

AN ANALYSIS OF TECHNIQUES FOR TEACHING SPEAKING SKILL ON ONLINE LEARNING AT TENTH GRADE STUDENTS OF MAN 2 JEMBER

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ABSTRACT

Speaking in human life is very important because the human cannot live normally without communicating with other people. Technique teaching in speaking skills classes is used to facilitate teaching speaking and to improve students' speaking skills. Especially in the digital era, where all learning is done by online learning. Online learning is learning through the help of the internet network so that there will be interaction in teaching and learning activities. This research was conducted with the title "An Analysis of Techniques for Teaching Speaking Skills on Online Learning at Tenth Grade Students of MAN 2 Jember". In this research, the problem is "what techniques are used in teaching speaking skill on online learning used by Teacher at tenth grade students of MAN 2 Jember?" and the objective of this research is to explain some techniques used in teaching speaking skill on online learning at tenth grade students of MAN 2 Jember. The design of this research is descriptive qualitative. The research subject is two English teachers in tenth grade students. The data was collected using the interview method. In this research, it can be found that several techniques used by English teachers in teaching speaking in online classes are discussions, storytelling, information gaps and picture describing.

Key Words: Speaking skill, teaching technique, online learning

Speaking is an activity to communicate with others in daily life. By speaking, people can express their ideas and purposes orally to the listeners. Learning to speak is different from learning to write. It should be learnt consciously by doing a lot of practices. Realizing that speaking is very important for English learners, it is essential for English teachers to encourage the students to speak. They seem to have difficulties in deciding what techniques and media must be used to teach speaking appropriately, but they must be able to find out the ways of how to make speaking easier and be fun activities for the students to learn. Successful language instructions must be

careful prepared and implemented (Cahyono and Mukminatien, 2011).

The technique is used by the teachers influences the students' achievement in their learning activity. Therefore the researcher interested in analyzing the teaching speaking technique is used by teacher on online learning at tenth grade of MAN 2 Jember. Based on observation the teacher has some problem in teaching speaking skill on online learning. Technique teaching in speaking skills classes is used to facilitate teaching speaking and to improve students' speaking skills. Especially in the digital era, where all learning is done by online learning.

Therefore, the habits of students also change, including the student learning process.

Kuntarto (2017) states that online learning should be more active, innovative, creative, effective, and not boring by utilizing various features of social media applications. The effectiveness of online learning, apart from not having to do it in person, also has a non-technical impact, which can reduce the negative impact of using social media. The use of social media recently has been misinterpreted by various groups, especially the millennial group. Modern learning systems based on information technology are as easy as suitable for millennial's because they are by their conditions that are flexible to access information and are integrated with social media. Online learning is the use of the internet network in the learning process. With online learning students have the flexibility of time to research; they can research anytime and anywhere.

The objectives of the research is to analyze the techniques used in teaching speaking skill on online learning at tenth grade students of MAN 2 Jember. In other words, this research also expected to provide the best understanding in the technique of teaching and learning speaking and choose the attractive technique according to the student need.

Method

In this research, the researcher uses descriptive qualitative. Widoyoko (2012) says that qualitative research describes the way things is based on the facts and stated in statement or words form. It means that the data in this research is analyzed in the form of description and identification or analysis texts. This research is use to find out teaching technique of speaking. The techniques of collecting data used by

researcher in this research are interview. The interview is a conversation with certain intent that conversations carried out by the two parties, namely the interviewer ask questions and interviewed who gave the answer to that question (Lexy J, 2013, p.186). In this research, researchers prepared several questions for informants, namely English teachers. Interviewing is the process of obtaining information for research purposes by means of question and answer between interviewers and informants or sources, with or without using interview guidelines.

Table1. Interview indicator

Components	Indicator
To know teacher's techniques in online learning	Asking the teacher about the different between teaching speaking online and offline class
	Asking the teacher about teacher technique in teaching speaking online
	Asking the teacher about media and platform that used in implementing the technique
	Asking the teacher about student's difficulties and how the teacher overcome it

This technique is intended to find the answer of the research question posed in this research. The observation aims to discover the process of teaching speaking by the observed teachers. The data from interview in form of question and answer which were used to identify the technique in teaching speaking were classified based on types of technique used by the lecturer.

Result and Discussion

From the results of this interview data used to analyze teaching speaking techniques during online learning by teachers. In this section the data that shows the teacher's teaching techniques there are three techniques, namely:

Discussion

Discussion is a type of activity, which involves breaking the class into small groups for effective talking on a topic, a problem or issue. It is thinking together process in which pupils talk freely to the teacher it is to one another a student-centered method since students participate actively. In this interview the first teacher said that she would warm up her students by providing a material that would be discussed with classmates or groups, "even out of context or out of lesson, something like current issues in our surrounding or hot topic that happening in our country".

Storytelling

Storytelling is defined as the art of telling stories through the use of words and actions (Soleimani & Akbari, 2013) in order to engage an audience. Storytelling is the best way to help the students learn the second language in the same way as their mother tongue. To apply this technique to the first teacher will give students the chance to speak or tell a story using their own language and make students comfortable

without interrupting and judging. *"Give them a chance to tell a story or speak. Giving the students confidence on their speaking without any judging and without interruption. Giving students feel free in their speaking"*. While in the second teacher, the technique was used by giving assignments to students to make videos about themselves and self-introduction using videos on YouTube as a reference.

Information Gap

Information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. Information gap activities can also reinforce vocabulary and a variety of grammatical structures taught in class. This technique is rarely used by teachers in online learning because of the limited learning media, so students find it difficult to understand the technique. The second teacher had tried to apply the technique in online learning, but the students had difficulty understanding the instructions given by the teacher. Therefore this technique is not used in online learning, because it cannot work optimally.

Picture describing

Describing pictures is one of the activities in teaching speaking English. In this activity, students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell the story in speaking English. The first teacher in the way the student is given a stimulus or a little warming up students by giving a picture, and then the student tries to describe the image using their own language. *"Giving the picture to students and they try to give description about the picture with their own language"*.

Teacher teaching techniques based on data analysis in this research are: discussions, storytelling and picture describing. According to (Rahimin, 2017), he found that there are several techniques that are mostly used by the English teacher namely, discussion, storytelling and describing pictures. These techniques are used by teachers to improve and contribute to students' speaking skills. It is the same with this research. In this research the techniques used by teachers in online learning are discussions, storytelling and picture describing. In contrast to previous research that occurred in offline learning, these techniques can also work well when online learning. In online learning students can be more creative, and feel confident to speak in front of the camera.

In the other hand, according to (Distiningtyas, 2019), she found that the information gap technique was quite successful if used consistently, but efforts were needed to modify learning activities to make them more interesting, and from that research concluded that information gaps can improve students' speaking skills. In contrast to the findings in this research, the researchers found that the information gap technique was not optimal for online learning. Based on previous research that occurred in offline learning, while in this research it occurred in online learning and there were several changes, namely in preparation, student preferences, media and platforms. The obstacles in applying this technique are the lack of focus on students during online learning, the lack of communication between teachers and students, as well as an unstable internet network. So that the information gap technique does not run optimally if done by online learning. This technique will work better if it is done in offline class with proper preparation.

Conclusion

Based on the results of the research above the researcher can conclude that the techniques used by the teachers in teaching speaking in online learning for tenth grade students are discussion, storytelling, information gap and picture describing. However, the information gap technique used during online learning does not run optimally. Because the implementation of those teaching technique in online learning were limited of internet connection, the students felt bored in online learning, hard to focus in teacher explanation and less of facilities. The English teacher explanation in the interview showed that the teacher conducted discussion, storytelling and picture describing technique in sharing student's ideas and retailing daily activities in English explanation. So the teachers focus more on the other three techniques, namely discussion, storytelling and picture describing.

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