Analysis of Teacher Techniques for Teaching Speaking Skill at SMAN 1 IV Koto Aur Malintang

THESIS

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

Written by:

Yultri Melani

NIM. 18018047

Advisor:

Dra. An Fauzia Rozani Syafei, M.A.

NIP. 19664241990022001

ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

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HALAMAN PERSETUJUAN SKRIPSI

Judul	: Analysis of Teacher Techniques for Teaching Speaking Skill at SMAN 1 IV Koto Aur Malintang
Nama	: Yultri Melani
NIM	: 18018047
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, 30 Januari 2024

Disetujui oleh,

Pembimbing

Dra. An Fauzia Rozani Syafei, M.A.

NIP. 19664241990022001

Mengetahui,

Kepala Departemen Bahasa dan Sastra Inggris

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

NIP. 197707202002122002

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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

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Nama	: Yultri Melani
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Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, 30 Januari 2024

Tim Penguji		**Tanda Tangan**
1. Ketua:	: Dr. Zul Amri, M. Ed	:
2. Sekretaris	: Carbiriena Solusia, S. Pd, M. Pd	:
3. Anggota	: Dra. An Fauzia Rozani Syafei, M. A	:

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UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis. Air Tawar Barat. Kampus Selatan FBS UNP. Padang.Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertandatangan di bawah ini:

Nama	: Yultri Melani
NIM/TM	: 18018047/2018
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: FBS UNP

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Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Yuli Tiarina, S. Pd, M. Pd
NIP. 197707202002122002

Saya yang menyatakan,

METERAI TEMPEL

Yultri Melani
18018047/ 2018

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ABSTRACT

Melani, Yultri. (2024). Analysis of Teacher Techniques for Teaching Speaking Skill at SMAN 1 IV Koto Aur Malintang.

This study aimed to find out the techniques employed by the teacher and how the teacher implements techniques for teaching speaking skill at SMAN 1 IV Koto Aur Malintang. This study was focused on one English teacher as an object of the study. The data in this study were the results of the observation checklist when teaching speaking in the classroom. The observation of this study was conducted to check whether the activities mentioned in the observation checklist are available in the classroom. The result of the analysis showed that the techniques employed by the teacher in teaching speaking at SMAN 1 IV Koto Aur Malintang were brainstorming, discussion, and role-play. Moreover, there are few activities that the teacher passes over crucial aspects in different teaching techniques employed that may impact teaching and they are short time limits, lack of reminders for the next session, lack of attention to the discussion topic, reflection on vocab in the story, and feedback from other groups. The findings suggest that the teacher should gain a better understanding of the activities associated with the techniques being applied. This knowledge would enable the teacher to take more appropriate actions in the classroom. This can be done by joining the training, seminars or workshops facilitated by the school.

Keywords: teaching, techniques, speaking skill.

ABSTRAK

Melani, Yultri. (2024). Analysis of Teacher Techniques for Teaching Speaking Skill at SMAN 1 IV Koto Aur Malintang.

Penelitian ini bertujuan untuk mengetahui teknik yang digunakan oleh guru dan bagaimana guru menerapkan teknik dalam pengajaran keterampilan berbicara di SMAN 1 IV Koto Aur Malintang. Penelitian ini difokuskan pada satu orang guru bahasa inggris sebagai objek penelitian. Data dalam penelitian ini adalah hasil dari observasi ceklis ketika guru mengajar berbicara di kelas. Observasi penelitian ini dilakukan untuk memeriksa apakah kegiatan-kegiatan yang disebutkan dalam observasi ceklis tersedia di dalam kelas. Hasil analisis menunjukan bahwa teknik yang digunakan guru dalam mengajar berbicara di SMAN 1 IV Koto Aur Malintang adalah brainstorming, diskusi, dan role-play. Selain itu, ada beberapa aktivitas yang diabaikan oleh guru dalam berbagai teknik pengajaran yang digunakan yang mungkin berdampak pada pengajaran, yaitu keterbatasan waktu yang singkat, kurangnya perhatian pada topic diskusi, refleksi kosakata dalam cerita, dan umpan balik dari kelompok lain. Temuan ini menunjukan bahwa guru harusnya memperoleh pemahaman yang lebih baik tentang aktivitas yang terkait dengan teknik yang diterapkan. Pengetahuan ini akan memungkinkan guru untuk mengambil tindakan yang lebih tepat di kelas. Hal ini dapat dilakukan dengan mengikuti pelatihan, seminar atau workshop yang difasilitasi oleh sekolah.

Keywords: pengajaran, teknik, keterampilan berbicara.

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Padang, 25 Januari 2024

The Researcher

Yultri Melani

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CHAPTER I
INTRODUCTION

A. Background of the Problem

High school students in Indonesia learn English as a compulsory subject from junior high to senior high school. This aim of this requirement is to prepare the students to face and compete with people from all over the world in the globalization era. Therefore, with this arrangement, it is expected that the students will be able to communicate in any international conference and interact with the world regarding their career and global communication. For this reason, English Language Teaching (ELT) in Indonesia should aim to help the students master English.

Teaching English as a foreign language to senior high school students really requires a lot of thought when choosing the right teaching techniques. Celce-Murcia in Setiyani (2013) stated that a teaching technique refers to the relationship between the teacher and the students, which is probably the crucial factor in teaching and learning process. Therefore, it is necessary to choose and use an appropriate teaching technique to achieve the desired goal.

As we know, the English language consists of four language skills. Speaking is one of the four language skills that need to be developed when the teaching English. There are many teaching techniques that English teachers can use to teach speaking. This means that the teacher must choose the appropriate techniques for their students.

Based on the researcher's observation during teaching practice in 2021 in

eleventh grade at SMAN 1 IV Koto Aur Malintang, the students still have difficulties in speaking. This situation is closely related to the teacher's technique, which reflects the teacher's teaching ability. As Goldhaber (2016), Stonge, Ward & Grant (2011), Stonge, Ward, Trucker & Hindman (2007) stated that the quality of education and students achievement is closely related to teacher qualifications. Therefore, the teaching techniques must be communicated to the teachers and also the school board.

There are some previous studies that discuss teacher's techniques in teaching speaking reported by Lia Rusdinignish (2012). In her research on the study of techniques for teaching speaking to second grade students of SMPN 1 Trangkil, she found that the techniques used by the teacher in teaching speaking are question-answer, role-play, and game techniques. The problems faced by the student are the difficulty of pronunciation, nervousness and shyness. Then, Irnawati Makka (2018), found that the teacher used discussion, games, and role-play for the XI science grade students at SMA Muhammadyah 03 Batu. She also presented the teacher experienced some problems during teaching process. They were students with limited vocabulary, students are not confident, and students feel bored if using the same techniques in several meetings. Then, another study conducted by Yesni and Zul Amri (2019), found that the teacher most commonly used by two English teachers in teaching speaking are role-play, brainstorming, and picture describing.

Based on the background above, the researcher wants to know deeply about teacher's techniques for teaching speaking at SMAN 1 IV Koto Aur Malintang. Furthermore, the researcher also wants to see whether the teacher has implemented

techniques for teaching speaking in accordance with the prescribed procedures for each applied technique.

B. Focus of the problem

Based on the background of the problem above, this research is focus on analyzing the teacher's techniques for teaching speaking at SMAN 1 IV Koto Aur Malintang.

C. Formulation of the Problem

Related to the focus of the problem above, the problem is formulated as follows:

1. What are the techniques employed by the teacher for teaching speaking at SMAN 1 IV Koto Aur Malintang?
2. How does the teacher implement techniques for teaching speaking at SMAN 1 IV Koto Aur Malintang?

D. Purpose of the Research

Based on the problem, the purpose of this research is:

1. To find out the techniques employed by the teacher for teaching speaking at SMAN 1 IV Koto Aur Malintang.
2. To describe how the teacher applied the techniques for teaching speaking at SMAN 1 IV Koto Aur Malintang.

E. Significance of the Research

1. This research contributes to field English language teaching by providing insights into the techniques employed by the teacher and how does the teacher implement techniques for teaching speaking at SMAN 1 IV Koto Aur Malintang.
2. By identifying the techniques employed by the teacher to teach speaking, this research can help to improve teaching practices at SMAN 1 IV Koto Aur Malintang and others schools. The findings can be used to develop effective teaching techniques and materials that can enhance students' speaking proficiency.
3. The findings of this research can have policy implications for the school and the education system. The school or education authorities may consider providing professional development opportunities for teachers to improve their teaching.

F. Definition of the Keywords

1. Teaching speaking is refers to the process of imparting knowledge and skills to students in order to develop their ability to communicative effectively in the spoken form of language. It involves teaching students how to use appropriate grammar, vocabulary, and pronunciation in order to express themselves clearly and accurately, as well as providing

opportunities for students to practice speaking in different contexts and with different audiences.

2. Teaching techniques refer to various strategies, methods, or approaches used by teacher to facilitate student learning.
3. Teaching techniques for speaking refer to the methods or strategies that teachers use to develop students' oral proficiency in a second language. These techniques may include activities that focus on developing speaking fluency, accuracy, and complexity.