Teaching Techniques in Teaching English Language: A Study of SMAN 24 Bandung, West Java

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AbstractThe use of appropriate techniques in teaching is a significant factor that determines the success of learning. The choice of good teaching technique can encourage the students to learn well. In the implementing in the classroom, the use of technique in teaching is always related to the transfer of suitable materials that can interest and motivate students in learning English. The use of teaching technique is also related to the evaluation technique that is used to measure the efectiveness of trhe teaching speaking itself, and it can be proved by seeing the sudents ability in speaking English.The researcher tries to find out and described the teaching techniques used by the teacher of SMAN 24 Bandung in teaching speaking. Based on the data obtained, reseacher found out that there are some techniques that used by teachers. The teacher uses the techniques, material, and evaluation techniques that have been provided in the text books. The teaching used are role playing, story telling, games, group work, pair work, and retelling. The materials are taken from the text books and other sources.Based on the result of the research, reseacher concludes basically the English teacher have known the teaching techniques. However, in the classroom implementation, it seems to have further improvment. In usuning teaching materials, teacher only provided limited English text books. Teacher only use teaching sources available in the liblary and teacher its selft.

Keywords---Teaching technique, Teaching speaking English, SMAN 24 bandung

I. INTRODUCTION

In today's world, English has various important functions. First, English functions in opening all information from the entire world. Second, English functions in learning science and technology. Third, English functions as a communication equipment that is use by people in the world in making good relationship. Based on the several statements above, it can be inferred that English is very important in this globalization era. English is needed in every part of our life.

Considering English is very important in our life, English has become one of subject taught in Indonesian schools. English is taught in every level of school in Indonesia. It is taught from kindergarten level to university level.

In senior high school, teaching of English is intends to enable students in understanding written and spoken English. However, focus of teaching English is finally to make students able to speak English well.

In the implementation of English in senior high school, English teaching is arranged and based on each discipline. For instance, English for Communicate and socialization, English for technique and so on. Success of education in

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school is firstly related to student's condition and secondly availability of facilities such as classroom, language laboratory, and language library. The last is related to the sufficient qualified teachers.

There are two factors which affect success or failure of student in learning English at school. As Byrne, (1987:36) states, they are (1) linguistics involves phonology, morphology, and syntax, and (2) non-linguistics involves the external of language being taught such as: teachers, students, methods and environment.

To create the success of English learning, teacher must think the way he / she teaches in the class. Hodge (1981) claim that when teachers teach students, they have to diagnose the learning situation: prepare setting for leaning; conduct direct learning activities; flow materials; and evaluate student's ability in learning.

In diagnosing the learning situation, firstly we must focus in our student's condition. It means that we must focus on what English skill that must be more improved in our teaching that three other English skills (reading, writing and listening). Secondly, we must focus on the final goal of English teaching itself. That is to create student that who can speak English finally. The last, in diagnosing the learning situation, teacher is required to design teaching technique that would make the student easy to capture and understand lessons given. Moreover, the provided activities should be adopted from the student requisition.

In designing English teaching techniques, particularly in teaching speaking techniques, English teacher need to be aware of implementing classroom speaking process, moreover, Brown (2000:275) states:(1)techniques should over the spectrum of learner's needs, from language based focus on accuracy to massage based focus on interaction, meaning and fluency, (2) techniques used also should encourage the use of intrinsically motivating, (3) techniques used should also encourage the use of authentic language in the meaningful context, (4) provide appropriate feedback and correction, (5) capitalize on the natural link between speaking and listening, (6) give the student opportunities to initiates to initiate oral speaking and listening, (7) encourage the development of speaking strategies.

It can be assumed that English teachers are required to be well prepared before performing lesson through supported activities including used good techniques in order to impress student's motivation in achieving skill on speaking. Thus communicative language teaching will run more effectively and efficiently.

Based on pre-observation, the process of teaching-learning English at SMAN 24 Bandung particularly in teaching and learning speaking seems need serious attention and improvement. Even though most of English teachers have English academic background, but teaching speaking is still considered as far from expectation, where is seen from several following facts. First, the student's reluctance to speak English during English class presented. Student's event has no motivation to speak English as main target. Actually, it's very important and helpful for student to increasing their ability in speaking English well. Second, it was looked from lack of students encourage to have English group work s, where English group works can accustom students to be brave to speaking English well.

Based on the phenomenon above, the researcher attempted to research the reason why this phenomenon happens by researching the reasons which focus on the techniques on teaching speaking used by the teacher at SMAN 24 Bandung because we know that the using of techniques in teaching is one of some factors that can affect the success or failure of students in learning English.

I.I. Statement of Problems
What are the techniques used by the teachers in teaching speaking?

II. METHOD

This research is descriptive in nature. According to Suryabrata (1998:18) in descriptive research is the research which produces issues as many as possible of the subject being investigated in the systematic, factual, and accurate way to get conclusion finally.

This research is categorized into descriptive research. This research was conducted to investigate and describe the issues of the techniques of teaching speaking followed by giving the materials and evaluation which implemented by teachers during the EFL (English for foreign Language) class presented to get conclusion finally. This research is expected to be good equipment in increasing the quality of teaching and learning in SMAN 24 Bandung.

II.I. Theoretical Framework

Brown (1995:14) defines that technique is a way of presenting the language to the student's. while Brown (2000:16) defines that technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. Thus, technique is really important and needed in teaching and learning process to acquire a good result. The technique may also help teachers to facilitate the students to get the larger language. So, both teachers and students will find better outcome required.

In the nature of language teaching, technique is the main point that should be owned and played by the teachers long as they get involved in developing students' proficiency. The teacher is demanded to make the students easy to comprehend the materials being learnt. Moreover, the students become teaching objects that have to participate in the activities designed to improve the competence of their skill, especially the intended skills, which is one of them is speaking.

Basically, the variety of English teaching techniques particularly in teaching speaking should be implemented through communicative approach, so that the students are directly involved in communicative by practicing the target language learnt.

In communicative approach, when teachers conduct their teaching to the students, especially teaching speaking, the English teaching related to some supporting techniques that can be carried out into classroom. Such as: role playing, storytelling, games, retelling, drama, group work, pair work, debate and so on. Variety of supporting techniques above can encourage students to have motivation to learn English Well. Those techniques also will not make students to get bored with all English lessons.

II.II. Story Telling

Byrne (1987:69) states that story telling is a technique designed to prepare the students to have a capability in oral communication. The technique increases the ability of student in listening and speaking. If student understand to what they have listened, they will involve into the story, and they will feel joy and satisfaction. In applying this technique, it's better for students to confirm the outline of the story first to the teacher, in order story as easy to be told.

Before teacher applies the story telling technique in a class, teacher has to consider the following rules. Firstly, make sure that students are forbidden to read the story. If the teacher allows them to see the text, means that the teacher is already kill the story. Secondly, make sure the students watch the audiences faces, watching everybody faces is very important because every expression determine whether audience are interested in, bored, or even in puzzled. Story telling technique is a technique that can construct and increase student's creative comprehension in speaking English. When students are listening to a story, in terms of comprehension response, they will get involved to the story in different type of mental process. First, they will create a mental picture of what they are listen, and then they can imagine what is going to happen next. In the first process, students will identify themselves with the characters and situation in the story. They related the story to their own experiences and apply their own values to those found in the story. Second, each student's response will be unique. It depends on individual interpretation. And finally, they discuss and share their response with others in the class.

II.III. Role Play

Role play is some of efficient techniques in English teaching especially in teaching speaking. Role-play is done by acting a certain characteristic of people. Lubis (1988:49) defines that role-play is a speaking activity where you put yourself into somebody else's, or when you stay in your own shoes but put yourself into an imaginary situation. So, role play is pretending to be somebody else by doing everything like someone who is pretended. Moreover, Zettersten (1986:85) defines that role-play are popular activities in conversation groups where the group has sufficient time to be developed to a study, practice, or staging of a play (Jabarullah and Hussain, 2019).

In applying role-play techniques, teacher is claimed to be very careful. Not all students feel easy to pretend to be someone else. In the other side, in applying role playing techniques teacher should ignore student's mistake in pronouncing a word or using correct grammar. Let student express their opinion without disturbed by the mistakes that might be done. The correction can do in the end o activity. In designing the activities, teachers should consider

some points such as keeping the simple situation of topic will be played and provide students with the essential language.

II.IV. Group Work

Referring to Brookfield (1990:12) as citied in Heimlich (1994:44), group work is a teaching speaking technique where teachers divide students into several group to discus a problem and members to each group work together to discuss the problem. The last, the result of discussion is reported by head by each group. For instance, in finding the best solution of Indonesian population problem that increases constantly from year to year. In this technique, each group must find the issues and concept identification first, and then do the exploration. The existence of each group member is required because each member of the group can share and transfer their knowledge.

This technique serves many benefits in the EFL (English for Foreign Language) classroom. It gives students significantly more time to practice speaking. Group works also allows students to develop their ability for answering the question, rather than responding spontaneously. By acting out the same short dialogue many times and using different words each time, students will feel more comfortable with the dialogue.

Group work is an excellent method for dealing with classes that contain students with different ability. By grouping people who have different abilities, teachers give a chance to weak students to speak English and show their ability in speaking English by reporting the result of discussion to the class. In doing the technique, teacher must prepare to possibilities of different opinion from each group, and give the best opinion or solution toward the problem discussed. As teacher, you can use the spontaneous question. To push your students in learning.

The effectiveness of group discussion depends on some consideration follows. First, how the teacher selects the variety of topics that my make students are active in following program. Second, how the teacher adjusts group members. Third, how the teacher gives information and direction clearly to the students. As Byrne (1987: 79) says as follows "From the group in the simplest way possible, have mixed ability group, select the activities for group work carefully, present the activities carefully, avoid interfere with group work unless something is seriously wrong, avoid correct mistakes, stop group work at an appropriate moment and show the result".

It is obvious that the teacher is really expected to develop the materials and provides any suitable and selected techniques. An order the specific goal of language teaching can be reached well. And the students will have enough preparation in facing communicative competence. So that whatever being tasks supplied, the students will engage and be familiar with language being spoken.

II.V. Pair Work

Byrne (1987:79) saysthat pair works is a technique in teaching speaking where the students talk one other during the class under teacher's control. Pair work is a way of increasing students' participation in language use, pair work is a technique that should be applied in learning the target language especially in learning speaking, because by using this technique the students will acquire widely opportunities to practice the language being learnt. They are also expected to be familiar with any tasks given and required to perform it directly.

II.VI. Games

There are some valuable language games that may foster the students in learning English. The game may make the class enjoyable. The game will be effective to be practiced in the classroom, especially in speaking. The kinds of game can be as guessing games, questionnaires, and quizzes. That is some tasks that cab teachers instruct to the students to do the activities in guessing games as Byrne claims (1987:21) in the following:

Name the object, Spell the name of the object, say something about the object, gives one or more the uses for the object, say what they would do with the object if they had it, make up sentence using the object, and then link the object on the right to the left object.

Meanwhile, questionnaire is designed to make the students practice in the real classroom. The students are provided with some questions and demanded walk around the class to ask their Friends in a real question that might be responded. The questions might be pronounced early. Quizzes are similar to the questionnaires, but the answer are generally factual. in the game, pair work is more suggested to use in order to make the students have free talk in the way of asking and answer the questions.

II.VII. Findings

There are several techniques that used by the English teacher at SMAN 24 Bandung in teaching speaking to the students. Based on the interview, the techniques are role playing, retelling, pair works, group works, games and storytelling.

III. DISCUSSION OF THE FINDINGS

III.I. Role-Playing

In using role-playing techniques, teacher usually prepares the materials that will be used first. The materials can be taken from English textbook that has been served in the school library or other source. The materials for this technique can be dialogue. Role-playing is considered to be the most favorite technique for students because it's characteristic; fun and motivating.

III.II. Retelling

Retelling is the second technique that is used by the teacher in teaching speaking to the students. In retelling technique, the students can retell the story or other materials that have been heard or read before. So, in its implementation, students are not only required a good speaking skill, but also a good listening and reading skills.

III.III. Pair works

Pair work is a speaking technique encourage student with lower achievement to try their ability in speaking English. The materials for pair work can be anything that can be done in pairs.

III.IV. Group work

Group work is the fourth technique that often used by the teacher in teaching English to the students. In implementing the group work technique, teacher usually gives a problem to discuss together with each member of the group.

III.V. Games

Games are the most favorite technique. When teacher conducts this technique, most students are motivated to join the learning process. The game can be in the forms of guessing games, questionnaires, and whizzes.

III.VI. Story telling

Story telling is the last technique that is used by the teacher when teaching English to the students. Before students tell a certain story, it is better for them to understand the story that will be told to the class first. So, they can tell it to their friends in a good and interesting way. In story telling technique, teacher usually asks students to find the material that is interesting and easy to be told. The material can be fiction or non-fiction story.

IV. CONCLUSIONS

Based on the result of the research, the English teacher at SMAN 24 Bandung have known about the English teaching techniques in speaking. However, in the implementation, it seems that their teaching activities need improvement. The teacher reluctance to speak English during applying the technique in class presentation is one of real evidence that can be seen. This case automatically will hinder students to speak English.

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