

An Analysis of Teacher's Activities in Teaching Speaking (A Descriptive Research to the Eight Grade Students of SMPN 3 Sungai Kunyit in the Academic Year of 2022/2023)

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ABSTRACT

This research aims to determine the activities that are used by teacher in teaching speaking. The subject of this research is an English teacher of SMP N 3 Sungai Kunyit. This research used a descriptive qualitative design, and data were collected from observations and interview. The findings showed that there were four activities that are used by the teacher in teaching speaking. The first activity was drilling. The second activity was running dictation. The third activity was discussion. The fourth activity was dialogue. The activity was used by the teacher because it is based on a guidebook and is simple to implement. Other activities are occasionally employed by the teacher, but are rarely because they are unappropriated for the teaching and learning process in the classroom.

Keywords: *Teachers' Activities, Teaching Speaking, Speaking skill*

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INTRODUCTION

One of the languages recognized as an international language is English. With that, it indirectly holds a strong position in the world of education in Indonesia. The majority of science and technology in every field is written in English, this cannot be avoided. Therefore, English is very important to be taught in Indonesian education. Based on *Peraturan Pemerintah No. 32 Tahun 2013 in Kurikulum 2013 (K13)* about National Education Standards: Foreign languages, particularly English, are incredibly vital for global use. This aspect is one of the big considerations why English needs to be taught in schools. For that matter, teaching and learning English is important and it makes a big influence on the whole aspect, especially for communicative purposes.

Related to communicative purposes, Speaking is one of four fundamental language skills to learn in a second or foreign language. According to Rao (2019) speaking is the most

significant skill to master among the four main skills required for learning a foreign or second language. Speaking is how humans communicate verbally and nonverbally. In English language (EL) learning, speaking is one of the essential skills that the students need to learn. According to Leong & Ahmadi (2017), speaking helps students develop their vocabulary, grammar skills, express their emotions and ideas: say stories; request; talk, discuss, and show the various functions of language. Due to the importance of speaking English as the international language, Usmonov (2020) states that students should learn these foreign language skills to achieve high competence orally so that they can use English communication as a method of communication, especially in study and work activities. However, learning speaking English can be challenging for many students. Rao (2019) argue that the English language learners of EFL/ESL face many problems in speaking grammatical sentences in English. It is because the students are having difficulties in understanding the significant components, such as pronunciation, grammar, vocabulary, fluency, and comprehension. As a result, students should be able to learn speaking English in order to communicate effectively with other people (Leong & Ahmadi, 2017).

In order to develop students' speaking skills, teachers must be able to select appropriate activities in teaching speaking. The teaching and learning process would be ineffective if teachers were unable to select appropriate activities. Anuradha et. al. (2014), state that teachers have an important role in encouraging interaction and developing speaking skills. To be a role model for the students, the teacher must be fluent and correct in spoken components of the language. For this reason, the English teachers have to think of the needs and interests of the students while selecting topics for the activities.

A number of studies have explored the activities that can be used by teacher in teaching speaking. A study by Nuranda (2018), whose study aimed to find out the improvement and the strengths of the use of role play activities in English speaking class. The participants of the study involved the tenth grade students of SMA PIRI 1 Yogyakarta. The findings show that role play helps students strengthen their speaking skills. Students were able to answer questions orally, evaluate dialogue, speak, and express their opinions by playing the roles. Another study from Bohari (2019) revealed that small group discussion is one of the activities for teaching speaking. The subjects of the study were the eleventh grade students of SMA Plus Munirul Arifin NW Praya. The results of the study showed that teaching speaking using small group discussion has a positive effect to develop students' speaking skill. Teaching speaking by using small group discussion was more effective than teaching speaking without using small group discussion.

Previous studies have revealed the activities in teaching speaking English at senior high school. This research is focused to analyze the teaching activities used by the teacher in teaching speaking at junior high school students from eight grade at SMP Negeri 3 Sungai Kunyit, in Mempawah, Kalimantan Barat. There is one English teacher at the school and she has experienced in teaching more than 10 years. The researcher was interested to explore teaching activities which had been applied in her teaching, especially for helping students to develop speaking skills.

METHOD

This research used descriptive qualitative research. According to Nassaji (2015), descriptive research is to describe a phenomenon and its characteristics. Qualitative research, however, is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes. Since this research intended to analyze teacher's activities in teaching speaking, descriptive qualitative research was the appropriate method.

The researcher was implemented this research at SMPN 3 Sungai Kunyit, located at Jalan Raya Sungai Dungun, Sungai Kunyit, in Mempawah, Kalimantan Barat. The participant in this research was a female teacher who teaches English at SMPN 3 Sungai Kunyit. She has experienced in teaching more than 10 years. The researcher was interested to find out what kinds of activities that can be used by the English teacher to teach speaking in her classroom.

The data for this research were gathered using two research instruments, such as observation checklist and interview. An observation checklist is used by the researcher in order to observe the teacher's activities in teaching speaking in the classroom. The researcher was only present as the observer and does not take participation in the classroom learning activities. In addition to use observation checklist, the researcher conducted an in-depth interview with the teacher. The researcher used a smartphone and take notes to record information during the interview.

After the data were collected through doing observation and interview, the researcher analyzed the data. The research used data analysis techniques according to Miles and Huberman (2014), which consists of data reduction, data display, and conclusion drawing. In the process of data reduction, the researcher has selected important data and reduced data from observation checklist and interview. Then, the research was categorized the data which relevant to the research question. After the data is reduced, the second process was data display. The researcher identified which activities the teacher used in teaching speaking English and displayed the data descriptively. The last step was drawing the conclusion from the data in the form of a description in order to give detailed explanations about the teacher's activities in teaching speaking English.

FINDING AND DISCUSSION

Table 1: First Observation Checklist of Teaching Speaking

Variable	The aspect of Teaching Speaking Activity	Yes	No
Pre - Activity	a. Greeting	√	
	b. Pray together	√	
	c. Brainstorming	√	
While Activity	a. Using recording & transcripts		
	b. Using Live Listening		
	c. Noticing-GAP-Activities		
	d. Drilling and Chanting	√	
	e. Writing Tasks		
	f. Dialogues		
	g. Task Repetition		
	h. Presentation & Talks		
	i. Stories, Jokes, & Anecdotes		
	j. Drama, Role-Play, & Simulation		
	k. Discussion & Debates		
	l. Conversation & Chat		
	m. Outside-Class Speaking		
	n. Running Dictation	√	
Post Activity	a. Giving homework		√
	b. Reinforcement	√	
	c. Giving motivation	√	

Source : Adapted from Thornbury (2005)

Table 1 shows the results of first observation that was carried out on 8th November, 2022 in the first subject in class 8A. The teaching and learning process consists of three activities, namely pre-activity, while activity, and post activity. In the first of doing observation, the researcher found that there are two activities used by the teacher in teaching speaking, namely drilling and running dictation.

The first activity used by the teacher in teaching speaking is drilling and chanting. According to Thornbury (2005) drilling is an approach for improving pronunciation. Drilling has a number of advantages, including allowing students to pay attention to new materials presented by teachers, emphasizing words, phrases, or utterances in students' minds, moving new items from working memory to long term memory, and providing a method of

gaining articulation control over language. Drilling activity used in the speaking learning process might improve students' pronunciation and reading, and also by using the drilling and chanting activity the students become more familiar with certain vocabulary by reading texts. This was also stated by the English teacher regarding the drilling activity during the learning process.

"If for classroom learning process, I use drilling and chanting to increase their reading and pronunciation. Then I think this activity effectively in sentence structure and also effectively used in learning process in the classroom because the students can remember the sentences they conveyed, so they can increase their vocabularies."

Based on the statements conveyed by the English teacher from the findings of the analysis conducted by the writer through observation and interview, drilling activity can also be effective in the learning process in the classroom because it can improve their pronunciation by reading the texts, increase their vocabularies and also effective in sentence structure.

Another kinds of the activities that teacher used in teaching and learning process for speaking is running dictation. From the findings of observation by the researcher during the learning process in the classroom, the writer has analyzed that the running dictation activity can make the lesson more enjoyable and less tense. In line with this, a study from Purnawati (2017) also found that running dictation is an activity will emerge joyful, interesting and challenging atmosphere in class as students feel like playing a game while they are learning and can promote better performance as well as achievement in speaking class. The practice of running dictation is not only making students more active, it can also improve students' speaking skills, it also makes it easy for students to pronounce the word correctly, to increase students' vocabularies. This statement was strengthened by an English teacher regarding to the running dictation activity:

"Then I employ the running dictation activity since I believe it can be used effectively, it also make students more active and fun. This activity allows students to develop their time management, discipline, cooperation, and responsibility. This activity not only helps students develop their speaking skills, but it also helps them enhance their writing, reading, and listening skills."

Based on the findings of an interview that writer has conducted from an English teacher, the researcher found that the teacher used running dictation activity is not only effective, but also to help students can have wider ideas and positive behavior. Running dictation is a multi-skilled activity that involves listening, speaking, reading, and writing. It is expected to be useful in helping students in enhancing their English skills.

Table 2: Second Observation of Teaching Speaking

Variable	The aspect of Teaching Speaking Activity	Yes	No
Pre – Activity	a. Greeting	√	
	b. Pray together	√	
	c. Brainstorming	√	
While Activity	a. Using recording & transcripts		
	b. Using Live Listening		
	c. Noticing-GAP-Activities		
	d. Drilling and Chanting		
	e. Writing Tasks		
	f. Dialogues	√	
	g. Task Repetition		
	h. Presentation & Talks		
	i. Stories, Jokes, & Anecdotes		
	j. Drama, Role-Play, & Simulation		
	k. Discussion & Debates	√	
	l. Conversation & Chat		
	m. Outside-Class Speaking		
	n. Running Dictation		
Post Activity	a. Giving homework	√	
	b. Reinforcement	√	
	c. Giving motivation	√	

Source : Adapted from Thornbury (2005)

Table 2 shows the results of second observation that was carried out on 9th November 2022 in the first subject in class 8B. The teaching and learning process consists of three activities, namely pre-activity, while activity, and post activity. In the second observation, the researcher found that there were 2 activities that the teacher used in teaching speaking in classroom, namely discussion and dialogue.

Discussion is a teaching technique in which the teacher gives many opportunities for students to engage in scientific dialogue in order to gather perspectives, reach conclusions, or offer an alternate solution to a specific topic. Discussion techniques allow students to be

mindful about knowledge gained in class so that they can solve the problem discussed. The writer interviewed the teacher about the technique she used to teach speaking in class:

"The discussion technique is simple and familiar to the students; before I practice speaking, I have a discussion with them. I can use a real-life example to help them develop their speaking skills by looking at a picture and having them describe it in their own words."

Based on the statement from interview the teacher, discussion is an appropriate technique in enhancing students' speaking ability because they do not have much time to consider and must send their perspective quickly. It greatly improves students' speaking abilities because it is related to one of the speaking characteristics, which is spontaneity.

Another activity used by the teacher in the second observation while teaching speaking was dialogue. This activity was frequently used in the classroom to enhance learning because it tried to keep things interesting. In other words, students do not just listen to the explanation given by the teacher, but they become active by doing this activity so they do not feel bored. The practice of dialogue is not only appropriate in getting students to respond the questions related to text, and it can also improve students' speaking skills, it also makes it easy for students to pronounce the correct words. The English teacher stated the following:

"For the learning process of speaking English, as this activity is also sufficiently effective for use in classroom learning, I frequently employed dialogue to have students practice speaking. It is effective in getting students to respond the questions related to text. In addition, the class is more interesting and less boring."

According to the teacher's statement, dialogue activities are frequently used in the learning process, because according to her opinion based on experience that dialogue activity can be effective during the speaking learning process. The used of dialogue activities can help students to be more active in speaking.

CONCLUSION

Based on the findings, the researcher found several teaching activities used by the English teacher at SMPN 3 Sungai Kunyit. The activities that are frequently used by teacher in teaching speaking process in the classroom, namely the first is drilling activity, it is used in the speaking learning process might improve students' pronunciation and reading, and also by using the drilling activity the students become more familiar with certain vocabulary by reading texts. The second is running dictation, it is encourages students to think critically and act positively. It can also improve students' pronunciation, increase students' vocabulary, and also improve the three other English skills namely writing, reading, and listening skills. The third activity is discussion. Students had the opportunity to talk and express their ideas during this activity. Students may discuss a picture spontaneously based on their own opinions, they would be more familiar with new vocabulary if they participated in this activity. The last activity is dialogue, it is any conversation that involves two or more people. The purpose of this activity is for students to be able to communicate their ideas through dialogue. Based on the finding of interview and observations, several of these

activities are used by teacher because it is appropriate for students in learning speaking English.

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