guru, Mengajar Keterampilan Berbicara, Teknik Berbicara

## Introduction

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In the era of globalization, people in one region would interact with people from the other areas with different languages so more than mastery of one language is needed. There are several commonly spoken languages worldwide, one of which is English. English language learning is integrated into four language skills: listening, speaking, reading, and writing. One of the most complex skills is speaking (Andestina, 2019). Speaking is one of the most challenging skills to achieve in language learning because speaking is the most visible product of learning a language compared to other skills.

The ability of individuals to communicate by signs, words, or gestures is usually referred to as language. Language is a dynamic system of meaning exchange that is constrained by circumstance. Based on KBBI, language is a collection of arbitrary sound symbols people employ to communicate, connect, and identify themselves in society. The Encyclopedia Britannica defines language as a typical speaking system, manual, or written sign by which people express themselves as members of social groups and participants in their culture (Claxton,2008). Language is a communication tool used by everyone to communicate and interact with each other. Through language, people can express their ideas and emotions. A person can only communicate effectively or express opinions in oral and written form with language (Tasker et al., 2010).

The teaching of speaking is the most essential aspect of the language learning process, and it is an integral part of teaching a second language (swadhika, 2016). Teaching speaking is tricky since the teacher has to master English material, especially speaking well. The English teacher should often teach speaking by giving practice assignments, memorizing dialogues, and practicing them. By Them, that is after students can be more active in the learning process so that little by little they are answering mastering. However, the world of education today demands the purpose of teaching speaking to improve students' communication skills, especially using English. By using it, students can express themselves depending on how they interact. Language teachers need to pay more attention to teaching and speaking to students. As is well known, the modern environment necessitates long-distance learning.

## Research Methods

Discussion is an activity carried out by a group (two or more people) to express an opinion or refute it in oral or written form in any situation (Abdulbaki et al., 2018) either explaining each other's points of view or criticizing each other (Brookfield, 2006) Proper discussion will help students achieve their desired results. So that they can understand it well. Using relevant materials in learning can make students look active and they will be more motivated because they are interested in the learning used by the teacher (Rambe & Amri, 2019).

According to Bernstein B that there are three types of discussions:

## Buzz Group Discussion

A Buzz Group Discussion is a group that gathers, divided into small groups of about 4–6 people, to discuss a particular issue in a short time (5–10 minutes) (Beckett et al., 2010). According to Pinheiro and Connors K, the purpose of the Buzz Group Discussion is to foster cooperation, encourage group reflection, and increase the participation of cooperation between all groups (Saleh, 2016). From the explanations, The Buzz Group

Discussion is a group of 4-6 people divided into small groups to quickly discuss a issue, with the purpose of fostering cooperation, encouraging group reflection, and increasing participation.

## Small Group Discussion

Small Group Discussion is a student-centered methodology, which allows students to actively engage and become partners in the teaching-learning process (Thaha & Jambi, 2019). Students interact with peers and instructors, discuss, and share ideas. They develop the ability to build consensus within the group (Christiani, 2019). From the explanations cooperation between all groups (Setyawati, 2020). From the explanations, The Buzz Group Discussion is a group of 4-6 people divided into small groups to quickly discuss a issue, with the purpose of fostering cooperation, encouraging group reflection, and increasing participation.

## Big Group Discussion

Big Group Discussion provides a major advantage for learners and facilitators: It requires students to engage more deeply with the material than traditional lectures. Provide a low-risk place for student knowledge assessment. Demonstrates the importance of shared knowledge construction and collaboration (Hamann et al., 2011). Big group discussions require a great deal of preparation in anticipation of learner questions and challenges. From the explanations, Big Group Discussion provides a low-risk place for student knowledge assessment and requires preparation for learner questions and challenges.

## Song

Using songs in an EFL classroom, especially speaking one can be both enjoyable and educational. A song usually provides a peaceful and happy mood for the listeners. Songs can also be used as a useful aid in the learning of vocabulary, pronunciation, structures, and sentence patterns.

Song technique used the theory proposed by Gasser and Waldman, (1) To ensure the pedagogical value of the song, the EFL teacher should be able to used it to teach grammar, pronunciation, vocabulary, and culture. (2) The tune should be simple and easy to learn. (3) It helps if the lyrics are representative (Paquette & Rieg, 2008). If they are not, it helps if the song has a chorus that is easy to learn. In this way, even the slowest students can master at least part of the song relatively quickly. (4) The lyrics should be as representative as possible of standard, spoken English. (5) It should be necessary to change the lyrics to make them more standard or to enhance their pedagogical value. From the explanations, Song technique used by Gasser and Waldman's theory suggests that songs can be used to teach grammar, pronunciation, vocabulary, and culture. The tune should be simple and easy to learn, and the lyrics should be representative of standard English. Changes should be made to make the lyrics more standard to enhance their pedagogical value.

## Storytelling

Storytelling is retelling a story that has been read or heard using simple language to retell stories that have been told by the teacher to deliver the material. The purpose of using this technique is to improve students' language skills. Therefore, the teacher as a facilitator must set a good example in the used of language. Students can easily follow what the teacher asks during the learning process. A teacher does not just tell stories (Dawkins & O'Neill, 2011). The stories conveyed must have positive values to be imitated, and encourage students to be interested and have experience.

Storytelling is an activity that involves two people, namely the speaker and the listener. The role of the speaker is to present the story using simple language and appropriate body language. Meanwhile, the listener's focus is to listen and pay attention to the story presented by the speaker (Barzaq .M., 2009). From the explanations, Storytelling is an activity that involves two people, the speaker and the listener, to improve students' language skills. The speaker must use simple language and appropriate body language, while the listener must listen and pay attention to the story.

## RESULT AND DISCUSSION

### Problem-Solving
Materials that focus on problem-solving offer further opportunities for the students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them  3 steps to problem

Theoretical Framework

There are many techniques for teaching speaking. The following are some of the techniques for teaching speaking which can be implemented by the teacher:

Role Play
Role-play can be chosen as a way to improve speaking skills by pretending to be in various circumstances so that they have roles. In role-playing activities, the teacher provides information to students about what roles they would get and the rules of the role-playing technique (Rusdiningsih, 2012). Next, the teacher tells each child their name, occupation, and what activities they would do. Everything has been prepared by the teacher (Andestina, 2019). Role-play activities are activities in which students play different characters in different situations. Such as, students play the role ng a doctor in a hospital or become a villager who plays the role of a farmer, fisherman, etc. Students can choose their group of friends or teachers who choose to depend on the agreement (Ba'dulu, 2010).

### Simulation
Simulation is more or less the same as role-playing. However, the simulation is more complicated. A simulation is an activity in which students discuss a problem in a setting that has been clearly described (Matthew, 1994). In the simulation, students may bring items to class to support their role. For example, if a student acts as a teacher, she or he brings textbooks such as math, science, English, etc. to deliver learning materials. Simulation is the act of imitating some real thing, state, or process. Students must act

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under their duties and responsibilities and do their best according to the conditions that are currently happening.

Information Gap

An information gap activity is a type of activity to have a conversation between one person and another who has different information to discuss and resolve (Harmer, 2007). Using language can be a link to finding out knowledge gaps (Thornbury & Scott, 2012). According to Brown, the information gap has two characteristics (Frazier & Brown, 2001). First, the information gap focused on the information itself. Second, the information gap prioritizes good interactions to achieve goals (Rusdiningsih, 2012). In this activity, the students are supposed to be working in pairs; one student will have the information that their partner does not have, and the partner will share their information.

Information-gap activities serve many purposes, such as solving a problem or collecting information. Also, each partner does not provide the information the other needs. These activities are effective because everybody has the opportunity to talk extensively in the target language (Claxton, 2008). Brown's theory states that the information gap focuses on the information itself and prioritizes good interactions to achieve goals. These activities are effective because everyone has the opportunity to talk extensively in the target language, and they serve many purposes such as solving a problem or collecting information. Additionally, each partner does not provide the information the other needs.

## Game

A game is one of the activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to used what they have been drilled on (Harmer, 2008). According to Webster, "Guessing game is game in which is participants compete individually or term in the identification of something". From the statement above the guessing game is involved in the participant compete on term in identification someone.-solving:

1) Purpose: you have to truly understand if it's laziness that prevents you from doing stuff or not having a purpose?
2) Your Role: You need to accept your part of the play. Do not blame others for what you should do. You don't have to say there is no job; economics is a problem, etc. So society is the worst, and I am the best? No. many managers want to hire. We have to find out the exact issue in ourselves. You have to accept your responsibility and role in the purpose you have chosen.
3) Write it down: Write down the purpose and the problem to pass the problem-solving steps easier. First, it has to be precise. For example, "I have a problem with my father, which I need to solve." Was it clear enough? Absolutely not. Write the details for yourself.
4) Debate

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**Debate**

Debate is a technique that can be chosen in improving students' speaking skills. This technique is similar to a discussion however the debate is broader in terms of the pros and cons of a problem. In the debate, there are supporters and opponents. The speaker must also provide evidence regarding the material presented So opponents cannot comment to carried out in groups and cooperation between two or more people and is led by somebody so that they can find the best for the problems they face (Oktaviani & Aprison, 2022). The debate focused on arguments. So it allows students to give opinions, look for complete reasons and evidence, make appropriate objections, and all students must participate in the debate process (Wahyudi, 2017). Before starting the bate, the teacher must provide a theme regarding the issue to be debated (Frazier & Brown, 2001).

In this technique, two groups are usually created and one of them is supporters and opponents. The speaker must provide evidence regarding the material presented. When the speaker is invited to present arguments from one group to another. So the other group must respond to the arguments that have been submitted by the previous group.

**Question-Answer**

The question-answer technique is one method of teaching the most effective and efficient in building creativity in students in the classroom (Ratman & Basrudin, 2013). So that it can add insight and knowledge to students in learning. The question-answer technique is done by giving questions that must be answered by students and otherwise, the teacher answers questions from students (Sardiman, 2005). Furthermore, the question-and-answer technique is a technique of teaching the material and then giving questions to students to find out the extent of students' knowledge (Darmadi, 2017). From the explanation, The question-answer technique is a method of teaching the most effective and efficient way to build creativity in students in the classroom. It involves giving questions to students to answer them and to understand the extent of their knowledge. This technique helps to add insight and knowledge to students in learning.

**Conclusion**

Based on the results of this study, the researcher concluded that several techniques in teaching speaking, namely Role Play, Small Group Discussion and Debate to improve speaking skills in class X students of SMA YPVDP Bontang for the 2022/2023 school year. The techniques taught aim to improve students' speaking skills.

Role Play is learning that can provide opportunities for students to use language that students know and become other people in practicing the dialogue. Role-play techniques are applied in speaking teaching where students perform role-play based on the script or dialogue they have made according to their respective themes. Teaching speaking through role play aims to improve students' speaking skills, especially in pronunciation.

Small Group Discussion is a technique that can provide opportunities for students to express ideas and exchange ideas. The teacher divided the students into five groups

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and invited the students to discuss a picture. The small group discussion technique makes students more active in interacting with each other. Small group discussions are applied to improve students' speaking skills so that students would be active and can think critically in learning.

Debate is a speaking learning technique that can provide opportunities for students to express ideas, arguments, and opinions and think more critically about something. The teacher divides the students into two groups, where one of the groups has a group of pros and cons and cons. Debate techniques make students more critical in thinking so that students can know how to strengthen arguments in a conflict.

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