

The Teaching Speaking At Second Grade Students

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Abstract

Speaking is expression in sending messages from a speaker towards listeners. Sending message in speaking uses verbal language. Because of that, communication in speaking way should be accurate. The accuracy will decide the success of communication. In teaching and learning process, teacher plays as an essential role for students. Qualified teacher is the best teacher that is needed for students because teacher is the primary input for students who might have limited knowledge outside the classroom. In teaching speaking, teacher must help students in the learning process

Key Words: Teaching, Speaking

INTRODUCTION

In the teaching and learning process, the teacher plays a vital role for students. A qualified teacher is the best teacher that is needed for students because the teacher is the primary input for students who might have limited knowledge outside the classroom. In teaching speaking, the teacher must help students in the learning process. According to Michael, the teacher's roles in classroom are a coordinator and facilitator, as manager and organizer, as an instructor and as an investigator and researcher. Teachers have to be able to choose and use an appropriate method and technique in the teaching process. Teaching of speaking refers to the teachers' efforts to make the learners produce oral language (also see Fatchul Mu'in et al., 2006, 2007, 2008, 2017, 2018, 2019).

By the importance of speaking, the skill needs a particular method in teaching EFL. There are many kinds of method in teaching speaking, and they are; Direct method, Audio-lingual, Community language learning, and Communicative approach, the techniques in teaching speaking as have been by some experts are discussion, speeches, role-plays, conversation, information gap, storytelling, story completion, describing or narrating pictures, interview, dialogue, kinds of creative games that appropriate with the teaching-learning process or teacher can also make their games appropriate with the materials.

Therefore, the teaching technique is tiresome without other media of teaching to make it fun. Some media can be used by the teacher to help them complete their teaching matter in speaking, such as; blackboard, chalkboard, pictures, flashcards, puppets, models, flannel board, magnet board, pocket chart, figurines and audiovisual

Al-Mazaya Islamic School implemented the concept of the full-day school; the idea of full-day school (FDS) is a concept applied in teaching and learning for eight hours a day for five days and two days holiday in a week; Saturday and Sunday. One of the schools is SMA Al-Mazaya Islamic School. According to the name of the school, SMA Al-Mazaya Islamic School is a private school that is integrating the Islamic teaching system intensively

that is exclusively giving time to the students' spiritual. Usually, the time is given after dhuhr or ashar, but in Al-Mazaya Islamic School, the time allocated at 7.10 until 8.20, the students pray dhuha and then continue with reading Al-Quran with tahfidz teacher. Not only students who are provided, but all of the teachers also provided with the spiritual. Besides applying the concept of full-day, this school also used English as the language of daily communication.

After the writer observed and directly getting in touch with the concept, the writer found that students' English language in SMA Al-Mazaya Islamic School is above average. The excellent rate of the students' English language ability cannot be separated from the role of the English teachers. English teacher is significant roles in this school, they lead students to speak English, and they also direct the students into a proper pronunciation and grammar right in the place when they are in a conversation.

Based on the explanation and theories, therefore the researcher would like to describe the teacher's teaching method, technique, and media that are used in teaching English speaking to the tenth-grade students in SMA Al-Mazaya Islamic School Banjarmasin. The problems investigated are stated as follows:

1. What are the teaching Method that is implemented in English teaching speaking process and the used of teaching technique and media in English teaching speaking process to the tenth-grade students at SMA Al-Mazaya Islamic School Banjarmasin Academic Year 2018/2019?
2. What are the problems that the teacher faced in teaching speaking English processes in the used of teaching technique and media to the tenth-grade students at SMA Al-Mazaya Islamic School Banjarmasin Academic Year 2018/2019?

METHODOLOGY OF RESEARCH

This research uses a qualitative approach since it attempts to describe the teaching method, technique, and media that the teacher used in teaching English speaking at tenth grade SMA Al-Mazaya Islamic School Banjarmasin. Moreover, this research is descriptive.

The populations in this research are English teachers of tenth-grade students in SMA Al-Mazaya Islamic School Banjarmasin Academic Year 2018/2019. Two teachers teach English for tenth-grade students in SMA Al-Mazaya. Both teachers are teaching team, and they work in the same lesson plan for teaching English.

The sample of this research is the English teachers of tenth-grade students of SMA Al-Mazaya Islamic School. Two English teachers teach English to tenth-grade students. Both teachers teach in a different class, in X IPA and X IPS. It means there are two classes that the researchers will observe. The instrumentation of this research used observation and interview.

FINDING AND DISCUSSION

In this part, the researcher is going to describe the English language teaching-learning at SMA Al-Mazaya Islamic School Banjarmasin in terms of speaking method, technique,

and media. Then, the description is going to be analyzed by the principle of English language teaching-learning of speaking for Teenagers, the method, and teacher's difficulties during the used of technique and media.

Finding

The research finding consists of the description that was found from the research. In this research, the researcher finds the data from observation, interview, and documentation. The data includes the description of the speaking teaching-learning process and the result of discussion with the English teachers at tenth-grade students of SMA Al-Mazaya Islamic School Banjarmasin academic year 2018/2019.

Discussion

Teaching Speaking Method at Tenth Grade Students of SMA Al-Mazaya
In this section, the researcher tries to discuss the research finding. To justify the research finding, the researcher attempts to explain them concerning theories related to the method used in teaching speaking.

The English teachers at tenth grade in SMA Al-Mazaya Islamic School used several methods in speaking class. The researcher observes some methods as follows:

a) Communicative Approach

Roleplay is the best technique for this method. Roleplay in speaking is to practice students speaking in front of the course. By giving students to practice in, role-play activity will ensure that acting out is both a learning and a language activity. But, the English teachers have used interview techniques for this method. The English teachers put this method in the right situation and condition of the school, in which the school language environment for daily activities in English, where the students have to use English every day, wherever they are as long as they are in the area of the school.

The English teachers said in the interview;

"By using this method, students get the opportunity to a rehearsal of real-life situations." (Interview with Ms. Anita Zulrahmida Fajriani, S.pd. and with Ms. ZS. Tuesday, September 25th. 2018).

Moreover, the media that the English teachers used is video. Media cannot be separated in the process of teaching and learning. Media is a tool that helps teachers in stimulating the students and motivating them in learning the language. Using video as a media to support the technique is the best way to engage the students with real-life communication as Cakir (Diyah Ayu', 2017), that all audio-visual materials have a positive contribution to language learning as long as they are used at the right time, in the right place. Audio-visual media helps students develop their speaking ability. It contains authentic sources for students to learn English. It also motivates the students to speak in English.

In this method, the English teachers play as an organizer and controller. According to Harmer (2001), when teachers act as controllers, they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups. During the classroom activity, English teachers are giving instructions to the students of what they are in charge of doing the exercise.

b) Direct Method

This method used by English teachers in teaching expression of intention and narrating the story.

From the classroom observation, the English teacher at tenth grade in SMA Al-Mazaya Islamic School carries out the activity according to the rules of the direct method. In third day observation of X IPS activity, one of the students does not know what the meaning of “*courtyard*” in a story, then the teacher said “*courtyard is an area that placed at the back of house or an area that surrounded by building that is open to the sky,*” and she showed the picture of it through internet. Teachers who use the direct method believe students need to associate meaning with the target language directly. To do this, when the teacher introduces a new target language word or phrase, he demonstrated its purpose through the use of realia, pictures, or pantomime; he never translates it into the students’ native language (Larsen, Freeman and Anderson, 2011).

This method supporting tool is using video and pictures as media. Students could tell or describe the picture and got some vocabulary. The English teacher said that if students are engaging in the image, they will find out something about it with fun and enjoy it.

The weakness of this method is a teacher must good knowledge with L1 and L2 as a target language. This method is also not appropriate to the beginner because the teaching-learning process is mostly using the target language.

c) Community Language Learning

English teachers at tenth grade SMA Al-Mazaya use Community language learning in the speaking activity because the teachers want them to learn how to use the target language communicatively. Community language learning learners are encouraged to attend to overhear their experience between other learners and their knowledge. The result is that every member of the group can understand what any given learners are trying to communicate.

This method is used by role play technique. From role-play, students got the motivation and mentality ready to practice English. Many students derive significant benefits from role play. Students simulate a real-life encounter as if they were doing so in the real world. Larsen- Freeman points out that role-plays are very important in the communicative approach because they allow students to practice communicating in different social contexts and different social roles. From the observation on the first day in X IPA and X IPS, the English teachers let their students make their dialogue in a lesson.

Furthermore, teaching media that the English teachers used in the teaching process are only videos and pictures. Whereas there are many new media that the teacher can use, such as puppet, pocket chard, flashcard, figurines, etc. Then the researcher found out why the English teacher only used video and pictures as a media, and it was because of the limit time in the activity, which is a barrier in the teaching process. The English teachers also said that students are drilled to increase their ability in communication using the English language. That is why they are focusing on the use of the language instead of making it too much fun in speaking activities.

It is right that there is no practical method and strategies in English language teaching. But, by giving the teacher some resources about the practices of English teaching, then the teacher is asked to modify the technique based on the class situation and students' characteristics, so transferring of knowledge can be reached. Teaching speaking is not only how to teach the student to speak English well but also grow the mentality of the student to talk with the other in English. In speaking class, we give students motivation to learn, and we make class fun and happiness.

The Problem Faced by the English Teachers in Teaching Speaking

The classroom situation in SMA Al-Mazaya is quite clean, classes provided with a glass board, computer, LCD, speaker, and equipped with wireless fidelity (WiFi). They are also asked to bring personal phone tablets to facilitate teachers to distribute e-book and other online documents. The facilitation provided is quite complete; the rest of it depends on the teacher using the facilitation in the teaching process and also depends on the students on how they take advantage of those facilities in their learning process. Although the facilities are provided well by the school, the problem in teaching and learning still occurs in the process of it.

The problems faced by both English teachers of the tenth-grade student in SMA Al-Mazaya Islamic School Banjarmasin are complex because explaining materials in the classroom fastly, the teacher has to prepare the materials shortly and clearly to make the explanation quickly. However, in the classroom, English teachers can explain the content clearly. The English teachers said that the problem comes from their students. Some of the students lack vocabulary and mostly very less in the mastery of English grammar.

Some students got lost in focus on the topic. Some of them were talking to each other when the teacher was explaining the materials. They did not give attention. The consequent is, when the English teachers are asked them working into a group or pair, they will again be asked questions of what they are going to do. The teachers then have to explain it again. This is one of the reasons why the teachers were complaining about the limitation of time for speaking activities.

Based on the theories related to the problem that the English teachers faced in teaching speaking. The researcher found out from the interview section of both English teachers that they have no problems in the use of the method, or preparing teaching technique and media in teaching speaking; the root of all problems comes up from the students itself. As what Ur (1995:121) has defined about the problems related to student's personalities and attitudes to the learning process and learning speaking, that is related to the finding of classroom observation in X IPA and X IPS at SMA Al-Mazaya Islamic School Banjarmasin. There are four problems; inhibition, nothing to say, low or uneven participation and mother-tongue use that always happened in the classroom speaking activity, but the most visible in the class X IPA and X IPS are:

1) Inhibition

Based on the researcher's note from classroom observation, during the teaching speaking process, the student is entirely when they are pointed by the teacher to answer

several questions that were asked. They feel shy; it was shown on the student's face. When they try to utter some words, the volume of their voice is low. Moreover, it also shows their eyes are looking right and leave pretending to find the answer from their friends, or sometimes their eyes are looking up, acting like they arrange sentences or try to find the meaning of the word in English.

2) **Mother-tongue use**

Even though both English teachers speak English along with the lesson, from the first lesson until the last lesson. Some students still stick to their mother tongue, also they have already been asked to keep speaking English and do not afraid to make a mistake, but their Bahasa Indonesia and Banjarese still occur in the classroom.

CONCLUSIONS AND SUGGESTIONS

This part consists of the conclusion from this research and suggestion, which appears based on the result. The researcher concerns several points from findings and discussion about A Descriptive Study in The Teaching of Speaking at Tenth Grade Students of SMA Al-Mazaya Islamic School Banjarmasin Academic Year 2018/2019. Can be concluded as follow:

Conclusion

Based on the result of the research, the researcher then made a conclusion related to the statement of the problem as follows: The English teachers in SMA Al-Mazaya used some methods in speaking class. These are Communicative Approach, Direct Method, and Community Language Learning. The techniques that the English teacher used are storytelling, role-plays, interview, and various games. The media as a tool to support teaching techniques in speaking activities are video and picture, while media that have been provided by the school are glass board, computer, LCD, speaker and wireless fidelity (WiFi).

The problems that the teacher faced in teaching speaking English process in the used of teaching technique and media to the tenth-grade students at SMA Al-Mazaya Islamic School Banjarmasin Academic Year 2018/2019. Based on the observation, the English teachers do not have any problems in preparing media or in the used of teaching techniques. Because they are working as a teaching team, working in the same lesson plan, making media together, and also discussing in a group before carrying out the activity in the classroom. The most problems they faced are student problems. The student has a lack of vocabulary and the mastery of English Grammar. The students do not have confidence in speaking English, and they feel shy, and also the users of the mother tongue cannot be much controlled by the English teachers.

Suggestion

Based on the result of the research and conclusion above, the researcher also gives the suggestion that will be useful for all people related to English teaching. The researcher hopes it can at least become an input for English teachers.

The teacher should know not only the language matter but able to manage class and arrange lesson plans, choosing the appropriate method for teaching speaking. Besides choosing an appropriate teaching method, technique, and media, the teacher should be active, helpful, patient, and welcome to their students in the teaching and learning process so that the students feel comfortable in learning the language. English teachers should improve students' speaking skills with another method. The teacher should not make the students under pressure. Each teacher should realize that making mistakes is a part of the learning process. The teacher should let students be free to make errors.

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