



## Teacher's Techniques in Teaching Speaking at The Tenth Graders at MA Bustanul Ulum Tanggungprigel, Glagah, Lamongan

**\*Wafa Wafiyah<sup>1</sup>**

English Language Education Study Program Faculty Of Teacher Training And Education,  
Qommaruddin University, Indonesia

\* Email: wafawafiyah06@gmail.com

**Ahmad Thoyyib Shofi<sup>2</sup>**

English Language Education Study Program Faculty Of Teacher Training And Education,  
Qommaruddin University, Indonesia

Email: zhofi.thoyyib@gmail.com

(\*) Email Correspondent: wafawafiyah06@gmail.com

### Abstract

This research is about teachers techniques in teaching speaking at the tenth graders at MA Bustanul Ulum. The aim of this research is to know the technique used by English teacher and students' response in teacher's techniques in teaching speaking at the tenth graders level of MA Bustanul Ulum. The challenges faced by teacher when applying techniques in teaching speaking include dealing with students who lack seriousness and consequently disrupt their peers. On the other hand, students encounter difficulties in the process of learning speaking due to the repetitive use of the same technique by the teacher. In collecting data, the researcher faced several problems, including teacher who often used repetitive activities when teaching speaking and uncooperative students. mastering English speaking is a crucial aspect of overall language proficiency. When it comes to learning to speak, it is essential for teachers to carefully select appropriate techniques that effectively can made students' comprehension and progress in acquiring spoken language skills. The design of the research was descriptive qualitative, which obtained the data through observations, and questionnaire. The researcher collected the data by observation and took field notes to know what technique the teacher used and how the teacher applied the technique in the teaching and learning process. The subjects of this research were an English teacher and students in the tenth grade. The researcher found that in teaching speaking, the teacher did not use any of the techniques that has mentioned by the researcher in this thesis on teaching speaking.

**Keywords:** Technique, Teaching, Speaking

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## INTRODUCTION

English is widely regarded as the lingua franca of the globe and is the standard language in a wide range of fields, including higher education and international business. Throughout the history of education on this planet, learning foreign languages, especially English, has been employed as a strategy for developing human resources (Rao, 2019). This indicates that acquiring English as a second language is crucial, particularly in the field of education.

Language serves many purposes. Currently identified as a need, four skills (reading, writing, listening, and speaking) are critical in any language learning quest, particularly English. Xingli and Kurniasih (2013) stated that In most countries around the world, including Indonesia, English plays an important role in education. In Indonesia, English is taught from elementary school to university level. Teaching English in Indonesia focuses on the student's communication ability.

For communication, language is very important. It allows people to say things to each other and meet their communicative needs. To communicate well, we must be able to speak. Speaking is a skill needed for communication because it is one of the abilities needed to carry out a conversation. Richards (2008) stated that speaking is "exploring ideas, acquiring something done, subtracting various aspects of the world, or basically being together" means that if learners can speak accurately or fluently, it will help them communicate easily and explore their ideas. Mastering speaking is the most important aspect of learning a second or foreign language.

In foreign language classrooms, teaching speaking skills has become central. The goal of teaching speaking is to develop the student's courage to speak English in speaking class and express their opinion in front of their friends, as well as make the students more confident to explore their capabilities. Nunan (2003) states that speaking is harder than the other skills because it occurs in real time and we cannot edit what we want to say. It suggests that speaking flows naturally and that you don't have much time to plan out or revise your speech while speaking.

Moreover, Cahyono and Widiati (2006) state that students' speaking performance relates to their linguistic and personality factors. In accordance with those thoughts, Nation and Newton (2009) claimed two speaking problems faced by the students. In terms of linguistics, most students lack vocabulary and have inadequate mastery of grammar. In addition, they also lack fluency when speaking in the class. Whereas, in terms of personality problems, the students lack not only confidence in speaking but also encouragement or motivation.

The speaking problems mentioned above also occur at MA Bustanul Ulum. Based on preliminary research conducted by researcher at MA Bustanul Ulum, the English teacher stated that many students do not have courage to speak English because of their lack of confidence. Students cannot speak English fluently because they lack vocabulary. Furthermore, they do not have enough knowledge of sentence structures. Those weaknesses make them afraid of making mistakes in their speaking performances. This might happen because of many factors, one of which is the teacher's technique.

It will be most effective to assess students speaking abilities if the teacher can give the class a stimulus. This stimulation might serve as a tactic. In order to best guide students, teachers must be knowledgeable about learning techniques. Technique is needed when we learn something, especially when we learn languages. Fachrurrazy (2010) stated that Technique is the particular classroom action that is consistent with a method and is in line with an approach. Meanwhile, Brown (2001) stated that "technique" is any of a wide variety of exercises, activities, or tasks used in the language classroom for achieving lesson objectives. Techniques are highly recommended because they make it easier for teachers to assess and convey material.

Hence, to support the improvement of the student's speaking mastery, the teacher needs suitable techniques in the teaching and learning process. There are many techniques that can be used by English teachers, especially in teaching speaking, such as songs, Discussions, Role Play, games, and problem-solving (Rusdiningsih, 2012). While Kayi (2006) mentioned some techniques in speaking such as news, story completing, reporting, playing cards, picture narrating, picture describing, find the differences. To be able to master the language, we need the appropriate technique that allows us to understand it easily.

In the context of English language teaching and learning, English teachers need to make sure that the teaching techniques they use fit with their students' learning needs. Therefore, English teachers need to be creative in choosing their teaching techniques to assist, encourage, and motivate the students, as they are aware that not all of them have an interest in the English language. In accordance with the statement above, Nurhayati (2012), cited in Silmi (2017), claims the teacher's teaching process can direct students to achieve goals by choosing the appropriate technique. Therefore, choosing appropriate techniques is very important in the teaching and learning process, especially in speaking.

Therefore, in this research, the researcher analyzed the teacher's technique because the teacher's technique is important in teaching speaking. It determines the success or failure of students' achievements in learning to speak. The

researcher will focus on the techniques used by the teacher in the teaching of speaking for tenth graders at MA. Bustanul Ulum Tanggungprigel, Glagah, Lamongan, East Java.

In accordance to the background above, the researcher carried out a research entitled "Teacher's Techniques in Teaching Speaking for the Tenth Graders at MA Bustanul Ulum TanggulprigeL, Glagah, Lamongan". Based on some previous studies in Teacher's Techniques in Teaching Speaking. The first research was conducted by Andestina (2019). The researcher found that the English teacher used two techniques in teaching speaking: role play and small group discussion. Secondly, Iswara, (2015) gathered the data by asking the students to fill out questionnaires. The sample for this research was the students of Class VIIA, VIIC, and VIID. The result of data analysis shows that there are three speaking techniques used by the English teacher, namely dialogue memorization, picture cards, and numbered heads together. Thirdly, Kurniawati (2013) identified the techniques of private elementary English teachers in helping their students in speaking class. The subjects of the study were two English teachers of the first graders of an elementary school in Salatiga. The findings showed that teachers used four techniques: picture, repetition drill, realia (real things), and dialog. This research focused on the techniques used by the teacher in teaching speaking and the students' response at teacher's technique in teaching speaking.

## **METHOD**

### **Research Design**

In this research, the researcher was guided by the research design in collecting and analyzing data. According to Creswell (2009), research designs are plans and procedures for conducting research that range from broad assumptions to specifics.

The design of this research is descriptive qualitative research. A descriptive research strategy can study one or more variables using a wide range of research techniques. According to McCombes (2019), Descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. The characteristics of the population or phenomenon under study are described as descriptive research. This descriptive methodology emphasizes the "what" of the research issue more than the "why."

According to Moleong (2013), qualitative research aims to comprehend the phenomena that study respondents encounter, such as behavior, perception,

motivation, action, etc. According to Sugiyono (2018), Qualitative research methods are often called "naturalistic research methods" because the research is carried out in natural conditions (a "natural setting"); also known as the "ethnographic method," because initially this method was more widely used for research in the field of cultural anthropology; and referred to as "qualitative research methods," because the data collected and the analysis are more qualitative in nature.

The researcher used qualitative research, which focused on the description, to answer the questions about the technique in teaching speaking in the tenth graders of MA Bustanul Ulum Tanggulprigel, Glagah, Lamongan.

### **Population and Sample**

Sukla (2020) explained that "population" refers to the set or group of all the units to which the findings of the research are to be applied. Based on the definition provided, a population encompasses all the units to which research findings can be applied. In simpler terms, a population represents a grouping of all the units that possess the variable attribute that is the subject of the study, and from which general conclusions can be drawn.

Sample is any subset of the population that represents all of the population's elements, and the term is used to describe a small portion of something that provides details about the source material (Sukla, 2020). The selected sample units must encompass all the characteristics found within different population units. In most research studies, data is collected from sample units rather than the entire population due to various reasons. In this research, the researcher employed the purposive sampling technique to obtain the data. According to Sugiyono (2018), purposive sampling is a method that allows researchers to select samples based on specific criteria and considerations aligned with the research objectives. This method facilitates a deliberate and systematic approach to determining the appropriate sample size for the study. By employing purposive sampling, researchers can ensure that the chosen samples possess the desired characteristics that contribute to the depth and quality of the research findings. Thus, the researcher will only select samples that are deemed appropriate for the research and in accordance with the research needs.

In this research, the target population was the teachers who teach English and also the students of MA Bustanul Ulum. There were two (2) teachers who teach English and 140 students. The sample in this research was the English-Speaking teacher and the students at the tenth grade of MA Bustanul Ulum who are divided into two classes namely X IPA and X IPS class with the total of the students are 22 as sample. In addition, the subject of the research is the English

teacher and the students of the tenth grade at MA Bustanul Ulum Tanggungprigel.

### **Instruments**

According to Sugiyono (2018), researcher is the instrument in qualitative research, with the responsibility to determine the research focus, select informants as data sources, collect data, assess data quality, analyze data, interpret data, and make conclusions on everything. The term "instrument" in research refers to all types of tools used by researchers to collect data. This research will gathered data through field notes, and questionnaire. The researcher used field notes as data collection tools to write down all of the activities during observation.

According to Tenzek (2017) Field notes are a qualitative approach most often used in ethnography. Field notes are written observations recorded during or immediately following participant observations in the field. Field notes that are documented will depend on the setting, the researcher, and the participants being observed.

The researcher used field notes as data collection tools to write down all of the activities during observation. Field notes were arranged after observation. The researcher takes field note a teacher that include the style of the teacher in teaching English, how the teacher applies techniques in the teaching learning process, and what activities happen in the class to improve students' speaking skills. Then, the researcher took a picture or video as evidence.

According to Sugiyono (2018), a questionnaire is a data technique that is carried out by providing a set of questions or written statements to respondents to answer. There are two kinds of questionnaires: open-ended and closed-ended. An open-ended questionnaire is one that requires the respondent to write down the answer in the form of a case description, whereas a closed-ended questionnaire requires the respondent to select alternative answers to the available questions in the form of a short answer.

For the student questionnaire, the researcher used both open and closed-ended questions to facilitate data collection. The questionnaire consisted of descriptions and yes-or-no questions, totaling twenty-one questions. In the case of the yes-or-no questions, students were presented with several statements regarding the lecturer's teaching techniques. Additionally, the questionnaire included a description column, designed to make it easier for the researcher to gather more comprehensive and clear data. Furthermore, students had the opportunity to provide descriptive answers to each question. The questionnaire was in the Indonesian language to ensure students could respond more easily.



For the teacher questionnaire, the researcher employed an open-ended questionnaire to obtain broader answers and gather more information and data. The questionnaire was administered to both teachers and students in the tenth grade at MA Bustanul Ulum.

### **Data Analysis**

In order to understand and present the data obtained, the researcher used data analysis techniques. According to Sugiyono (2018), explained that Data analysis is the systematic process of locating and compiling data from interviews, field notes, and documentation by classifying the data into groups, describing them into units, synthesizing them, compiling them into patterns, selecting which ones are significant and which will be studied, and drawing clear conclusions.

The data analysis technique used by researchers uses the Miles and Huberman model. According to Miles and Huberman in Sugiyono's book (2018), data analysis in qualitative research is carried out at the time data collection takes place and after completion of data collection within a certain period.

According to Sugiyono (2018) Data reduction is used to record data obtained from the field carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the important things, and then looking for patterns and themes. Thus, the data will be clearer, making it easier for researchers to collect it. In the data reduction the researcher collected the data, and then from the data the researcher selected the main things, and focusing to the research topic

The next stage is to provide the data after it has been reduced. Data presentation in qualitative research might take the shape of tables, graphs, flowcharts, pictograms, and other visual representations. The data can be sorted and placed in a relationship pattern through the display of these facts, making it simple to understand. Additionally, data presentation in qualitative research can take the shape of quick summaries, charts, correlations between categories, flowcharts, and the like, but narrative language is most frequently employed to convey data in this type of study. Data is organized and presented in this manner, making it easier to comprehend (Sugiyono, 2018). In the data presentation, the researcher presented the data in paragraph form, making it easy to understand.

Conclusion is the last stage of qualitative research analysis. Sugiyono (2018) asserts that conclusions from qualitative research may or may not address the formulation of the problem that was established at the outset because the problem and formulation of the problem in qualitative research are still ad hoc and will change once the research is conducted in the field. In qualitative

research, conclusions are fresh discoveries that have never before been made. Findings may take the shape of a description or description of a previously ambiguous object that, after further investigation, becomes evident. So, In the conclusion the researcher made conclusion and answered the formulation of the problems that was formulated in the previous.

## **FINDINGS AND DISCUSSION**

The research started with the distribution of the instruments and the object of the research. Those instruments were questionnaire, and field note.

Based on the needs of the student-teacher learning process, each teacher must have a different technique. The teacher must use creativity to design the lesson so that the students could easily understand it. In this research, the researcher began by observing the class during the teaching and learning process. The observation was conducted 5 times. Based on the researcher's observation and questionnaire, The researcher found that the teacher's did not use any techniques that have been proposed by Kayi (2006) and Rusdiningsih (2012). The teacher's sole focus was on vocabulary development, as evidenced by the responses in the teacher's questionnaire, which indicated that during English lessons, the teacher prioritized vocabulary acquisition and building students' confidence in speaking English. Furthermore, according to the questionnaire, whenever there was available time for learning activities, the teacher would administer vocabulary quizzes to the students.

After analyzing the data at the findings, the researcher will explain the results of findings based on observation, field notes, and questionnaire. The researcher found that the teacher's did not use any techniques that have been proposed by Kayi (2006) and Rusdiningsih (2012) as mentioned by the researcher in previous chapter. The teacher's sole focus was on vocabulary development, as evidenced by the responses in the teacher's questionnaire, which indicated that during English lessons, the teacher prioritized vocabulary acquisition and building students' confidence in speaking English. Furthermore, according to the questionnaire, whenever there was available time for learning activities, the teacher would administer vocabulary quizzes to the students.

Student responses to the application of vocabulary development were based on the observations of researchers. Some of them were excited when they got new vocabulary, but some of them also felt bored because the teacher did it every meeting. Considered the context of speaking classes and the overall learning process, it is advisable for teacher to minimize the excessive used of vocabulary-building techniques. By doing so, teacher could foster an



environment that encourages active student participation in speaking activities. This approach promotes student engagement and enhances the effectiveness of language learning in the speaking domain.

Despite students' claims in the questionnaire that the teacher used four techniques (discussion, role play, storytelling, and interviews) in teaching speaking, the researcher did not observe the teacher applying any of these techniques during the conducted class research. Similarly, the teacher's questionnaire mentioned the use of conversation and discussion techniques, but these were not evident in the observed classes. This disparity between student perceptions and the actual teaching practices indicates a potential mismatch or inconsistency in the implementation of teaching techniques. Further investigation and clarification may be required to understand the reasons behind this discrepancy and explore ways to bridge the gap between students' expectations and the actual instructional approach in teaching speaking skills.

Meanwhile, Research conducted by Andestina, D.E., (2019), with the title *Teacher's Techniques In Teaching Speaking Skill For Eight Grade Students* where the same was done by the researcher, showed that the teacher also used role play as one of the techniques used in teaching speaking. The researcher found that teacher used two techniques, they are role play and small group discussion in teaching speaking.

Based on the findings, about the students' feelings it can be concluded that students' feelings towards speaking lessons are positive. The students stated that they did not feel bored, even though they often attended speaking lessons, because they were motivated to master English. Despite facing challenges in understanding the material, students feel comfortable and relaxed during the learning process. This shows a strong level of commitment and enthusiasm among students.

## CONCLUSION

Based on the results of the research conducted by the researcher, the researcher came to the conclusion that in teaching speaking the teacher does not apply any techniques that that have been proposed by Kayi (2006) and Rusdiningsih (2012) as mentioned by the researcher in previous chapter and focused more on vocabulary building activities.

In this research the researcher found that the teacher did not utilize any specific techniques in teaching speaking skills to the tenth graders of MA

Bustanul Ulum Tangungprigel, Glagah, Lamongan. The teacher's primary focused was on developing vocabulary, as supported by the findings from the teacher's questionnaire. The questionnaire revealed that the teacher prioritized vocabulary mastery and building confidence in speaking English during English language instruction. In conclusion, the observations made by researchers revealed varied student responses to the application of vocabulary development. Some students expressed excitement when presented with new vocabulary, others felt bored due to its repetitive implementation in every class meeting.

Although, in the student and teacher questionnaire the students claimed that the teacher used 4 techniques in teaching speaking: discussion, role play, storytelling, and interviews. But, when the researcher took the data the researcher did not find the teacher applying any of these techniques.

Students' overall feelings towards speaking lessons are positive. The students expressed that they did not feel bored, despite regularly attending speaking lessons, as they were highly motivated to master the English language. Despite encountering challenges in understanding the material, the students reported feeling comfortable and relaxed during the learning process. This indicates a high level of commitment and enthusiasm among the students, highlighting their dedication to improving their speaking skills.

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