

EXPLORING TEACHING METHODS USED BY THE ENGLISH TEACHERS IN TEACHING SPEAKING

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Abstract

This paper presents the findings of qualitative study aimed at exploring teaching method used by the English teachers to teach speaking. Speaking has always been as one of challenging skill for most students. The teachers have their own characteristic on applying method to teach their students speaking skill which also suit with their students need. The sample was the English teachers and students of SMA International Budi Mulia Dua at grade XI. The data were collected from interviewing three English teachers and six students, as well observing the teaching process of speaking class. This result of this study revealed the teachers and students preference on the method which is applied during speaking class. Based on the interview and classroom observation, there are some teaching methods that were used by the teacher to teach the student speaking.

Keywords: *teaching method; English teacher; speaking*

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INTRODUCTION

Learning speaking in English has become a sweltering issue in the pedagogy in Indonesia. Additionally, speaking has always been the most challenging skill for most students. In today's teaching climate, the teacher is easy to forget the importance of oral language or speaking. They sometimes only focus on reading and writing and neglect the basic aspect of language. This idea is supported by Richards and Rodgers (2001: 145) in the traditional methods, the speaking skill was ignored, where the emphasis was on reading and writing skill. Students need to learn speaking skill and have opportunities to practice making their voices. In similar vein, Rebecca (2006: 144) points out speaking as the first mode in which children acquire language, it is part of the daily involvement of

most people with language activities, it is the prime motor of language change. For that ability, a good teaching method helps the students to question their perceptions, and motivates them to learn by putting them in a situation in which they come to see themselves as the author of answers, as the agent responsibility for change. Regarding those issue, some of Indonesia teachers have their own characteristic on applying method and choosing media to teach their students speaking skill which also suit with their students need. Being an English teacher is not an easy task, to overcome such difficulties in teaching speaking, it requires the establishment of an effective learning environment. Therefore, English teachers who teach speaking are asked to be creative, inventive and ingenious to build pleasant atmosphere in classroom activities. For instance, fascinating and remarkable teaching method plays as crucial role to stimulate students' activeness in speaking class.

METHOD

The design of this study was qualitative research which used descriptive qualitative as the research method. Holloway and Wheeler (2002: 296) opine qualitative research as a form of social inquiry that focus on the way people interpret and make sense of their experience and world which they live. In other word, Ary, D., Jacobs,C., Sorensen, C., and Razavieh, A (2010: 67) maintain qualitative research see the individual and his or her own world as so interconnected that essentially the one has no existence without the other. Hence, in this study conducted qualitative study which is aimed to explore the teaching methodology used by the English teacher of SMA Internasional Budi Mulia Dua to teach speaking.

RESULT AND DISCUSSION

1. The Result of Interview

a. The Result of Interview with English Teachers

The findings of interview are categorized into the three main chapters. The main chapters were about teachers' classroom management, the methods used by

teachers, and the problems were faced by teachers during speaking class. The extract interviews of English teachers are addressed bellow:

1. Teachers' Classroom Management

All the teachers from each class have similarity and different on preparing their classroom management. This management can be seen from their answers in the interview.

Extracts from Interviews

Interview : What is your classroom management plan?

Teacher 1 : I prepare some games to stimulate the students to pay attention. I also prepare vocabularies to build their vocabulary mastery.

Extracts from Interviews

Interviewer : What is your classroom management plan?

Teacher 2 : it all included in lesson plan. I put the media and the methodology in lesson plan.

Extracts from Interviews

Interview : What is your classroom management plan?

Teacher 3 : Alright, well I divide the activity into three sections. First is opening, second is main course of learning activity which is I give material to the students, and the last is closing. So, at the beginning as I told you, I usually play a game around 10 up to 15 minutes in a row. And the second one is the material by adding some activity with the students. The last is closing. I usually close the class by giving the quote or singing a song.

On this point, teachers have their own style on preparing their classroom management. It is found that to reach the goal of teaching the teacher need to make good management. From the extract of interviews, it can be seen that the teachers were creative to make the classroom management plan. The teachers usually play a game in the beginning of activity to attract students' attention, the other teacher bring vocabulary list to enhance students' vocabulary mastery, and at the end of the class the teacher usually close the class by giving quote or singing a song.

2. Teachers' Teaching Methods

The methods that were used by the teacher of SMA Internasional Budi Mulia Dua can be seen as from the extract interviews bellow:

Extracts from Interviews

Interview : What are the methodologies that you used to teach speaking?

Teacher 1 : I teach my students some expression and they have to present it in front of the class with their pair. I usually apply some methods to teach my student in speaking class such as discussion and role play whereas at the middle and the end of semester every student should perform their task in front of the English team either group or individual such us drama performance, individual presentation.

Extracts from Interviews

Interviewer : What are the methodologies that you used to teach speaking?

Teacher 2 : There are some various methodologies that I use, for example presentation. Every mid semester we have tasks for students to present about learning material that they have learned before. One of the materials is about endangered animal (report text). I also have discussion at class, so after discuss about topic and the students have to present in front of the class. Sometimes, when I taught analytical exposition and expression agreement and disagreement my class also have like debate. I divided the student into two groups to do debate. This activity helps students to improve and expand their speaking skill a lot. I also use role play to enhance my students speaking performance. It will be performed at the end of semester.

Extracts from Interviews

Interview : What are the methodologies that you used to teach speaking?

Teacher 3 : Well, I try to apply communicative approach means that I used to speak English with the students, I used to have a conversation in English, I have to deliver my material in English. But sometimes, communicative approach does not work properly. So, somestimes I modified, sometimes I add some techniques or approaches in order to teach them. Sometimes, I use a quote mixing as well in teaching speaking.

From this data, it is showed that every teacher used kinds of teaching method during speaking class. The method which used by three English teacher were; discussion, role play, presentation, and communicative approach as method. The teachers taught some language expression to students and the students have to practice with their pair in front of the class, this activity help the students learn how to apply those expressions in daily activity. The other teacher taught their students about how to do an academic presentation; teacher taught them how to deliver their power point in front of their classmate and teachers.

3. The Problem Faced by the Teachers in Teaching Speaking

Teaching speaking is not an easy task, the teachers were found that they have faced some difficulties in teaching speaking. Based on the interview the researcher got some information about the challenge in teaching speaking. The result can be described as follows;

Extracts from Interviews

Interviewer : Please describe your challenges you ever had in teaching speaking?

Teacher 1 : my students have different skill in speaking especially for those who lack of vocabulary. Then, they have difficulty to build or compose the sentence.

Extracts from Interviews

Interviewer : Please describe your challenges you ever had in teaching speaking?

Teacher 2 : Some of my students have low English proficiency, they have not really good English because they lack of practice outside English class. So, when they want to construct the word they find difficulty. Some students also feel shy to speak because they never practice outside the class.

Extracts from Interviews

Interviewer : Please describe your challenges you ever had in teaching speaking?

Teacher 3 : Alright, it depends on the level. For example if i teaching LS (listening-speaking) for gac. They have

very good profeciency, so they can speak better. But the challange is their willingness to speak English. On the contrary, in Nac class I found some students do not know what to say in English and they have low vocabulary in English.

From the extract interview above, it can be seen that the main problem which faced by the teachers were about students who lack of vocabulary had difficulty to compose or construct sentences and some of them feel shy to speak in front of the class. The difficulty also comes from the students English proficiency, those who have low English proficiency will have problem in build a sentence and speak English.

a. The Result of Interview with Students

The interview with the students was held to know their preference about method which used by their teacher at speaking class and their participation during classroom bustle. The interview was held with six students at grade eleventh in the different class.

1. The Speaking Activity

Learning to speak new language is definitely a challenge. The activity which created by the teachers are fully responsible to make students involve in speaking class and make them speak openly and freely. The students' preference of activities which they like most during speaking class can be seen from the extract interviews bellow:

Extracts from Interview

Interviewer : What kind of activity that you like most during speaking class?

Student 1 : Well, during speaking class I like to do the role play. Sometimes the teacher brings like a voice recorder or something like that, and then we have to speak in front of the class.

Student 2 : I like discussion during speaking class. We have the opportunity to learn more about how deliver a proper speech. Anyway we can give each other

opinion or something like that. I mean it's about discussion

Student 3 : well. I think so far I like doing presentation in front of the class, because I want to increase my self-confident in term of speaking, also I really like to share my ideas that I have on my mind to my friends.

Student 4 : I pretty much like it. I mean I am able to share my opinion in certain topic to my classmate, so it pretty much give me room to breathe.

Student 5 : The activity that I love most during speaking class is singing English song. It helps me to improve my vocabulary mastery and help me to practice my pronunciation.

Student 6 : The activity that I like most during speaking class is presentation. I like the material which given by the teacher like sport. We have to make a power point presentation about sport that we like and present in in front of the class. We have to encourage others students to like the sport also. We learn speaking also by doing presentation, and everyone so excited to give their question.

From the result of interviews above, it can be confirmed that most of the students prefer to do discussion, role-play and presentation in front of the class. They said that by doing a discussion they can share their opinion about certain topic and express their idea. Further, the students who like presentation learn how to deliver proper speech, and increase their self-confidence as well.

2. The Result of Classroom Observation

The observation checklists are considered two main aspects; first, the observation checklist described method which applied during class activity. Second, the class condition when the teacher used certain method and media as well. The observations were held at three different classes with different teachers. The result of observation can be seen below:

Table.3 The Result of Observation Checklists

No	Items of Observation	Result					
		Teacher 1		Teacher 2		Teacher 3	
		Yes	No	Yes	No	Yes	No
1	The learning method demands students to express their idea.	√		√		√	
2	The method demand students to speak with their friends	√		√			√
3	Method is working in group	√		√		√	
4	Method is working in personal		√		√		√
5	Method is limited students ideas		√		√		√
6	Teacher dominate speaking ability	√		√		√	
7	Teacher uses media	√		√		√	
8	Teacher observes students' activity	√		√		√	
9	Teacher help students difficulty	√		√		√	
10	Students feel brave to present their project	√		√		√	

Adopted from Ahsanah (2015: 6-7)

In brief, the first teacher used discussion method to teach the student during speaking class. The media which provided was audio visual. The teacher showed them some ugly pictures through projector about students who did yawn at class and asked their comment. Next, teachers gave them topic about “the effect of yawn at class”. Then, the teachers divided the class into some groups which consist of 3-4 students. The students had to discuss the topic; the topic was about analytical exposition. They have to make their argument to the current topic, whether they were agreeing or not. The students learn many things from this method, such as construct what they have in mind to be a sentence, learn new vocabulary, and improve their speaking skill as well as self-confident. In the end, the students had to share their opinion and ideas to the others groups. This method demanded students to speak English with their friends. On this activity, the students have chance to explore their ideas within their group.

The second teacher applied role play method in teaching speaking. The teacher played the video about conversation of some native speakers in line with their topic. The theme was about expressing satisfaction and dissatisfaction. The students learned some expression from the video and imitate the way native speaker said it. Next, the teachers explained how to use those expressions in daily life. Then, the students should make their own dialogue based on the vocabularies in video and practiced it in front of the class. This activity was so fun, the students could express their idea contextually. They learned new vocabularies from the expression and how to use it, like “did you find our service satisfactory?” (asking about satisfaction), I’m completely satisfied with everything you’ve done for me (expressing satisfaction).

The third teacher employed group presentation to enhance the student speaking ability. The group consisted of two students and were responsible to deliver their presentation in five minutes. This method was really demanded students to elaborate and express their ideas and literary dominated speaking activity. This activity emphasized the students to speak English fluently and increase their self-confidence as well. The teachers taught them how to open and close presentation formally. The topic was analytical exposition, where students could choose their own topic to be presented in 3 up to 5 minutes long. During the researcher observation, most of the students have lot of vocabularies in English, it can be seen from their effort in elaborating their point on slide. This method pushed the students to learn and remember a lot of vocabulary in order to make their presentation run well.

All in all, based on the observation checklists above, there are six items about method which applied by the teachers. Further, each item got “yes” on the check column. It means that the methods that have implemented by the teacher were good enough for students. The observation checklist also confirmed that all the teachers from three classes used media. Furthermore, the teachers observed what was going on at class and helped the students’ difficulties. Further, those aforementioned methods did not limit the students’ ideas. Finally, it showed from

the observation checklist that students could express their idea and students feel brave to speak in front of the class.

3. The Result of Students' Speaking Score

The students score of speaking test got from the English teachers. The test was about individual presentation about report text. The student had to present their power point approximately in 7 minutes full English, at the end of presentation the students had to answer the question of the teachers.

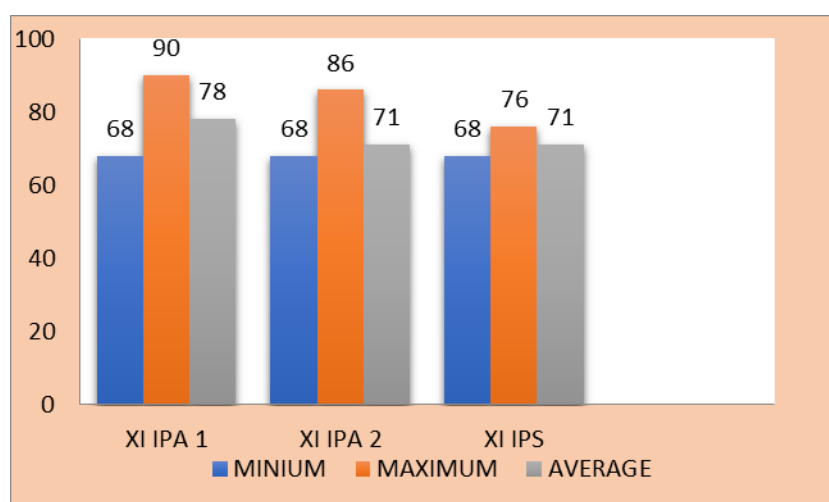


Figure 1. Students' Speaking

From the chart, it can be seen the student' speaking score from three classes had same minimum passing grade and the highest score of speaking test is 90. Hence, from this chart, it can be conclude that all of the methods were used by the teachers can help the students in learning speaking. All of the students could pass the speaking test and reach the aim of learning language, whereas the goal of learning language is speaking.

This section provides answer of the research questions based on obtained findings of the interviews and observation. Based on the interview with the teachers and students it were found the teaching method used by the teachers, also the students' preference about the method which applied in the class. Further, there are some teaching methods which was applied by the teacher in speaking class; discussion, role-play, and presentation. After conducting the classroom observation this study found that the aforementioned methods not only helped

them in speaking skill, it also magnifies the students' vocabulary capability. The findings of this research were in line with Fang (2010: 115) who confirms that the implementation of discussion language teaching help the students improve their English skill. In addition Zyoud (2016: 6) says that group discussion helps students to improve speaking skill and gives students opportunity to practice use English, as well increases their confidence. Moreover, Ornsten and Lasley (2000: 294) confirm that group discussion challenged students to be more actively engage in learning and enhanced cooperation and social skill. In the end, Celce-Murcia, M (2001: 76) believes speaking as a complex skill which learners learn better in group. Lastly, Harmer (2007: 273) says that group discussion drill students to respond fluently and immediately, and it helps them to have good speaking skill. Finally, Shoba (2016: 11) on his paper found that group discussion paves way for understanding the subject of the topic in detail by exploring and exchanging information applying critical thinking skills. It also gives an opportunity for extended speaking practice and added the students' vocabulary mastery.

The second method which used by the teacher in teachings speaking was role-play. Students learned how to express and got new vocabulary by doing role-play activity. This finding of this study is consistent with the results of previous studies showed that role-play is an effective teaching method for enhancing student vocabulary achievement in learning speaking English language (Toumpaniari, 2015: 7; and Allman, 2005: 82; Sadeghi & Sharifi, 2013: 73). Furthermore, this finding was also parallel with Klippel (1991: 122) which reveal that role-play improve the students oral performance and oral skill. Further, Duong (2015: 11) indicate role-play developed students' fluency since the students could express their ideas in unstructured conversational situation. In the same sense, Arham., Yassi and Arafah (2016: 241) claim that role-play strategy is approved effective to expand students' interest to speak English in the classroom. Furthermore, students who studied through role-play show significant performance in their speaking performance. This finding in line with the theory of Harmer (2007: 274) which approves that students derive great benefit from role-

play, as if they were doing in real world. He maintains that role-play can encourage general oral fluency and train students for specific situation.

From the result of classroom observation and interview with the teachers and students, the researcher found the third method which applied by the teachers were presentation. The result was equivalent with Thornbury (2005: 91) which point out presentation provides more authentic way of practicing English than simple speaking drill. This is very essential speaking task than simple have no relation to real life language use are poor preparations for autonomy. Further, Zivkovic, S (2014: 7) confirm presentation have become a useful way to increase students' awareness of speaking skill. Thus, students' presentations become crucial element in delivering positive learning experience a well students speaking skill. Lastly, Girard, Pinar, and Trapp (2011: 79) found that presentation help student develop their communication skills due to allow them to practice and interact more in the classroom which increase students' interest in learning English. Presentations also give bridge to the gap between language study and language use (King, 2002: 415).

In sum, the findings of this research were relevant with the theories about teaching method of speaking ability. Based on the above elaboration it can be concluded that teaching methodology that used by the English teachers of SMA Internasional Budi Mulia Dua help students to learn speaking contextually. Finally, group discussion, role-play, and presentation can be used to enhance students in learning speaking and help students develop their speaking ability.

CONCLUSION

In sum, the methods teacher use in the teaching process will be responsible about how big could be the improvement of students as part of learning process. Effective teachers do not rely on teaching students in merely one style, but use a variety of method to reach the greatest number of students. The teachers have to apply appropriate method and design the objective before teaching and learning takes place in order to reach the aim of teaching speaking. The teaching speaking particularly will be interesting if the teachers apply those aforementioned methods

as the ones used in this study. All the teachers and students like the class activity in speaking class, when the teacher create pleasant atmosphere, and creative on applying kinds of teaching method as well.

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