The Implementation of Technique Used by Teacher to Develop Students' Speaking Skill: A Case Study at Muhammadiyah University of Surakarta in 2023/2024

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Abstract

Techniques are a way to assist students to explore and increase their ability. This study aimed to describe (1) the classroom techniques used by teacher and their purposes, (2) the teacher's role in implementing the techniques, and (3) the elements of speaking improved in implementing the techniques. This research used a case study qualitative method. The subjects are English teachers instructing third-semester speaking classes in the English Education Department at Muhammadiyah University of Surakarta in 2023/2024. The researcher used observation, interview, and documentation to collect the data. The result of the research showed that teachers used some techniques in teaching speaking, such as conversation drill, debate, role play, and presentation. Debate and conversation drill is mostly used by the English teachers in teaching and learning speaking. Teachers' role in implementing technique in teaching speaking are as controller and tutor. Elements that need to be improved in implementing techniques in teaching speaking, namely fluency and accuracy, then grammar, vocabulary, and pronunciation. The implementation of conversation drill and debate technique as a teaching technique developed the students' speaking performance in terms of accuracy dealing with acceptable pronunciation, correct grammar, and appropriate word choice as well as making possible chance to students to work cooperatively, brainstorm ideas, develop vocabulary, and read to support an opinion. The researcher suggests that teachers use various techniques as it encourages students in speaking

Keywords: *Speaking Skill, Techniques, Muhammadiyah University*

Introduction

In the modern era, English is very important to learn because English plays a major role in many sectors. English is one of the most common and widely used languages around the world, both in the context of business, academic, technology, and global communication in general. The ability to use English will make it easier for us in the era of globalization. This is because, if we can communicate fluently in English it increases opportunities and enables cross-border collaboration which increases the opportunity to work with other individuals from different backgrounds and cultures. Therefore, people are strongly encouraged to learn English to support their careers in the future. Learning English can start with simple steps in everyday life to build a solid foundation such as listening to music, watching movies, and reading English books. In reality, many students feel afraid and have difficulty learning English, especially in speaking classes.

The issues faced by students in the classroom are closely related to the teaching techniques employed by teachers, as the teaching techniques of teachers significantly impact students' learning experiences. Teachers who apply various approaches in the learning activities can be more effective in addressing issues that arise in the classroom. This phenomenon is crucial to

be researched as it can help identify suitable teaching techniques, allowing teachers to adapt their approaches in the learning process to meet the needs of students, and thus enabling students to achieve learning objectives successfully.

English learning is the process by which a person learns to understand, speak, read, and write in English. According to Harmer (1990) in learning English we can identify four main skills, namely reading, listening, writing, and speaking. Among these four skills, speaking skills are considered to be the most important skills for acquiring a second or foreign language. Brown &Yuke (1983) state that the skill most students value in real life is speaking. In learning English, speaking skill is very important for a student because speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. However, many students feel afraid and kesulitan when learning speaking skills. This makes teachers have to be good at applying the techniques used in learning to improve students' speaking skills.

In developing speaking skills, teachers can use a variety of classroom techniques that are varied and effective. Based on Harmer (in Fauziati, 2017) there are various English language teachings such as role-playing, discussion, games, songs, and problem-solving. Using a variety of teaching techniques is expected to help students develop their speaking skills effectively, increase confidence in communication, as well as prepare them to speak effectively in a variety of real-life situations. Problems related to teaching speaking classes are still widely encountered. This relates to the techniques used by teachers to develop students' speaking skills when conducting classroom learning. The use of less interactive teaching methods can hinder students' active participation and reduce their chances of speaking in the target language. By understanding the existing problems, it is hoped that teachers can improve the quality of teaching in speaking classes and help students achieve progress in speaking skills for the better.

The teachers have an important role in developing students' speaking skills, this is because a teacher can determine and use techniques that suit the students' character in learning activities. The teachers can help students to develop their speaking skills, thus preparing them to communicate effectively in a variety of environments and situations. Appropriate techniques can make learning activities more effective. Various teaching techniques such as group discussions, role-playing, and simulations help students practice their speaking skills. By applying varied teaching methods, teachers can ensure that students gain comprehensive experience in developing their speaking skills.

Research relevant to teaching speaking techniques used by teachers to develop students' speaking skills has been conducted before, but each study has its differences and characteristics related to this topic. Research conducted by Intarapanich (2013) and Dereja et al., (2021) focused on teaching English as a foreign language (EFL). Anggrantasari (2016), Febriyanti (2016), Puspitaningrum (2016), Prapyuningrat (2016), Novitasari (2016), and Yudha (2020) concentrated on the development of students' skills. Based on Fathin (2016), Januar (2019), and Janah (2019), the research centered on communication strategies in speaking skills. Meanwhile, based on Astuti (2016), the research focused on teaching design and learning models. Research focusing on textbooks and formal teaching was conducted by Dereja et al., (2021), Laela (2017), Hikmah (2016), and Aswari (2016). Research focusing on difficulties and solutions in speaking learning was carried out by Roding (2018) and Haffi (2016).

Based on these problems, many researchers have researched the techniques used to teach speaking skills but each research has its differences and characteristics related to this topic. In this research, the researcher observed the techniques used by teachers to develop students' speaking skills. The differences arise from subject, method, and theory. The subjects in this study are teachers who teach speaking class that teach third-semester students at the University of Muhammadiyah Surakarta for the 2023/2024 academic year. The method in this research

uses descriptive qualitative with a case study. This study uses the theory of Harmer's speaking teaching techniques. The researcher is interested in researching third-semester students majoring in English at Muhammadiyah University of Surakarta because the researcher wants to explain the techniques used by teachers to develop students' speaking skills in learning activities. The researcher conducted observations and interviews to collect data. The researcher observed several elements, namely techniques in teaching speaking and teachers' roles.

Researcher hopes to gain a deep understanding of the techniques used by teachers in teaching speaking skills to students. With this understanding, researcher hopes to identify best practices in teaching speaking skills that can improve student learning effectiveness. In addition, researchers also hope to provide useful recommendations for better curriculum development and teacher training in the future. Thus, it is expected that the quality of education in terms of speaking skills can be significantly improved.

Based on the background of the explanation of the above background, the researcher intends to conduct research on "The Implementation of Technique Used by Teacher to Develop Students' Speaking Skill: A Case Study at Muhammadiyah University of Surakarta in 2023/2024 Academic Year".

Method

The methodology of this research was qualitative method research, in which the case study was the design of this research. According to Creswell (2014) Qualitative research is an approach for exploring and understanding the meaning individual or group describes to a social or human problem. Case study is a qualitative research approach in which the researcher focuses on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school) (Crowe et al., 2011). This study employs the qualitative design by which the researcher intends "to discover and understand a phenomenon" (Arbain, 2017), (Nur, 2017) of techniques used by the teacher to develop speaking skills in the English classroom: a case study at Muhammadiyah University of Surakarta in the 2023/2024 academic year. The object of this study is the techniques used by teachers to develop the speaking skills of third-semester students in the English Education Department at Muhammadiyah University of Surakarta in 2023/2024. The subjects of this study are English teachers who teach speaking classes for third-semester students in the English Education Department at Muhammadiyah University of Surakarta in 2023/2024.

The data in this study consists of information related to the teaching speaking techniques used by teachers, including the purpose of the techniques, the teacher's role, and the elements intended to be developed in the implementation of the techniques. To collect the data, the researcher used observation, interview, and documentation. Data processing was divided into three stages, those are data reduction, displaying data, and conclusion.

The validity of the data in this study is ensured through triangulation. Denzin and Lincoln (1994) posit that triangulation can manifest in three forms: data source triangulation, method triangulation, and researcher triangulation. Triangulation aids in providing a more comprehensive and in-depth understanding of the investigated phenomenon. Thus, in this study, the researcher utilizes method triangulation to enhance the quality.

Results

The classroom techniques used by the teacher in teaching speaking and the purpose of using the techniques

According to Krashen, adults can learn a language primarily by exposing themselves to a sufficient amount of target language input comprehensible to them, yet a little beyond their development stage. In order to provide learners with comprehensible input, modification is a necessary technique. However, "not all types of modified input are equally worthwhile" (Gass, 1997: 87), for example, simplified texts fail to enhance comprehension "because they strip away the richness in details and connections that help a reader perceive implicational links" (Yano et al., 1994: 214).

The teaching and learning process can be run effectively if it is supported by engaging effective teachers to use some techniques that can be developed from materials. Thus, it makes the teaching and learning process is not monotonous. The best way to make the students enjoy in learning process is if it is used interesting technique. It means that technique is a tool to assist students to avoid being bored. The teachers should operate technique in the learning process by the aim to support the teachers' professionalism.

Based on the findings of the study obtain through observation and interview with the English teachers or lecturers at Muhammadiyah University of Surakarta, there are several techniques that they used in teaching speaking namely conversation drill, debate, role play, and presentation. From those techniques, debate and conversation drill are mostly used by the English teachers in teaching and learning speaking. Those techniques can help the teachers and students in speaking activity. Meaning that, those are contributing to the students speaking` achievement.

The purpose of using the techniques is to increase the students` ability in speaking skill. In general, there are two main reasons for implementing the techniques during a lesson: to give students practice of language items (vocabulary, grammar functions etc.) a language practice aim and to develop students' ability to speak fluently and interactively a speaking fluency aim. Debate and conversation drill technique are two types of teaching techniques which were used more often by the lecturer than the other techniques.

Debate is one of effective speaking activity that can encourage students to improve their communication skill because in debate, students can see issue in multiple viewpoints. Debate can be a very helpful tool for learning a foreign language since it engages students in a variety of cognitive and linguistics ways (Pezhman et al., 2013). In addition, debate has the potential to improve speaking ability, since the activity requires a lot of speaking practice and verbal discussion among debaters. As Freeley & Steinburgh (2006) in Uswatun thesis insist that debate is a contest, or perhaps, like a game where two or more speakers present their arguments intent to persuading one another. Debate refers to the series of procedures of two teams to hand over their argument about the current issue.

According to Fedrizzi and Ellis (2008:4), debate is oral confrontation between two individuals, teams, or groups to argue reasons for and against a set position. These arguments follow a set form or procedure. Because debate is contentious by nature, we are expected to challenge our opponent's statements and to have our statements, opinions, and ideas challenged as well. Persuasion, which appeals to emotional responses, is a key element of the debate process.

The teacher's role in implementing the techniques

According to Frolic and Spade (1995), a teacher has 3 main roles of teaching in the communicative classroom. The first role is to act as a facilitator of communication process. In this case, a student begins to take charge of their learning; the teacher needs to take on the role

of facilitator or counselor of classroom situation, Segarra (n.d). The second role is to act as a participant. In this situation the teacher gets involved with their students during a speaking activity and want to participate in the activity themselves. The third role is to act both as an observer and a learner. In this case, the teacher helps the students to evaluate their performances, Harmer (2007). Because of that, the teacher should adapt their teaching techniques based on the learners' mastery level and also analyze the language needed by the students.

Based on the findings of the study, it was identified that the teachers' role in implementing the techniques in teaching speaking are as organizer, Prompter, Tutor, Controller, Evaluator, Motivator, and Facilitator. In the same book is "Practice Language Teaching: Fourth edition" by Jeremy Hammer (2007) stated there are five roles of teacher in general. Commonly, people said teacher as facilitator, who is democratic and encourage the learner to be autonomy in group work and pair work, and have more information from any resources as well. Teacher as controller, they are in charge of the class and of the activity taking place and are often 'leading from the front'. Controllers take the register, tell students things, and organize the practice, read aloud and in various other ways to give many examples of a teacher-fronted classroom. Teachers who view their job as the transmission of knowledge from themselves to their trims are usually very comfortable with the image of themselves as controllers. People can remember teachers from the past who had gift for just such a kind of instruction and who inspired us through their knowledge and their charisma.

The elements of speaking improved in implementing the techniques

The students would gain a good communication in English, if they can get more practice in speaking performance. The students' speaking performance lies on accuracy and fluency in their talking. Speaking accuracy lies on the students' mastery of vocabulary, grammar, and pronunciation. The speaking fluency lies on their speaking expression without unnatural pause (Radhiyani, 2018). To speak English well, the students should, therefore, master some parts of speaking ability such as fluency and accuracy. Fluency focuses on meaning and spontaneity and accuracy focuses on vocabulary, grammar, style, pronunciation of sounds, stress, and intonation. Low fluency of speaking will affect the effective communication between speaker and interlocutor in terms of hesitation, brief utterances, and unclear message expressed. Subsequently, low accuracy of speaking leads to poor language production in terms of poor vocabulary, poor accent, and mistakes in basic grammar. On the other hand, by having good fluency and accuracy in speaking English, the speaker or interlocutor produces good spoken language.

Discussion

The classroom techniques used by the teacher in teaching speaking and the purpose of using the techniques

In debate, the students choose one side of pro-against by using their point of view about an issue. It means that the students are requested to deliver and defend their ideas based on their position in debate". It means that teacher should encourage the learners to have communicative competence by creating the atmosphere of the class which is rich in communication. In teaching class, teacher use debate technique to make students utilized useful English. Based on the interview with the English teacher, the purpose of using debate is to increase the students' argumentative skill. The use of debate technique has advocated the process in teaching speaking. Debate is very interesting to be implemented to improve speaking skill. Students have a lot of opportunities to practice speaking and have active involvement in debate. In addition,

they work very cooperative and try to defend their team, and they are more active to speak in classroom. Debate technique makes the students more active and enables them to communicate and give arguments in English, and also by this technique the students know the way how to speak well.

Meanwhile, the use of conversation drill has purpose to improve fluency and accuracy. The teacher teach learners how to respond quickly. It is also very useful to prepare the learners to conduct English test, such as TOEC, TOEFL, or IELTS. Oral drills could help students to use new language many times in real communicative situation especially in doing interactive speaking activity. A drill is "A type of highly controlled oral practice in which the students respond to a given cue. The response varies according to the type of drill." (Matthews, Spratt, and Dangerfield 1991, 210). Drills are used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try out what they have learned. Drills help students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation.

Drills can be useful teaching-learning material because they provide practice of small, manageable chunks of language. This helps to build confidence and automatic use of structures and expressions that have been drilled. Also, they can be part of a teaching or learning sequence that progresses from more towards less controlled practice. Mary Spratt (1991) notes that drills can be either mechanical or meaningful. Mechanical drills are controlled by the teacher who provides drill cues to which students respond. These drills can give beginning students a chance to articulate the new language fluently. Meaningful drills are controlled by the teacher as well as by the students who must understand the drill cues in order to respond. Meaningful drills are more desirable than mechanical drills because they provide a reason for speaking and are thus more engaging and motivating.

From this observation and the interview results, the researcher may conclude that the lecturer used some techniques when teaching speaking to support the students to speak actively and the lecturer also used debate and conversation drill as the most dominant techniques to support them feel more relax and enjoy the lesson. Debating is one activity of problem- solving task (simulation) that encourages thinking skills and also offers motivating contexts for learners to communicate with one another. Meanwhile, by using drill technique the students learn English speaking, and they get suitable technique for its skill to get the improvement of students' speaking skill.

The teacher's role in implementing the techniques

Teacher as a tutor, when students are working on longer projects, such as process writing or preparation for a talk or a debate, a teacher can work with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations, a teacher is combining the roles of prompter and resource - in other words, acting as a tutor. It is difficult to be a tutor in a very large group since the term implies a more intimate relationship than that of a controller or organizer.

Teacher as organizer, one of the most important tasks that teachers have to perform is that of organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups and finally closing things down when it is time to stop. The first thing a teacher needs to do when organizing something is to get students involved, engaged and ready. In most cases, this means making it clear that something 'new' is going to happen and that the activity will be enjoyable, interesting or beneficial.

Teacher as prompter: sometimes, when students involved in a role-play activity for example, students lose the thread of what is going on, or 'lost for words' (i.e. students may still have the

thread but be unable to proceed productively for lack of vocabulary). The student may not be quite sure how to proceed.

Based on the above findings and explanation, it can be concluded that the teachers' role in implementing technique in teaching speaking are as controller and tutor, particularly when implementing debate and conversation drill techniques. During the debate, the teacher should be allocated the role of neutral observer to decide which side gave the 'better argument'. (The teacher can also use this role to keep the debate on topic). Follow up the debate with work such as essays or tests as usual to assess the topic presented in the debate. Teacher's main role of drilling is to provide a model of the word, phrase or structure for students to copy. This means that teacher play role as an organizer in implementing conversation drill technique. Overall, all the teacher's roles have same function to give impact to the students, it depends on teacher. If three roles can be applied, it will give significance changes in speaking fluency, or at least the students have confidence in speaking.

The elements of speaking improved in implementing the techniques

Based on the results of interview with the teachers, the main elements that need to be improved in the speaking classroom are fluency and accuracy, then grammar, vocabulary, and pronunciation. The implementation of conversation drill technique as a teaching technique developed the students' speaking performance in terms of accuracy dealing with acceptable pronunciation, correct grammar, and appropriate word choice. Meanwhile, by using debate technique, making possible chance to students to work cooperatively, brainstorm ideas, develop vocabulary, and read to support an opinion. Supported Krieger (2005), debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistics ways. In addition to providing meaningful listening, speaking, and writing practice. Debate is also highly effective for developing arguments skills for persuasive speech and writing.

Conclusion

Based on the results of the research, this study found some techniques used by the English teachers or lecturers at Muhammadiyah University of Surakarta in teaching speaking, namely conversation drill, debate, role play, persuasive speech, and presentation. From those techniques, debate and conversation drill are mostly used by the English teachers in teaching and learning speaking. Through the techniques, it help teachers to make their classroom more active and not monotonous. Moreover, this is the way for the teacher to make the students to speak up in the classroom. Furthermore, those techniques can increase the students' ability in speaking skill in learning process and make the students more interesting to speak English.

Next, this study found that the teachers' role in implementing technique in teaching speaking are as controller and tutor, particularly when implementing debate and conversation drill techniques. During the debate, the teacher should be allocated the role of neutral observer to decide which side gave the 'better argument'. Teacher's main role of drilling is to provide a model of the word, phrase or structure for students to copy. This means that teacher play role as an organizer in implementing conversation drill technique. Last, this study identifies elements that need to be improved in implementing techniques in teaching speaking, namely fluency and accuracy, then grammar, vocabulary, and pronunciation. The implementation of conversation drill technique as a teaching technique developed the students' speaking performance in terms of accuracy dealing with acceptable pronunciation, correct grammar, and appropriate word choice. Meanwhile, by using debate technique, making possible chance to students to work cooperatively, brainstorm ideas, develop vocabulary, and read to support an opinion.

Suggestion

In the teaching and learning of English language, a teacher must create enjoyment, fun and interesting situation as far as possible. The enjoyment ought to be the foremost aims which hopefully will have good effects on education. On the other hand, the teacher has to make the learning as attractive as possible, so that the students enjoy the learning well. Teaching speaking through various techniques can motivate students to practice speaking more, and it improves students' speaking skill. The researcher suggests the teacher uses many kinds of technique since it encourages students in speaking. The teacher needs to create a scenario to teach the target language in a vibrant, active, and interesting manner in order to get a good result.

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