THE TEACHER'S TECHNIQUES FOR BUILDING STUDENTS' SPEAKING SKILL ON THE BEGINNING OF PANDEMIC COVID 19

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Abstract

Techniques are important thing for building students' speaking skills. Therefore the teacher should have techniques and should be able to apply them correctly. Many researchers have discussed about this topic with different tittle actually. This study aimed to find out the techniques used by the teacher for building students' speaking skill at the tenth grade of SMA Negeri 1 Karang Intan on the beginning of pandemic covid 19. Furthermore, the researcher would like to gain more knowledge about how the teacher applies the techniques, then what the advantages and disadvantages of them. The researcher uses qualitative as the method for conducting this research with English teacher itself as the subject. The researcher collects the data through interview, documentation and observation. The data is analyzed by using Miles and Hubberman's theory.

The result shows the teacher uses stimulation, telling story, discussion, and picture describing as the techniques. The English teacher applies the techniques in different ways. Stimulation: greeting and giving questions, telling story: experience story and short narrative story, discussion: update news, and picture describing: family picture. Furthermore, these techniques have their own advantages and disadvantages.

Keywords: *Teacher's techniques, speaking skills, SMA N 1 Karang Intan, qualitative method*

Abstrak

Teknik adalah hal penting untuk membangun keterampilan berbicara siswa. Oleh karena itu guru harus memiliki teknik dan harus mampu menerapkannya dengan benar. Banyak peneliti yang membahas topik ini dengan judul yang berbeda-beda. Penelitian ini bertujuan untuk mengetahui teknik yang digunakan guru dalam membangun keterampilan berbicara siswa kelas X SMA Negeri 1 Karang Intan pada awal pandemi COVID 19. Selanjutnya peneliti ingin mengetahui lebih banyak tentang bagaimana guru menerapkan teknik-teknik tersebut, lalu apa kelebihan dan kekurangannya. Peneliti menggunakan kualitatif sebagai metode untuk melakukan penelitian ini dengan guru bahasa Inggris itu sendiri sebagai subjek. Peneliti mengumpulkan data melalui wawancara, dokumentasi dan observasi. Analisis data menggunakan teori Miles dan Hubberman.
Hasil penelitian menunjukkan bahwa guru menggunakan teknik stimulasi, bercerita, diskusi, dan mendeskripsikan gambar. Guru bahasa Inggris menerapkan teknik dengan cara yang berbeda. Stimulasi: menyapa dan memberi pertanyaan, bercerita: cerita pengalaman dan cerita pendek, diskusi: update berita, dan gambaran gambar: gambaran keluarga. Lebih jauh, teknik-teknik ini memiliki kelebihan dan kekurangannya sendiri.

Kata Kunci: *Teknik Guru, Keterampilan Berbicara, SMA N 1 Karang Intan, Metode Kualitatif*

Introduction

Speaking as one of skill in English lesson is viewed as the difficult skill to be mastered by the students or English learners, because in speaking process someone should interact with one or more speaker. This is supported by Lazaraton'statement (2001cited in Celce- Murcia, 2001:103) that perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. Furthermore, when someone speak to other people, she or he does not only make the listeners understand about the grammar, pronunciation, and vocabulary that is conveyed but also about time, reason and the rules to speak. As Khorashadyzadeh (2014: 12) state that speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as

when, why , and how to speak. It is then as the teachers' problem to build students' ability in the speaking skill.

Furthermore, pandemic covid 19 also as another problem in building students' speaking skill. All activities at the school would be changed by study from home. It means that the teacher cannot teach the students directly or face to face, while the teacher should do their best in building students' speaking skill so as they have good ability in the skill. Therefore, It is recommended for the teacher to find the appropriate way to support the process of building students' speaking skills.

Basically, there are many things that need to be advised in building students' speaking skill, one of them is techniques. The English teachers are required to be able to create and to   apply particular techniques in order to attain the goal of language learning and teaching speaking skill. It means that the English teacher also have important role in determining the appropriate techniques that can be employed in building students 'speaking skill. The techniques support the English teacher in creating the environment to be fun and comfortable, of course the activities will make the students happy. Then, they will be more enthusiasm in learning speaking.

On this crucial situation the researcher interested to observe Karang Intan School for finding the techniques that is used by the teacher in building students' speaking skill. According to English teacher of SMA N 1 Karang Intan, on the beginning of this pandemic the process of teaching speaking still happen in classroom but they keep to follow the healthy protocol, such wearing mask, washing hand routinely, using hand sanitizer, applying physical distancing or social distancing. In this case, physical distancing and social distancing means the students need not to shake hands with the teacher or greeting with "salam" only. Furthermore, the students sit and practice with the distance that is determined by the teacher. Therefore, the students can leave their mask when

they speak, however it is in some minutes only or it depends on the time that is given by the teacher.

In the process of building students' speaking skill on the beginning of pandemic covid 19, the English teacher of karang intan school apply some techniques. The techniques then applied based on systematic steps. It means before applying these techniques, the teacher should make the arrangement of steps or what the teacher do from the first until the last. The researcher saw that the techniques are good enough to support English teacher in building students' speaking skill. Therefore, the researcher is interested to explore deeply the techniques that is used by the English teacher and how the teacher apply the techniques.

As explained above, this study aimed at finding the techniques that is used by the teacher in building students' speaking skill on the beginning of pandemic covid 19, especiall at the tenth grade of SMA N 1 Karang Intan, then the steps in applying the techniques and the advantages and disadvantages of these techniques.

Research Method

This research was done as a descriptive qualitative design because the researcher wants to gain clear description about techniques for building student's speaking skill, specifically at tenth grade of SMA Negeri 1 Karang Intan. Besides it, the researcher also wants to know the application of the techniques, and the sadvantages and disadvantages of the techniques. Observation, interview and documentation are the techniques of collecting data used by the researcher. Observation is a necessary tool to get the information about the techniques used by the English teacher, the whole process of the teaching English, especially material related speaking and the description about the techniques that applied for teaching tenth grade of SMA Negeri 1 Karang Intan.

For the first The researcher observed the field (SMA negeri 1 karang Intan) then the related things occur in the classroom. The researcher developed the format of the observation sheet by adapting it from other sources, and arranged the

observation items based on the research problems. It was done to enable the researcher to gain the precise data where the observation is focused on. Then, the data from the observation are crosschecked with the data obtained through other instruments. For completing the data got from the observation to establish the research well, the researcher interviewed the English teacher. The researcher used semi- structured interview to get other information for supporting data in observation process. This interview is arranged by the researcher based on what the researcher see on the observation. Data analysis for this research is based on three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion drawing and verification. The theory is described as below
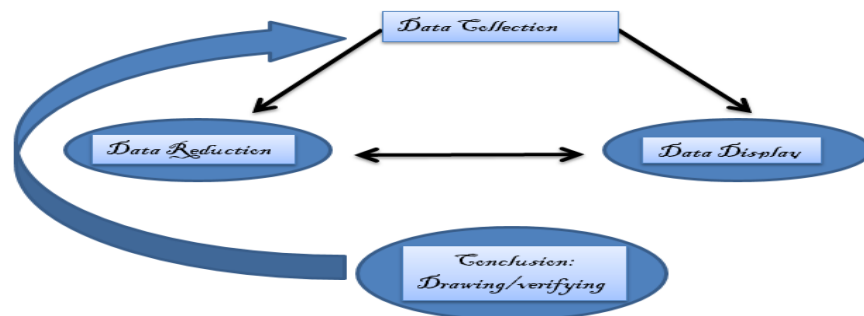
Data Collection

In this research, data collection is gained from observation, interview and documentation process. The data collection will be filtered based on reduction, then will be displayed on data display, the last is the data will be verified on verifying process.

Data Reduction

According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. In reducing the data, all of data about teacher's techiques for building student speaking skill that collected in data collection as the result of observation and

interview process will be reduced. Then, the result of the reducing process will be displayed on data display.

Data Display

The second phase is data display. This phase provides an organized and compressed assembly of information that permits for conclusion drawing. The researcher displays the result of reducing process in order to facilitate for data interpretation. In other hand, all of data about teacher's techniques for building student speaking skill that have been reduced in reducing process will be displayed in this phase.

Results and Discussion

First step in this research was observation. The observation was conducted four times with 1,5 hours of each meeting. From the first observation above, the researcher found that the teacher used two techniques for building speaking skill. The techniques were stimulation and telling story. On the second observation, the researcher found that the teacher used stimulation and discussion techniques for building students' speaking skill.

The third observation the researcher found the techniques that is used by the teacher were similar to first observation. However, the application of these techniques was different. Furthermore on the last observation, the researcher found that the teacher's techniques were stimulation and picture describing or describing the character in the picture. All the observation activities revealed that the English teacher used four main techniques in building students' speaking skill. They are stimulation, telling story, discussion and picture describing.

To strengthen the observation data above, the researcher interviewed the English Teacher by using semi-structured interview. The result were: The stimulation technique was applied by greeting and giving questions. According to the teacher, they were as the part of building students confidence to speak. Sharing the teacher's experience then give a chance to student to give some questions or the teacher give some questions to them based on the story was the application of telling story technique. According to the teacher, short narrative story was always used in applying of this technique.

In the application of discussion technique, the teacher divided the students to be some groups then they should choose some updated news as the material for making statements. The statements would be discussed by them in the class. Picture describing technique was applied by instructed the students to take a family picture then described it. According to the teacher, the picture was suitable with the material, students' criteria and the student's grade.

Furthermore, in this interviewed the teacher also added that these techniques had some advantages and disadvantages. The advantages of stimulation technique were: Stimulation technique was the most important thing for stimulating students' emotional and interest in speaking; It was a flexible technique because the teacher can stimulate the students on the first session, on the middle session or on the end session of teaching and learning process,

Stimulation technique was practical. It means that the technique can be applied without media. For example, when the teacher forget to bring any media in the class, the teacher can apply this technique by using words only such as questions and greeting. While the disadvantage of Stimulation technique were according to the teacher, applying stimulation technique in a long time will make the students bored.

The advantages of Story Telling Technique: The students would be more interested to focus on the story when the teacher tells about his experience; The story telling technique built students' imagination. It helped the student to speak (express it). The disadvantages of Story Telling Technique: The uninterested story made students bored; The students made joking because the story was not interested.

The advantages of Discussion Technique: The students discussed with their friend for sharing each other; The students would be more brave to speak because getting support from friends in group; The students got opportunity to tell their opinion. Furthermore, they can build their speaking skill easier.

The disadvantages of Discussion Technique: The class would be noisy; Not all students getting opportunity to speak. The advantage of Describing Picture Technique: The students would be easier to describe about the picture because the picture has been provided furthermore the disadvantage of Describing Picture Technique was the teacher needs many times to apply this technique because the students have to describe one by one the object in the picture. Can we imagine? If there are many students in the class? How many times needed to finish it?

DISCUSSION

The purpose of the discussion is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated, and to explain any new understanding or insights about the problem after you've taken the findings into consideration. The discussion will always connect to the introduction by way of the research questions or hypotheses you posed and the literature you reviewed, but it does not simply

repeat or rearrange the introduction; the discussion should always explain how your study has moved the reader's understanding of the research problem forward from where you left them at the end of the introduction.(Annesley Thomas M.; 2010)

Based on the observations and interview done, the researcher found that the building student speaking process ran in some techniques, the stimulation, picture describing, storytelling and discussion techniques. The material was about self-introduction and introducing the others. At the tenth grade of science I, the teacher used stimulation and telling story techniques, then at the tenth grade of science II, stimulation and discussion techniques were used by the teacher. While, at tenth grade of social I teacher used stimulation and telling story again, but the application was not similar than before. It is different with at the tenth grade of social II, in this class the teacher used stimulation and picture describing techniques. The researcher found that the application of the techniques were different. It depending on the teacher's own way. It is appropriated by the material, student's criteria, and the level of class. Furthemore, the teacher also explained that techniques had the advantages and dissadvantages.

Conclusion

The English teacher used stimulation, telling story, discussion and picture describing techniques for building student speaking skill especially at tenth grade of SMA Negeri 1 Karang Intan.

The application of the techniques were:

Stimulation: In the application of simulation technique, teacher never forgot to greet the student then gave some questions to the student. When the student could not answer it, the teacher stimulated their confidence first. The questions were different for avoiding boredom.

Telling story: In the application of telling story technique, the teacher told his experience then gave opportunity to student to give some questions based on the story. According to Mr Ghazali, S.Pd, he also used short narrative stories. By the story, the teacher would take student's imagination came into the story. Then, the teacher would ask the student some questions related the story. Telling story technique was appropriate to use on the middle of lesson.

Discussion: In the application of discussion technique, the teacher divided the student to be some groups then the teacher asked them to choose some updated news on the internet. Each of groups have to make their own statement related the topic. It will be discussion topic.

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