

**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*



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*Teachers' Techniques in Teaching Speaking at MAN 2 Padang*

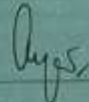

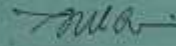
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### **Abstract**

**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  $\geq 76\%$ . 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  $\leq 75\%$ . 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  $\geq 76\%$ . 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  $\geq 76\%$ . 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  $\leq 75\%$ . 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  $\geq 76\%$ . 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

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## 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.