ANALYSIS OF TECHNIQUES EMPLOYED BY ENGLISH TEACHERS IN TEACHING SPEAKING AT THE SECOND GRADE STUDENTS OF MADRASAH ALIYAH PLUS ABU HURAIRAH MATARAM IN ACADEMIC YEAR 2022/2023

A THESIS

Submitted as one of the requirements to achieve
Bachelor's Degree (S1) in the English Language Education Program
Faculty of Teacher Training and Education
Muhammadiyah University of Mataram

BY:
M A N S Y U R
NIM: 2022A1B040R

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
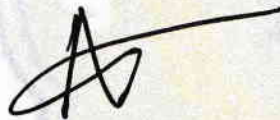MUHAMMADIYAH UNIVERSITY OF MATARAM
2022**

APPROVAL

ANALYSIS OF TECHNIQUES EMPLOYED BY ENGLISH TEACHERS IN TEACHING SPEAKING AT THE SECOND GRADE STUDENTS OF MADRASAH ALIYAH PLUS ABU HURAIRAH MATARAM IN ACADEMIC YEAR 2022/2023
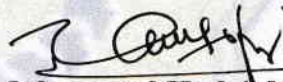
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The thesis on behalf of Mansyur has been defended in front of the examiners Of English Language Education Program, Faculty of Teacher Training and Education Muhammadiyah University of Mataram
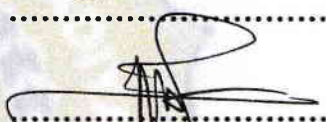
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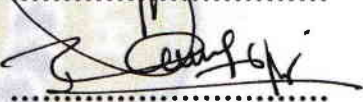**Examiners:**

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It is true that the thesis entitled "**Analysis Of Techniques Employed By English Teachers In Teaching Speaking At The Second Grade Students of Madrasah Aliyah Plus Abu Hurairah Mataram In Academic Year 2022/2023**" is my own original work and has never been submitted for an academic degree anywhere else.
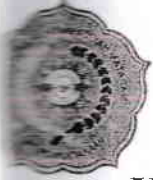
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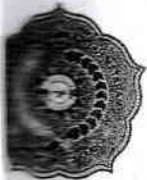
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v

MAJELIS PENDIDIKAN TINGGI PENELITIAN DAN PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
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MOTTO

"Indeed, with hardship [will be] ease.

So when you have finished [your duties], then stand up [for worship].

And to your Lord direct [your] longing." (Ash-Sharh: 6-8)

"So which of the favors of your Lord would you deny?" (Ar Rahman : 13)

DEDICATION

In the name of Allah SWT the most gracious and the most merciful, Who has given the researcher mercy and blessing, health and ability to finish thesis. Sholawat to the Prophet Muhammad SAW his coming really changed the world. Special thanks to:

My Parents, my beloved father Abidin (Rahimahullah), my beloved mother Selamah, my beloved wife Nikmah, my beloved children Ali, Fathin, Adli, and Hana who always give me everlasting love, guidance, motivation, always praying for me and supporting me to finish this thesis and to be successful in the future.

My first advisor Asbah, M.Hum. and My second Advisor Muhammad Hudri, M. Pd who always advised me and supported me to finish this thesis.

All of my lecturers and classmates who always gave me hands so I can finish this thesis. I thank them for the spirit, motivation and togetherness.

May Allah SubhanahuWaTa'ala bless us. Aameen.

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Praise and gratitude we pray to the presence of Allah SWT, God Almighty, who has given His mercy and blessing, so that the thesis entitled "**Analysis Of Techniques Employed By English Teachers In Teaching Speaking At The Second Grade Students of Madrasah Aliyah Plus Abu Hurairah Mataram In Academic Year 2022/2023**" can be completed on time. This thesis identifies some techniques used in the teaching speaking process that can be referred to by school teachers of the same level wherever they are. This thesis is written as one of the requirements in completing the Bachelor (S-1) study of the English Language Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

The writer realizes that the completion of this thesis is due to the assistance of various parties. Therefore, the writer should express deep gratitude to.

1. Mr. Drs. H. Abdul Wahab, M.A. as The Rector of UMMAT

2. Mr. Dr. Muhammad Nizaar, M.Pd.SI. as Dean of FKIP UMMAT

3. Mrs. Hidayati, M.Hum. as Head of the English language Education Program

4. Mr. Asbah, M.Hum. As Advisor I

5. Mr. Muhammad Hudri, M.Pd as Advisor II, and everyone who cannot be mentioned one by one who have also contributed to expedite the completion of this thesis.

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8. Thanks to all the students who were involved in my research.

The writer realizes that this thesis is still far from being perfect, therefore, suggestions and constructive criticism are highly expected. Finally, the writers hope that this thesis can provide benefits for the development of education.

Mataram,   December 2022

Mansyur
NIM 2022A1B040R

ABSTRACT

Mansyur. 2022. **Analysis Of Techniques Employed By English Teachers In Teaching Speaking At Second Grade Students of Madrasah Aliyah Plus Abu Hurairah Mataram In Academic Year 2022/2023**. Thesis. Mataram: Muhammadiyah University of Mataram

Advisor I   : Asbah, S.Pd. M.Hum.
Advisor II   : Muhammad Hudri, S.Pd., M.Pd.

This research is aimed at finding out the techniques for teaching English speaking and also investigating the strengths and the weaknesses of the techniques. The samples of this research were two English teachers who taught second year students at MA Plus Abu Hurairah Islamic Boarding School in academic year 2022/2023. The data resources were documentation, observation, and interview. The data was analysed descriptively. The result of the study shows that the teachers at MA Plus Abu Hurairah Islamic Boarding School used a variety of techniques when they taught English speaking. The techniques used by the English teachers were discussion, storytelling, situational communication, guessing game and oral presentation. Discussion, situational communication, and oral presentation techniques were used by all of the English teachers, but storytelling and guessing game were used by individual teachers. The result shows that there were strengths and weaknesses of those techniques. The strengths of each technique were as follows: (1) that each technique gave the students chances to speak, (2) each technique provided students chances to share their opinion. Nonetheless, the weaknesses of the technique were mentioned: (1) the students could not speak spontaneously, because of their lack in vocabulary and pronunciation, (2) some techniques needs a lot of time for the preparation.

Key words: speaking, teaching speaking, technique, analysis

ABSTRAK

Mansyur. 2022**. Analisis Teknik Yang Digunakan Oleh Guru Bahasa Inggris Dalam Mengajar Berbicara Pada Siswa Kelas Dua Madrasah Aliyah Plus Abu Hurairah Mataram Tahun Ajaran 2022/2023.** Tesis. Mataram: Universitas Muhammadiyah Mataram

Pembimbing I : Asbah, S.Pd. M.Hum.
Pembimbing II : Muhammad Hudri, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengetahui teknik mengajarkan berbicara bahasa Inggris dan juga kekuatan dan kelemahan dari teknik tersebut. Sampel penelitian ini adalah dua guru bahasa Inggris yang mengajar siswa kelas dua di Pesantren MA Plus Abu Hurairah tahun pelajaran 2022/2023. Sumber data adalah dokumentasi, observasi, dan wawancara. Data dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa para guru di Pesantren MA Plus Abu Hurairah menggunakan berbagai teknik ketika mereka mengajar berbicara bahasa Inggris. Teknik yang digunakan oleh guru bahasa Inggris adalah diskusi, bercerita, komunikasi situasional, permainan tebak-tebakan dan presentasi lisan. Teknik diskusi, komunikasi situasional, dan presentasi lisan digunakan oleh semua guru bahasa Inggris, tetapi permainan bercerita dan menebak digunakan oleh masing-masing guru. Hasilnya menunjukkan bahwa ada kekuatan dan kelemahan dari teknik tersebut. Kelebihan masing-masing teknik adalah sebagai berikut: (1) setiap teknik memberikan kesempatan kepada siswa untuk berbicara, (2) setiap teknik memberikan kesempatan kepada siswa untuk mengungkapkan pendapatnya. Meskipun demikian, kelemahan dari teknik tersebut disebutkan: (1) siswa tidak dapat berbicara secara spontan, karena kurangnya kosa kata dan pengucapan, (2) beberapa teknik membutuhkan banyak waktu untuk persiapan.

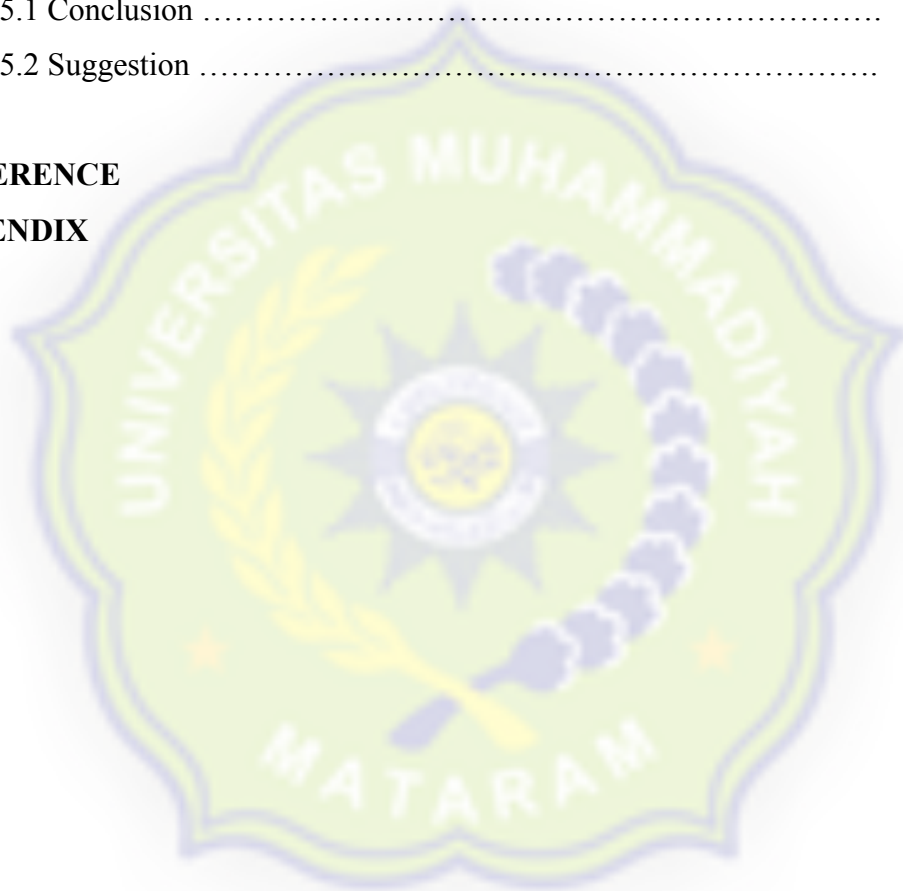Kata kunci: berbicara, pengajaran berbicara, teknik, analisis

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CHAPTER I

INTRODUCTION

In this beginning section, the writer would like to discuss the background of the study, research questions, objectives of the study, significance of the study, scope of the study, and definition of key terms as well.

1.1 Background of the Study

English is a language that has been recognized as the most widely used language in various fields of life. English has been widely used in education, business, international meetings, seminars and many others. Many countries have made English their mother tongue and some have made it as their second language. Most countries that make English their second language include it in the curriculum they apply in schools, both public and private.

As Indonesian people, English is not their first language. That is why now the government has designed an English curriculum for Elementary school for English that has been introduced since the basic level of the Indonesian educational system. With the curriculum, the students are hoped to have the ability to use the target language fluently. But in the real situation, the students always face difficulties to use the language, this is because they don't have enough inputs and they seldom practice their English. Most of the students do not understand the teacher's explanation. As a teacher she/he should try to solve the student's problem and try to find appropriate techniques, so that the students can get the target competency.

In learning a language, success is often judged by the skill in using the language both in writing and especially orally. If someone is able to use language orally, people will assume that he has succeeded in learning the language or at least he is closer to that success. In English, the ability to use language orally is called "speaking".

Speaking, which is a natural skill of language that all humans are born to be able to do, is the skill that makes human beings differ from the other living creatures (Zeytin, 2006). The main focus of a language is speaking it. Without speaking the language, it is nearly hard to master it (Maxom, 2009: 183).

Speaking is an activity to share ideas directly. Anwar (2019) said that speaking is also about how we communicate our ideas when we are eager to convey ideas to the people with good and simple language so that they understand what we want. A person may speak or use the language to communicate what they want, to get the information, and can share with each other. In daily activity in our social community people always use informal language, but when people are in a formal situation, they use the formal one. Speaking is a very useful communicative way to be done. If people need something, he/she can directly say that they need that thing, people can get a lot of advantages and current information by sharing with each other.

During the teaching-learning process, teachers should create an effective class and know the technique of teaching speaking, especially when the teacher teaches speaking. It is crucial for the teachers to provide appropriate techniques

because it can set up a condition that can motivate the students to increase their speaking ability.

The success in studying, especially in English speaking class is a part of teaching techniques used by the teacher when the teaching-learning process is conducted. In this case the teacher should master and perform many kinds of techniques in their teaching process. Therefore, teachers should be able to find out the appropriate techniques for teaching speaking; teachers should be aware of the techniques theoretically and practically. The teacher's technique is important , as well as the learner's role as an active participant in the process of teaching and learning (Karfa, 2019). Harmer (2007) stated that the more opportunities students may have in applying the components of the language they have stored in their brains, the more automatic they can use those. It is important to give them as many opportunities as possible to communicate in a supportive environment. Gaining confidence will help them speak more easily (Pollard, 2008)

Febriyanti (2016: 73) states that the teacher should employ the technique that is appropriate to the skill in order to instil the students' courage and confidence in speaking English. The use of techniques in the teaching-learning process keeps students interested in studying English, particularly in terms of their speaking ability.

Madrasah Aliyah plus Abu Hurairah Mataram is one of Islamic Senior High Schools in Mataram city, West Nusa Tenggara. It is an interesting setting to be investigated. It has twelve classes; three classes of tenth grade, three classes of eleventh grade, and three classes of twelfth grade. This school has several

important achievements either in academic or non academic, including several times representing West Nusa Tenggara in the national level English speech competition. The writer chose the eleventh grade, because in this level students have been adapted with English lessons in senior high school level. Another reason for the writer in choosing this school to be investigated is that the writer had been teaching there since 2007 to 2017, so the writer has known much about the school. This school also develops a program that requires all students to speak in two languages, namely English and Arabic.

Inspired by the above phenomena, the writer assumed that the second year students of Islamic Senior High School Plus Abu Hurairah Mataram are taught a variety of teaching techniques by their English teachers.

In this research, the writer would like to identify the techniques used by the English teacher as well as investigate both their strengths and weaknesses.

1.2 Research Questions

With regard to the background of the study above, the writer formulates the research questions as follows:

1) What techniques do the English teachers use during the process of teaching and learning English speaking to the second grade students of Islamic Senior High School Plus Abu Hurairah Mataram in the academic year 2022/2023?

2) What are the strengths and weaknesses of each technique employed by the English teachers in teaching speaking at second grade of Islamic Senior High School Plus Abu Hurairah Mataram in academic year 2022/2023?

1.3 Objectives of the Study

This study proposed investigating the techniques implemented by the English teachers during teaching speaking at second grade of Islamic Senior High School Plus Abu Hurairah Mataram in academic year 2022/2023. Besides, this study is going to scrutinize the strengths and weaknesses of each technique employed by the English teachers in teaching speaking at second grade of Islamic Senior High School Plus Abu Hurairah Mataram in academic year 2022/2023.

1.4 Significance of the Study

Hopefully the result of this research can give some benefits to the teacher, the students and the readers in general:

a. For the English teacher

This study can give some information about the teaching speaking techniques as the alternatives to improve the students' speaking ability.

b. For the students of Islamic Senior High School Plus Abu Hurairah Mataram. This study can provide understanding to students about the learning process in improving speaking skills so that they can actively participate in it. It is also hoped that this can foster their desire to use language more in practice rather than theory.

c. For the readers

1) This study can increase their knowledge and insight on what appropriate techniques to apply in teaching speaking.

2) This study can be one of their basic consideration theories for their future research.

1.5 Scope of the Study

This study is focused on the teaching techniques employed by the English teachers in teaching speaking to the second year students of Islamic Senior High School Plus Abu Hurairah Mataram in academic year 2022/2023.

1.6 Definition of the Key Terms

To make clear about the research and to avoid misinterpretation and misunderstanding, the writer would like to clarify the terms used in this writing as follows:

1. Analysis

   Investigation on how the teachers teach the language in order the students are able to speak.

2. Technique

   Following Anthony (1960), Richard and Rodgers (1986, 19) state that technique in language teaching is a way of performing something, especially in the art of teaching English done by a teacher.

3. Teaching speaking

   Teaching speaking is a guidance of teaching activities as a purpose to know if the students are able or not to use a language.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Research Finding

Some previous studies are important to be the basic consideration theory of my study. The first one is taken from a thesis entitled " *Teacher's Technique in teaching Speaking Skill for Eighth Grade Students at SMPN 7 Jambi City.*" by Dini Eka Andestina. The aim of the thesis is to know what techniques are conducted by the teachers of SMPN 7 Jambi in teaching speaking. She collected the data through observation, interviews, and documentation. The participants of the research are the teachers of SMPN 7 Jambi. There are seven teachers and one class in eighth grade, class K that has 27 students, that is observed in this research. The data collection had been conducted for 4 weeks in July 2019. The result of the study is that the teachers of SMPN 7 Jambi only used two techniques in the teaching process, namely *Role Play Technique* and *Small Group Discussion Technique* (Adestina, 2019).

The second one is taken from a thesis by Dilla Raudhatul Fadillah, entitled " *An Analysis of Teacher Techniques in Teaching Speaking for Students Vocational High School at the Tenth Grade of SMKN 1 Cinangka".* It is qualitative research. The research is conducted analysing what technique used by the teachers, to find the hindrances of the technique, and to know the response of the students on the techniques used. The researcher used two data collection techniques, observation and interview. While the data analyzing was conducted with data reduction, data display, and conclusion. Based on the data collection the researcher found that the

teachers applied some techniques, they are 1) drilling technique, 2) role play, 3) report, 4) simulation, 4) cued dialogue, 5) brainstorming, and 6) discussion. Through the findings also the researcher found some obstacles faced in implementing the teaching techniques were limited time, students conditions, lack of the facilities, and inappropriate textbook to the syllabus used. In conclusion, the researcher found that implementing some techniques in teaching speaking is very important to make students more confident and fluent in speaking (Fadillah, 2019).

The last one is a thesis by Rinda Syarifah, entitled " *Teacher's Techniques in Teaching Learning Process of Speaking at The Eighth Grade of SMP IT Al-Anis Kartasura in Academic Year 2019/2020.*" The main reason for teaching speaking is that students can speak it. A technique is required to manage a conducive classroom environment. The focus of this research was to explain and describe the teaching-learning process of speaking at the eighth grade students of SMP IT Al-Anis in Academic Year 2019/2020. The researcher employed a descriptive way with a qualitative approach. The participants of the research were the 8th grade students, consisting of 62 students. The data was collected through observation, interview, and documentation. The researcher provided information about phases, materials, media, and techniques typically employed by the teacher. Some results of the research were : First one, The stages consisted of opening activity, main activity, and closing activity. Second, The techniques frequently used by the were discussion and picture describing (Syarifah, 2020).

What will make the writer's study different from those studies above is that in this study the writer elaborated the strength and the weaknesses of the techniques, so it can be a specific suggestion for teachers to choose techniques that are appropriate to the situation and condition of the teaching process.

2.2 Review of Related Literature

This part of writing is about some related information concerning the topic of the recent study. It is intended to provide some theoretical concepts that could support this investigation. This discussion is presented under subheading as follows: (1) Language and Language Learning, (2) Speaking as a Language Skill, (3) The Teaching for Speaking (4) Techniques in Teaching Speaking

2.2.1 Language and Language Learning

Language is a system of communication that is used by people to communicate with each other. Lot of people realize how language has an important function in their lives. All of them will face terrific problems if there is no language to interact in their society.

People express their language with verbal and non verbal behaviours--body language--not expressed with verbal.

Pinker (1994) in Brown (2001) stated that Language is a complicated, specialized skill, which develops in the child Spontaneously, with out aware attempt or formal instruction, is deployed without consciousness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

We apply our language can be verbal and non-verbal to express our feeling, to deliver our message and to share the information, but usually the use of non-verbal expression between a culture and the other is different, it depends on our culture. It is necessary for everyone increase their understanding on their own non-verbal and others

In human life, they usually have two ways of acquiring the language, such as with the "acquisition" and "learning the language". Krashen (1982) in (Fromkin et al, 1990: 370) proposed a difference between acquisition and learning. Acquisition---the process by which children unconsciously acquire their native language---and learning, which he defines as conscious knowledge of a second language, understanding the rules, being aware about them, and having the ability to speak approximately them. To avoid a wide explanation, the writers just focus on language learning.

- The Participant in Language Learning

Generally, learning can not be separated from the students, but the teaching-learning process can not run well if there is no teacher as controller, motivator, organizer, facilitator and monitor. While the material is a manual for both of them.

- Learning Style

Griffiths stated that the way student's learn or learning style is usually found in terms of a learner's preferred way of learning (Griffiths, 2021: 343). Meanwhile Richards at all. said a learner's

method of learning is referred to as learning style. various learners have various learning styles, therefore an exercise that suits one student who likes visual learning may not work as well for another who prefers oral or kinesthetic learning. Therefore, educators are urged to make an effort to identify various learning preferences among their students (Richards and Schmidt, 2010:331). From the statements above we can see that each human has a different style when they learn a subject. Therefore, teachers are supposed to accommodate the differences that may occur with appropriate teaching techniques.

2.2.2 Speaking as a Language Skill

Spoken language is essentially the vehicle for our expression of individuality. The mastery of speaking competencies in English is a concern for plenty of second language or foreign language learners (Richards, 2008:19). That's why in many cases the mastery of a language is measured from the ability of speaking it. It is as Richards states that consequently, learners often assess their achievements in language learning as well as the effectiveness of their English course on how much they believe their spoken ability has improved (Richards, 2008:19).

The sub areas of language skills are listening, speaking, reading and writing. Of that basic area related to each other because they all include the process of thought. A baby who is learning the language will not speak if she/he never gets input or never listens to the language. It is

indicated that the first step is that someone who wants to learn the language will listen after listening (get the input) so she/he can produce the language while speaking. While reading and writing, it also can not be separated. Someone will never produce her writing if they never read.

Speaking is the most important skill in the English language. It's almost impossible to have true mastery of a language without actually speaking it (Maxom, 2009: 183). Handayani clarified that speaking is a tool for delivering ideas arranged and developed in accordance with the listener's need. It is clear that the main purpose of speaking is for communication. In order to deliver ideas effectively, the speaker has to recognise absolutely what he wishes to mention or to communicate (Handayani, 2019:22).

Speaking skill, someone must gain, must function to relay the communicative purpose in their real life. According to Richards (2008:21), he stated there some functions of speaking: 1) *Talk as interaction,* 2) *Talk as transaction*, 3) *Talk as performance*.

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function (Richards, 2008: 22).

Talk as transaction refers to conditions wherein the focal point is on what's stated or done. The central focus is creating a message and making oneself understood clearly and accurately,... (Richards, 2008: 24).

The third type of communication that could usefully be prominent has been known as communication as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. (Richards, 2008: 27)

2.2.3 The Teaching for Speaking

Teaching English speaking in senior high school is not easy for teachers because in this case teachers should seek the needs of the students, try to design the classroom activity as comfortable as possible and even apply some appropriate techniques like debate, oral presentation or using the games to improve the students' ability to speak.

The first thing that comes to a teacher's mind when given the task of teaching speaking is why should I teach my students the ability to speak? To answer this we will bring what Harmer (2007: 123) says in his book *"How to Teach English",* he said that three main reasons can be done for getting students to speak in the classroom, namely:

1. Firstly, speaking activities create real life situations.

2. Secondly, speaking tasks allow students to practice all spoken language components and give feedback to the students and the teacher.

3. Finally, give huge opportunities to students to practice what they have learnt and store in their mind.

At least the three reasons above can motivate a teacher to carry out maximum teaching, accurate and in accordance with the planned goals.

In teaching speaking as in teaching other skills, a teacher needs to plan something to create a conducive learning atmosphere for students. This is in line with what Harmer stated that good speaking class activities should motivate the students. If they are involved fully - and the teachers have planned well and implemented rightly, they can give right feedback and motivation - they will get tremendous satisfaction from it (Harmer, 2007:123).

Making students have full involvement in learning is the main requirement in achieving mastery of speaking skills because speaking a language is how we use it as much as possible in real situations. This is in accordance with what was said by Thornbury (1999:1) that speaking is so much the result of daily life we live everyday.

Of course, making students actually speak the target language being taught is the dream of all teachers, that's why a teacher tries to play as much as possible in the teaching process. There are some teachers who are so dominant in the teaching process and some are not. how big the teacher's role depends on the teaching techniques they will apply later. but of course if we refer to the basis of teaching speaking which focuses on the dominance of student involvement, a teacher must play a more role as a facilitator and organizer of learning.

Finally, how does the teaching of speaking work? The writer will present it with what Harmer (2007: 132) has concluded in his book "*How to Teach English*", namely:

1. Speaking activities are purposed to make students communicate with the target language.

2. Speaking activities provide opportunities for both teacher and student to have feedback so students can adapt well and teacher can engage students with appropriate help

3. Tried three speaking activities: decision-making (choosing the winner in a photographic competition), role-play and an interview 'game'.

4. Get students to massively role in every discussion, and give the understanding about the discussion through pre-discussion rehearsal.

5. Teachers should place themself as correctors, not interrupters.

6. Sometimes teachers need to help at a specific moment, it should be done correctly.

2.2.4 Techniques in Teaching Speaking

In the teaching speaking process, as a good teacher, they should know the best techniques to improve the student's ability to use the language (English) as a second language. Rao (2019: 13) said that the teachers have to use various techniques to meet the need of every students or every group of students base on their learning style in engaging their

speaking skills for some learners afraid of making mistakes and shy to speak.

Technique is classroom activities. It is a selected trick, stratagem, or contrivance used to perform a direct objective. Techniques must go along with a method, and therefore match approach too (Anthony 1963: 63-7 in Richards and Rodgers, 1986: 15).

According to Anthony's model in Richard and Rodgers (1963: 15) stated that approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented, technique is the level at which classroom procedure are described.

In the teaching and learning process, a teacher needs certain techniques to achieve teaching goals. It can not run well without the effort of the teacher to choose the appropriate or certain techniques in a teaching and learning process to achieve the goals previously designed.

Techniques actually used by teachers as a model or a form application of teaching material. Techniques that are applied by the teacher when they are taught can be more than one, the techniques that are used by the teacher should be appropriate with the material, so that before entering the class, the teacher designs the selection of certain techniques which can be applied when the teaching learning process runs.

Cook stated that a teacher who wants to use a particular technique will benefit by knowing what it implies in terms of language learning and language processing, the type of student for whom it is most appropriate, and the ways in which it fits into the classroom situation. (Cook, 2008: 9)

In order for the techniques applied by the teacher to give results, there are principles that must be considered. Brown (1987) in Noviyenty (2018: 40) gave some basic undestanding for designing speaking techniques as follow:

1. Techniques should cover the need of the learners in a spectrum of message-based focus on interaction, meaning and fluency.

2. Techniques must be intrinsically motivating.

3. TTechniques ought to inspire the usage of real language in significant contexts.

4. Provide suitable remarks and correction

5. It should involve speaking and listening.

6. Engage the improvement of talking skill.

Every technique that is applied by the teacher has strengths and weaknesses, by using various techniques can fill the existing weakness.

Beside the best techniques, the most important thing is that the teacher should have some characteristics such as diligent, patient, humorous, honest and the like.

These characteristics are very essential to build a good interaction with students. Finally, the material can be presented well and the students

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will pay attention and easily receive the subject that is taught by the teacher. The teacher should be selective to choose the techniques in teaching.

The following are some techniques that can be applied by teachers in the teaching speaking process:

1. **Guessing Games**

   Guessing games is one of the techniques applied to develop students' speaking skills. In this way, the teacher instructs one student to think of something and keep it in her/his mind, the other students suggest that they guess what it is that with give some question, if the statement is true, the student say "yes" if the statement is false the student can say "no". The other students can ask the question not more that 10 (ten) times. If they can guess the answer, a student should write that word on the blackboard.

2. **Situational Communication**

   Situational communication is the oral communication, of course, in which the teacher should bring the student into the real situation and imaginary situation. Real situation does not mean that the teacher should ask the student to leave the classroom, in this type of practice, the teacher asks the students about their daily situation such as; activities at the dormitory, their health, absence, and many other conditions that students face in their real life. The imaginary situation is that the teacher creates the situation that can

be imagined by the students and asks the students what he/she would do if they were in those circumstances. To make it clear the writer would give the example: "Imagine that you are in a beautiful place, you never saw that place before, you are walking down the street and then you see an old beggar, what would you do? Will you have something to eat? Etc. another example: you are in a bus; you do not know the people beside you need some help. What would you say? How to greet strangers that you have never met before"?

3. **English Debate**

Using English debate is a good technique because this technique indirectly gives the opportunity to the students to deliver what they want to Say. As a teacher we should give more attention to form the way of teaching English. In the teaching learning process the writer found that the dominant speaker in the class is the teacher and the students have limited time to speak.

O'Mallay and Pierce in Kurniawati (2021: 6) state that debates can give the students a chance to practice utility language chunks for specific purposes. In a debate, students are invited to pick sides and defend their viewpoints in a form of role play.

4. **Oral Presentation**

One of the proven teaching strategies that will help students get better at speaking is the use of oral presentations in class. The

oral presentation is a type of formal communication that involves activities that inform the audience (Ati and Parmawati, 2022).

What the writer means by oral presentation here is sharing, interviews, and presentation of a discussion.

Presentation is the technique that can improve the ability of students to speak; it is the way to speak directly because there is a section to allow the audience to ask the question.

5. **Self Directed Dialogue**

This technique the students are suggested to ask and answer the question that is given by their partner. The teacher can call 2 students each section to have a conversation with the condition that is given by the teacher. For example: these dialogues take place in the real way station.

6. **Storytelling**

Stories are everywhere, storytelling is the way to share traditional literature and stories of the past, whether historical events or even people's lives. Seng (2017: 28) in Natasia and Angelianawati (2022: 283) stated that one of the highly recommended speaking activities is storytelling which is basically an activity for narrating a story or presenting it in the written medium (or media), through a reenactment or series of reenactments (skits, plays, dramatization), or recorded on film and stored electronically in a digital form, or through a combination of

oral, narrative, music and performance art forms such as art or dance.

Honing speaking skills through storytelling will give students great access to ideas and content to be conveyed because these things are based on experiences experienced, seen and maybe students are involved in it. That's why storytelling is a significant technique to train and improve students' speaking skills

7. **Role-Play**

Role-play is teamwork that allows students to interact more frequently in speaking. Besides that, role-play will also be very fun because students will interact in many real-life concepts which will certainly stimulate students to speak. Krebt (2017: 865) said that role-play technique has a lot of social contexts and a lot of interactional roles the teachers can use as the topic to play. Meanwhile, Holt & Kysilka (2006) in Krebt (2017) stated that more people involved in group work enlarges the opportunities of oral communication and gives students much more benefit from time allocated for speaking.

From the statements above, it is clear that role-play will have a significant effect on students' speaking ability because it provides a lot of talking time for students while the teacher only functions as a director and language corrector.

According to Krebt (2017:865) this technique consists of three types: fully scripted role-play, semi-scripted role-play, and non-scripted role-play.

8. **Discussion**

Discussion is a class activity carried out by grouping students into several groups with the same or different numbers. Discussion provides a chance for students to use language in expressing their ideas about a topic that has been determined by the teacher.

Azizah (2018: 29) stated that discussion is a technique in which the teacher roles as a guide to the students in expressing their opinions and ideas with a view to identifying and solving problems collectively.

In this activity, the teacher acts as a moderator who will guide students with previously prepared discussion topics. The teacher has little time talking in this activity, but he will still play an important role, especially overcoming the speaking gap that occurs in the discussion caused by the lack of vocabulary, the weak understanding of students on the use of grammar, and bad manner of discussion participants in dealing with and responding to one's opinion.

CHAPTER III

RESEARCH METHOD

3.1. Research Method

This research was concerned with the techniques for teaching speaking to the second year students of Islamic Senior High School Plus Abu Hurairah Mataram in the academic year 2022/2023. The method used by the writer was a descriptive qualitative method, so the writer did not prepare the test for the students but just investigated the teacher's techniques in teaching speaking. Finally, the data was analyzed descriptively in narration form.

3.2. Subject of The Research

The Subject of this research was the English teachers of the second year students of MA Plus Abu Hurairah Mataram. There were two teachers in the population. So the writer took all of the participants as the sample of this research.

3.3 Procedure of Data Collection

In this study the data was collected by the writer through several instruments, such as:

3.3.1 Documentation

There were two documentations collected by the researcher, they are:

3.3.1.1 Lesson Plan

The need of reviewing lesson plans to give researchers more information on the techniques used in teaching the

learning process. You may see the full lesson plan in the appendix.

3.3.1.2 Learning Material

Learning material was used to analyze the material of speaking used by the teacher.

3.3.2 Observation

The purpose of observation is to gather a lot of data such as the object, in this case, the teacher. There are two kinds of observation: Participant observation and nonparticipant observation. The writer uses non participant observation to get the information.

3.3.2.1 Classroom Observation

The researcher was involved in the classroom to get accurate information about techniques used by the teacher and also the strengths and the weaknesses of the techniques. The observation conducted focused on the interaction between the teachers and students during the teaching-learning speaking process. Means of this observation were video or audio recording and direct visual data collection.

3.3.2.2 Note Taking

During the teaching process the researcher tried to note all of the teachers and students activity and the situation of the class.

3.3.3 Interview

In order to get additional information about what techniques the English teachers used, the writer conducted an interview with the same participants from the sample of population.

3.3.3.1. Interview the teachers

After observing the teachers and getting the documentations, the writer interviewed the teachers about the teaching-learning process, about the techniques that the teachers used when they taught speaking class.

3.3.3.2. Interview some students

After the researcher interviewed the teacher, the writer interviewed some students to get more information about the techniques that were applied by the teacher. Do they feel comfortable? And can those techniques help them to improve their speaking ability?

3.4 Data Analysis

After collecting the data, the writer would like to analyze the data based on the following steps:

3.4.1 Identification of techniques

In this step, the writer would like to identify the techniques used by the teachers.

3.4.2 Classification of Techniques.

After the writer identified the techniques, the writer classified the techniques based on the kinds of techniques used by the teacher during the teaching-learning process.

3.4.3 Description of Techniques

In this section, the writer might give the description of each of the techniques according to the classification above

3.4.4 Explanation of Techniques.

To make it clear, the writer explained briefly about the techniques used by the teachers and also elaborates what are the weaknesses and the strengths of each technique.