TEACHERS' TECHNIQUES IN TEACHING SPEAKING AT MAN 2 PADANG

THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of Education (B.Ed) in English Language Education

By:

FANY TRI UTAMI EZ

NIM. 19018145

Advisor:

Dr. Zul Amri, M.Ed.

NIP. 19600505 198503 1 004

ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

2024

HALAMAN PERSETUJUAN SKRIPSI

Judul	: Teachers' Techniques in Teaching Speaking at MAN 2 Padang
Nama	: Fany Tri Utami EZ
NIM	: 19018145
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, Februari 2024

Disetujui oleh,

Pembimbing

Dr. Zul Amri, M.Ed.

NIP. 19600505.198503.1.004

Mengetahui,

Kepala Departemen Bahasa dan Sastra Inggris

Dr. Yuli Tiarina, S. Pd, M. Pd

NIP. 197707202002122002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang

Teachers' Techniques in Teaching Speaking at MAN 2 Padang

Nama	: Fany Tri Utami EZ
NIM	: 19018145
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, Februari 2024

Tim Penguji **Tanda Tangan**

1. Ketua : Dra. Aryuliva Adnan, M.Pd. : _____
2. Sekretaris : Carbiriena Solusia, S.Pd, M.Pd. : _____
3. Anggota : Dr. Zul Amri, M.Ed. : _____

UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang, Telepone: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama	: Fany Tri Utami EZ
NIM / TM	: 19018145 / 2019
Program Studi	: Pendidikan Bahasa Inggris
Departemen	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul *"Teachers' Techniques in Teaching Speaking at MAN 2 Padang"* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

Dr. Yuli Tiarina, S.Pd., M.Pd.
NIP. 19770720200212002

Saya yang menyatakan,

FANY TRI UTAMI EZ
NIM. 19018145

Abstract

Utami EZ, Fany Tri. (2024). Teachers' Techniques in Teaching Speaking at MAN 2 Padang. *Thesis*. Padang: English Language and Literature Department. Faculty of Languages and Arts, Universitas Negeri Padang.

Speaking is one of the language skills that students must master, even though it is not easy. Teacher must implement appropriate teaching techniques to overcome students' speaking difficulties. This study aimed to find out the teachers' techniques in teaching speaking at MAN 2 Padang and the students' perceptions of the techniques. This research was descriptive research with a mixed approach with qualitative and quantitative data. The samples were three English teachers and the students of three classes where the observations were carried out. The instruments were observation, interview, questionnaire, and video dan audio recorder. Observation and interview data were analyzed by activating data, making transcripts, and drawing conclusion. Questionnaire data was analyzed using Excel. The result of this research indicate that Teacher A used live listening, drilling and chanting, writing task, discussion, presentation, and outside-class speaking techniques. The students' perceptions of Teacher A's techniques were good with average perception results ≥76%. Teacher B used recording and transcript, live listening, drilling, writing task, dialogue, role-play, and discussion techniques. The students' perceptions of Teacher B's techniques were quite good with average perception results ≤75%. Teacher C used live listening, writing task, dialogue, role-play, and discussion and debate techniques. The students' perceptions of Teacher C's techniques were good with average perception results ≥76%. It can be concluded that the teachers at MAN 2 Padang used recording and transcript, live listening, drilling and chanting, writing task, dialogue, role-play, discussion and debate, presentation, and outside-class speaking techniques in teaching speaking and students' perceptions of the techniques were good.

Key words*:* Teachers' techniques, teaching speaking, students' perception

Abstrak

Utami EZ, Fany Tri. (2023). Teachers' Techniques in Teaching Speaking at MAN 2 Padang. *Thesis*. Padang: English Language and Literature Department. Faculty of Languages and Arts, Universitas Negeri Padang.

Berbicara merupakan salah satu keterampilan berbahasa yang harus dikuasai siswa meskipun tidak mudah. Guru harus menerapkan teknik pengajaran yang tepat untuk mengatasi kesulitan berbicara siswa. Penelitian ini bertujuan untuk mengetahui teknik guru dalam mengajar berbicara di MAN 2 Padang dan persepsi siswa terhadap teknik-teknik tersebut. Penelitian ini merupakan penelitian deskriptif dengan pendekatan campuran dengan data kualitatif dan kuantitatif. Sampelnya adalah tiga guru bahasa Inggris dan siswa dari tiga kelas tempat observasi dilakukan. Instrumen yang digunakan adalah observasi, wawancara, angket, dan rekaman video dan suara. Data observasi dan wawancara dianalisis dengan cara mengaktifkan data, membuat transkrip, dan menarik kesimpulan. Data kuesioner dianalisis menggunakan Excel. Hasil penelitian ini menunjukkan bahwa Guru A menggunakan teknik mendengarkan langsung, pengulangan dan nyanyian, tugas menulis, diskusi, presentasi, dan berbicara di luar kelas. Persepsi siswa terhadap teknik Guru A baik dengan rata-rata hasil persepsi ≥76%. Guru B menggunakan teknik perekaman dan transkrip, mendengarkan langsung, pengeboran, tugas menulis, dialog, permainan peran, dan diskusi. Persepsi siswa terhadap teknik Guru B cukup baik dengan rata-rata hasil persepsi ≤75%. Guru C menggunakan teknik mendengarkan langsung, tugas menulis, dialog, permainan peran, diskusi dan debat. Persepsi siswa terhadap teknik Guru C baik dengan rata-rata hasil persepsi ≥76%. Dapat disimpulkan bahwa para guru di MAN 2 Padang menggunakan rekaman dan transkrip, mendengarkan langsung, pengulangan dan nyanyian, tugas menulis, dialog, permainan peran, diskusi dan debat, presentasi, dan berbicara di luar kelas dalam pengajaran berbicara dan persepsi siswa terhadap teknik tersebut adalah baik.

Kata Kunci: Teachers' techniques, teaching speaking, students' perceptions

ACKNOWLEDGEMENT

Alhamdulillahirabil'alamin, thanks to Allah SWT, the Lord of the worlds who has given me health and strength to be able to complete my thesis entitled "Teachers' Techniques in Teaching Speaking at MAN 2 Padang" as one of the requirements for me to receive a Bachelor of Education degree (B. Ed) at the Department of English, Universitas Negeri Padang. Shalawat and Salam I say to the prophet Muhammad SAW.

In completing this thesis, I received a lot of support from the people closest to me. I would like to express my deepest gratitude to:

1. My beloved father Zainuddin and mother Elya Dernita, who have educated, raised and always motivated me and prayed for me with love, always providing material and non-material support to the writer. Especially to my beloved mother who paid for me to study and live abroad.
2. My advisor, Dr. Zul Amri, M. Ed. who has guided me in doing this thesis and gave me many suggestions to complete this thesis.
3. My examiners, Dra. Aryuliva Adnan, M.Pd. and Carbiriena Solusia, S. Pd, M. Pd. who have provided input and suggestions for me in working on this thesis.
4. My validator, Dinovia Fannil Kher, S. Pd, M. Pd who has helped me to validate the instruments that I used in this study.

5. All the lecturers in the English Department who have shared their knowledge to me and also the staff who have helped me while in the English Department.
6. All the teachers at MAN 2 Padang who have helped the author during research at MAN 2 Padang, for their kindness, contribution, valuable knowledge and teaching experience at school.
7. My brothers and sisters who always give encouragement, motivation and sincere prayers to the writer.
8. My dear friend Ayu Safira S.Pd., who provided support, encouragement, helped the writer, and gave sincere prayers. Thank you for accompanying the author through thick and thin and being the author's loyal friend.
9. All my friends who have supported me while working on this thesis.

May Allah Subhanahu wa ta'ala reward you with the best reward from Allah Subhanahu wa ta'ala for the help, support, motivation and enthusiasm that is always given, I hope this thesis is useful for all of us. Aamiin Ya Rabbal 'Alamin.

Padang, February 2024

Fany Tri Utami EZ

TABLE OF CONTENTS

Abstract v
Abstrak vi
ACKNOWLEDGEMENT vii
TABLE OF CONTENTS ix
LIST OF TABLES xi
LIST OF APPENDICES xiii
CHAPTER I INTRODUCTION 1
A. Background of the Problem 1
B. Focus of the Research 4
C. Formulation of the Problem 4
D. Research Questions 5
E. Purpose of the Research 5
F. Significance of the Research 5
G. Definition of the Key Terms 6
CHAPTER II REVIEW OF LITERATURE 7
A. Speaking 7
1) Definitions of Speaking 7
2) Functions of Speaking 8
3) Types of Speaking 10
B. Teaching Speaking 12
1) Definition of Teaching Speaking 12
2) Principles for Teaching Speaking 13
C. Techniques 15
1) Definition of Techniques 15
2) Techniques in Teaching Speaking 15
D. Perception 24
1) Definition of Perception 24
2) Factors Affecting Perception 25
3) Process of Perception 26

E. Relevant Research 27
F. Conceptual Framework 30
CHAPTER III RESEARCH METHOD 31
A. Research Design 31
B. Source of Data 31
C. Instrumentation 32
D. Techniques of Data Collection 34
E. Techniques of Data Validation 35
F. Techniques of Data Analysis 36
CHAPTER IV FINDING AND DISCUSSION 39
A. Findings 39
B. Discussion 64
CHAPTER V CONCLUSION AND SUGGESTION 73
A. Conclusion 73
B. Suggestion 73
REFERENCES 75
APPENDICES 79

LIST OF TABLES

Table 3.1 Questionnaire Score Using a Likert Scale 37
Table 3.2 Percentage Categories of Students Perceptions 37
Table 4.1 Percentage Category of Live Listening 51
Table 4.2 Percentage Category of Drilling and Chanting 51
Table 4.3 Percentage Category of Writing Task 52
Table 4.4 Percentage Category of Discussion 52
Table 4.5 Percentage Category of Presentation 53
Table 4.6 Percentage Category of Outside-class Speaking 53
Table 4.7 Percentage Category of Recording and Transcript 54
Table 4.8 Percentage Category of Live Listening 52
Table 4.9 Percentage Category of Drilling 55
Table 4.10 Percentage Category of Writing Task 56
Table 4.11 Percentage Category of Dialogue 57
Table 4.12 Percentage Category of Discussion 57
Table 4.13 Percentage Category of Role-play 58
Table 4.14 Percentage Category of Live Listening 59
Table 4.15 Percentage Category of Writing Task 59
Table 4.16 Percentage Category of Dialogue 60
Table 4.17 Percentage Category of Discussion and Debate 60
Table 4.18 Percentage Category of Role-play 58
Table 4.19 Students Interview Result (Teacher A) 62
Table 4.20 Students Interview Result (Teacher B) 63
Table 4.21 Students Interview Result (Teacher C) 63
Table 8 Teacher A's Techniques in Teaching Speaking in Three Meeting ... 92
Table 11 Teacher B's Techniques in Teaching Speaking in Three Meeting 135
Table 14 Teacher C's Techniques in Teaching Speaking in Three Meeting 160

LIST OF FIGURES

Figure 1 The Scheme of Conceptual Framework 30

LIST OF APPENDICES

Appendix 1 Observation Sheet 79
Appendix 2 Interview Guideline for Teacher 81
Appendix 3 Students' Perception Questionnaire 82
Appendix 4 Interview Guideline for Students 88
Appendix 5 Padang State University Research Permit Letter 89
Appendix 6 Ministry of Religion Research Permit Letter 90
Appendix 7 MAN 2 Padang Research Letter 91
Appendix 8 Results of Teacher A's Observation Sheet 92
Appendix 9 Teacher A's Observation Transcripts 94
Appendix 10 Teacher A's Interview Transcript 132
Appendix 11 Results of Teacher B's Observation Sheet 135
Appendix 12 Teacher B's Observation Transcripts 137
Appendix 13 Teacher B's Interview Transcript 158
Appendix 14 Results of Teacher C's Observation Sheet 160
Appendix 15 Teacher C's Observation Transcripts 162
Appendix 16 Teacher C's Interview Transcript 187
Appendix 17 Questionnaire Results on Student Perceptions of Teacher A's Techniques 189
Appendix 18 Student Interview Transcript from Teacher A 190
Appendix 19 Questionnaire Results on Student Perceptions of Teacher B's Techniques 192
Appendix 20 Student Interview Transcript from Teacher B 193
Appendix 21 Questionnaire Results on Student Perceptions of Teacher C's Techniques 195
Appendix 22 Student Interview Transcript from Teacher C 196

CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the important language skills is speaking. Speaking is a means of communication that most of us do in our daily activities. Thornbury (2005:1) states that people take speaking for granted because it is used every day. Chaney in Kayi (2006) defines speaking as using verbal and non-verbal symbols to construct and share meaning. Speaking skill is one factor that significantly affects the quality of a person's proficiency in delivering information orally. Good speaking skills can support all activities because communication will go well if accompanied by it.

In the classroom, speaking skill is not only important for teachers but also for students. According to Zarifa (2020), there are four reasons why speaking is important for students. First, students can communicate their ideas and feelings. Second, students can become well-rounded speakers proficient in all four language skills. Third, speaking enhances students' personal lives by providing opportunities for getting scholarships. Lastly, speaking gives students a greater sense of belonging, respect, and self-worth. Therefore, students are expected to be able to master the skill.

However, Pollard (2008:34) states that speaking is the most complicated skill to be mastered. It is a skill that carries additional complexity for learners of other languages causing anxiety (Woodrow in Burns and Siegel, 2018:5). In addition to anxiety, there are some other reasons for students find it difficult to

speak. Harmer (2007:345) states that students do not want to speak because they are afraid of saying the wrong thing, embarrassed, and not confident to express their opinions. Furthermore, Fathin (2021) finds out that students face many problems in speaking, namely a lack of vocabulary, fear of making mistakes, a lack of confidence, and difficulty in pronunciation. While being active in communicating will facilitate learning a foreign language (Richards and Rodgers, 2001:161). Therefore, teachers must use appropriate teaching techniques to overcome the speaking difficulties faced by students.

Techniques in teaching speaking are the way teachers present teaching speaking to students. This is what teachers implement to make students able to speak English. Based on Brown (2000:130), techniques are activities or tasks carried out in class to achieve learning objectives. Maulidar, Gani, and Samad (2019) state that success in achieving learning objectives can be determined by the teaching techniques used by the teachers. Hence, teachers need appropriate techniques in teaching speaking to create more effective learning.

Thornbury (2005) divides three stages for teaching speaking: awareness-raising, appropriation, and autonomous. The first stage is awareness-raising. It will draw students' attention to the new topic to be learned. Techniques that teachers can use include using recording and transcripts, using live listening, and using noticing-gap activities. The second stage is appropriation. Students will experience practical control to capture learning better. Techniques that teachers can use include drilling and chants, writing tasks, dialogues, and task repetition. The last stage is autonomous. Students can self-regulate their performance and

take risks in speaking. Techniques that teachers can use include presentations and talks, stories, dramas, role-plays and simulations, discussions and debates, conversations and chats, and outside-class speaking.

Based on preliminary observations on 10 March 2023 at MAN 2 Padang by interviewing four English teachers, three teachers revealed that students tend to be active in the classroom and have good speaking skills. Then, one of the teachers revealed that the students in that classroom tended to be passive. Therefore, this study intends to find out the techniques used by the three teachers in teaching speaking in the hope that the results of this study can motivate teachers to use various teaching techniques.

There are several studies that are related or similar to this study. The first study was done by Fanshuri (2019) at MTs An-Nur Tangkit regarding teacher strategies in teaching speaking. The second study was done by Dewita and Amri (2020) at SMAN 3 Padang regarding the techniques used by English teachers in teaching speaking. The third study was done by Sari and Zainil (2020) at SMAN 15 Padang regarding teacher strategies in teaching English speaking. The fourth study was done by Farizi and Herwiana (2022) at Peace English Course Pare regarding teaching speaking techniques. The fifth study was done by Yasminto and Susanto (2022) at SMP IT Asy Syadzili Pakis Malang regarding techniques of teaching speaking. The last study was done by Amir, Sari, and Ismail (2022) at SMKN 1 Ternate regarding teachers' strategies in teaching speaking.

Previous studies and this study have similarities and differences. The similarity is discussing teachers' techniques in teaching speaking. The difference is in the location and participants. Furthermore, most of the same previous studies were carried out in schools managed under the auspices of the Ministry of Education and Culture (Kemendikbud), namely SMA and SMP. Instead, this study will be carried out in Islamic Senior High Schools where there are still few similar studies in schools managed under the auspices of the Ministry of Religion (Kemenag).

Furthermore, a better Islamic Senior High School located in Padang is MAN 2 Padang. This is evidenced by the various achievements achieved by the students of MAN 2 Padang in the English Competition. Therefore, this study will investigate the teachers' techniques in teaching speaking at MAN 2 Padang and students' perceptions of the teachers' techniques with the title "Teachers' Techniques in Teaching Speaking at MAN 2 Padang".

B. Focus of the Research

This research focuses on teachers' techniques in teaching speaking at MAN 2 Padang and students' perceptions of the teachers' techniques.

C. Formulation of the Problem

The research problem can be formulated in the following question: "What are the techniques in teaching speaking used by teachers at MAN 2 Padang and what are students' perceptions of the teachers' techniques?"

D. Research Questions

In this research, there are two questions that will be answered as follow:

1. What are teachers' techniques in teaching speaking at MAN 2 Padang?
2. What are students' perceptions of the teachers' techniques in teaching speaking at MAN 2 Padang?

E. Purpose of the Research

The purposes of this research are:

1. To find out teachers' techniques in teaching speaking at MAN 2 Padang.
2. To find out students' perceptions of the teachers' techniques in teaching speaking at MAN 2 Padang.

F. Significance of the Research

This study is expected to give a contribution to the success of teaching English, especially teaching speaking. This study provides information about teachers' techniques in teaching speaking and students' perceptions of the teachers' techniques. The results of this study are expected to motivate teachers in using various teaching techniques to improve students' speaking skills. The results of this study are also expected to encourage students to be serious in learning English. Then, this research is expected to be used as a reference for further research.

G. Definition of the Key Terms

1. Speaking	:	The ability to communicate ideas, feelings, information orally to the other person.
2. Teaching Speaking	:	Teaching and learning process that aims to make students capable of expressing what they have to say, feel, and think to others.
3. Techniques	:	The way a teacher implements a specific method that aims to realize the learning objectives.
4. Perception	:	A process that is learned through the senses by receiving, distinguishing, and giving meaning to the stimulus received.