The Techniques of Teaching Speaking at SMA Negeri 8 Malang

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Abstract
In the implementation of English language teaching in Indonesia, speaking is one of the skills that has become an important part of students’ daily life. Besides, to most people, the success of learning a foreign language is measured in terms of the ability to carry out meaningful conversation in the language. Since speaking is a skill, the students should be given enough chance to practice it. Therefore, the teacher should pay attention to teaching speaking, especially in choosing and implementing the techniques of teaching speaking.

This study was intended to describe the teaching of speaking skill at SMA Negeri 8 Malang. It focuses on describing the implementation of the techniques and whether or not the techniques give contribution to the students’ active participation in the teaching and learning process. This study is descriptive qualitative research. The subject of this study was the teachers of tenth and eleventh grade of the regular class of SMA Negeri 8 Malang. The instruments used to collect data were field note, interview guide, and questionnaire. The researcher analyzed the data gained and then presented the descriptively.

The findings of this study were as follows. First is the step of the implementation of techniques of teaching speaking used in the regular class. The teacher conducted the activities that gave the students more chance to practice. The activities chosen should be productive, purposefulness, challenging, fun, safe, and authentic. The teacher used the techniques which were popular, and could provide the real life situation. In addition, the activities done should be able to equip the students with the components of linguistic knowledge, such as the vocabulary, pronunciation, and so on. The techniques of teaching speaking applied in the regular class during May, 2009 were role play, drill, re-tell story, and total physical response. Second is the way the techniques gave contribution to the students’ active participation. The techniques gave the students chance to speak. They made the students use the language function. Besides, it was found out that the techniques applied make the students familiar with the language features, the repetitive practice of language items in order to minimize the possibility of making mistakes. The techniques gave the students the real life situation.

Based on the result of the study, it is recommended that the English teachers be more careful in selecting the kinds of the opening activities, give more students chance to speak and give more feedback and evaluation after the classroom activity. Next, to other researchers it is suggested to conduct studies on the techniques and then analyze the assessment that the teachers used to prove the effectiveness of the techniques in improving the students speaking ability.

Key words: teaching technique, students’ active participation.