

THE TEACHING OF SPEAKING SKILL AT SMA ISLAM SABILAL MUHTADIN BANJARMASIN

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Abstract: *this research has four aims to describe: (1) the requirements of English teacher at SMA Islam Sabilal Muhtadin Banjarmasin, (2) the teaching materials used, (3) the media used in teaching, (4) the technique used by english teacher in teaching speaking skill, (5) the assessment carried out by English teacher. The design of the research belongs to descriptive research. The result of the observation, field notes, and interview are : (1) the requirements of English teacher at SMA Islam Sabilal Muhtadin Banjarmasin are good moslem, smart, responsible, polite, and creative, (2) The English teacher prepared everything needed in teaching by making lesson plan based on the syllabus, (3) the English teacher used media to support the process of teaching speaking skill, (4) the English teacher applied some techniques, (5) the English teacher assess the performance of students by watching their pronunciation, grammar and vocabulary.*

Key word: *teaching, technique, and speaking Skill*

Abstrak: *Penelitian ini memiliki empat tujuan dalam rangka menggambarkan: (1) syarat-syarat menjadi guru Bahasa Inggris di SMA Islam Sabilal Muhtadin Banjarmasin, (2) bahan ajar yang digunakan, (3) media yang digunakan dalam pengajaran, (4) teknik yang digunakan dalam mengajar speaking, (5) asesmen yang digunakan guru. Desain penelitian ini disebut deskriptif. Hasil penelitian dengan menggunakan observasi, field note, dan wawancara adalah sebagai berikut: (1) syarat-syarat menjadi guru bahasa Inggris di SMA Islam Sabilal Muhtadin adalah harus beragama Islam, cerdas, bertanggung jawab, sopan, dan kreatif, (2) guru harus menyiapkan segala gal yang dibutuhkan dalam pengajaran dengan membuat lesson plan berdasarkan silabus, (3) guru pun juga menggunakan media dalam mendukung proses pembelajaran speaking, (4) the English teacher applied some techniques, guru menggunakan teknik-teknik dalam pengajaran speaking, (5) guru juga melakukan asesmen terhadap performa siswa dengan mengamati pengucapan, tata bahasa, dan kosa katanya.*

Kata kunci: *pengajaran, teknik, dan Keterampilan berbicara.*

INTRODUCTION

Learning a foreign language, such as English is very important nowadays because English is a universal language. It is used by almost people in the world. Besides, having ability in speaking English will be easier to get information, knowledge and technology because they are written in English. Recently,

job fields are opened widely to anyone who masters English well. That is why, our government through education department has put English into the curriculum of national education as a compulsory subject to be learned at schools.

Senior high school as one institution of education has prepared its students to master

English. There are four skills to be mastered in English, namely listening, speaking, reading, and writing. This research is focussed on speaking competence only.

The 2006 English curriculum states that the objective of teaching English to Senior High School is to develop students skill in listening, speaking, reading, and writing in English as the continuation of teaching English in the previous level of study.

Windartono (2008: 1) wrote in his thesis that the objective of teaching English in Indonesia is to enable students to use English for Communication. It is assumed that teaching and learning English in formal ideally focus on the way how to support the students to use English in daily communication, especially in English class or School area if possible.

English teacher as facilitator should offer guidance in helping students. In daily activities during in class, the students encounter various English speaking, such as conversation, discussion, storytelling, interest talk, interview, and presentation.

Referring to the above statement, the English teachers should effort their students to use English integrative with other skills, they have to increase their speaking skill by using English class, giving some motivation and using various ways to make students not get bored and confident.

In order to discover the real process of teaching speaking skill, it is necessary to investigate the practice in the field. Senior high school class is chosen as the place in which the researcher conducts the investigation. The selection of senior high school as the setting of the research is due to the following reason: (1) Senior high school graduates have been learning English at least for three years; they are able to use the language in daily communication,(2) the students of senior high school are prepared to continue their study to University.

SMA Islam Sabibal Muhtadin Banjarmasin is selected as the setting of the research with the consideration that this school is one of the successful schools in Banjarmasin. The researcher is eager to know how the English teachers of SMA Islam Sabibal Muhtadin Banjarmasin teach speaking skill to their students. This study focuses on the teachers and learners' activities in teaching of speaking skill in class. Relating to this research, she objectives of this study are to describe the requirements of English teacher at SMA Islam Sabibal Muhtadin Banjarmasin, the teaching materials used in teaching speaking skill, the media used in teaching speaking skill, the techniques used by English teacher in teaching speaking skill, and the assessment conducted by English teacher

RESEARCH METHOD

The researcher used descriptive qualitative design because the researcher wanted to describe some activities of teacher in teaching speaking occurring naturally at the tenth grade of SMA Islam Sabibal Muhtadin. It involves the requirements of English teacher, the teaching materials used, the media used, the techniques used and the assessment carried out by English teacher of SMA Islam Sabibal Muhtadin Banjarmasin.

FINDINGS AND DISCUSSION

The Requirements Of English Teacher At SMA Islam Sabibal Muhtadin Banjarmasin

Based on interview with the leader of LPI Sabibal Muhtadin, the institution only received a professional teacher to support SMA Islam Sabibal Muhtadin which has criteria such as good moslem, smart, responsible, polite, and creative. In order to get someone who has those criteria, the school does several steps to select an English teacher candidate who wants to teach there. First, the school announced job vacancy to anyone who is interested in. Only who graduated from teaching faculty of teachers training and education can submit for

being a teacher there. After selecting all of certificates to know their qualification, LPI (*Lembaga Pendidikan Islam*) Sabibal Muhtadin Banjarmasin as institution which controls the school conducted test to know the ability. Second, having tested, the Leader of LPI interviewed the candidates to investigate their characters and their motivations or reason why they wanted to be English teacher there. Third, as consideration, LPI appreciated the candidates who have high education, especially anyone who have certificate of post graduate program in English Department or owned teaching experience. He believes that high education and experience are important components. By those, teachers can improve and develop the mutual of their teaching and learning better than before.

For the candidates who are qualified to be English teacher, the institution will promote as LPI Sabibal Muhtadin staff following program and will be contracted for three years. If he or she did his/her job well, he/she will be LPI contracted for the next period.

The selection is done by LPI Sabibal Muhtadin in order to recruit professional teachers, especially English teacher. According to Pettis in Richard and Renandya (2002: 386), the professional teacher are: (1) true professional; teacher must upgrade their knowledge and understanding of language and language learning constantly, (2) teachers' professional interest and needs should change over time; so they can gain more experience, (3) professional development; in service courses, classroom research, seminars.

A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, teachers may have responsibility for student discipline. (<http://en.wikipedia.org/wi-ki/Teacher>).

By this program, LPI Sabibal Muhtadin Banjarmasin will get expert persons and can control them to do their best because the LPI will laid off them or stopping the contract for next period if their performance are not well. A lot of people think that this way is not good because the employer does their task under pressure. In reality, there are none of the teachers who are laid of this institute because their staff work perfectly so that the institution runs well.

The Teaching Materials Used in Teaching Speaking Skill

Teaching materials used of tenth grade at SMA Islam Sabibal Muhtadin Banjarmasin for daily activities in speaking in class are taken from many textbooks. There are Look Ahead An English Course for Senior High Students year X published by Penerbit Erlangga, Headlight An Extensive English Course to English Learning for SMA Students published by Penerbit Erlangga, English for a better life published by Pakar Raya and Lantern to English published by Penerbit Harapan Baru.

Mulyasa (2007) said that syllabus development covers identity column, standard competency, basic competency, standard material, learning experience, indicators, evaluation, time allocation and sources learning. The syllabus development of English teacher at SMA Islam Sabibal Muhtadin Banjarmasin has covered those components. The material given is suitable with syllabus which can be seen in the annual Program and Semester Program which have been prepared by the English teacher.

The researcher found that the English teacher prepared made good lesson planning in order to teach the speaking skill, prepared the materials that were taken from some sources, planned and applied some strategies to teach the speaking skill, to plan, and to distribute the time allotment for the speaking class.

The English teacher of SMA Islam Sabibal Muhtadin planned lesson plan which is called

RPP and all of materials given are oriented to the syllabus. It is accordance with Burden (1999: 51) that a comprehensive planning preparation is needed for effective teaching in all class levels. He further states that planning is a critical function to ensure student learning, and it was taken from two reasons; (1) the planning process helps the teacher to organize the content of the curriculum and to address the complex classroom variable. The variables are such as instructional objectives, time, appropriate teaching strategies, available materials and media, and so forth, (2) the planning process provides the teacher with a sense of direction and feeling of confidence and security.

So without planning, the English teacher may conduct our teaching effectively but not efficiently, or we can conduct it efficiently but not effectively. That is why, we get some advantages if we make a plan for the teaching as follows: (1) with the planning we can analyze, identify, and solve problems in the way we want, and (2) with a systematic planning, it is hoped that we can achieve the objectives as close as possible to the criteria. In other word, the planning will give us confidence to do the teaching and learning process.

The Media Used in Teaching Speaking Skill

Media used in study activity can influence to study effectiveness. In primary, study media only functions as a means of assisting the teacher to teach. Arsyad (2008) states that media is a tool of communication that is used to help bring the information. It comes from the latin language which is the plural of medium, it means as the center, introductory or intermediary.

The reasons why English teacher of SMA Islam Sabidal Muhtadin uses media in teaching English are: (1) the teaching will attract students' attention, so they will have good motivation, and (2) the teaching material will be more meaningful, so it can be understood

by the students easily and possible the students to reach the goal.

One of media in teaching of speaking skill is pictures. Hornby (1994: 629) writes that picture is the same meaning as painting, drawing, sketch of something, especially as a work of art. The English teacher of SMA Islam Sabidal Muhtadin used picture. By asking the students to guess what or who in picture, the English teacher tried to build the confidence of them to speak during the class. Beside made her students to find the right word and spell it correctly.

The researcher saw that the use of picture as media in teaching speaking at SMA Islam Sabidal Muhtadin was effective. It was fact that picture can be very useful because it helped students understood the topic lesson easily.

The Techniques Used by English Teacher in Teaching Speaking Skill

The teaching and learning English is how to make the students to be able to speak English in their daily communication. It is surely not easy to make it true since they will encounter many handicaps in English.

The process of teaching and learning English should be viewed as the process of communication itself. It means that the messages or information transferred by the teacher should be understood by the learners of the language as an evidence of successful learning. As a note, the native speaker's dialect is not a must because it is not our mother tongue.

Brown (2007: 331) states that there some principles for teaching speaking skills as follows: (1) focus on both fluency and accuracy, depending on your objective, (2) provide intrinsically motivating techniques, (3) encourage the use of authentic language in meaningful contexts, (4) provide appropriate feedback and correction, (5) capitalize on the natural link between speaking and listening, (6) give students opportunities to initiate oral

communication, and (7) encourage the development of speaking strategies.

The realization of technique directly in the classroom is complicated. The English teacher must be able to organize situation and condition of the class so that he or she will be easier to decide what technique will be used in certain situation and condition to get the particular purpose.

An English teacher must be able to create alive interaction in the classroom so that the students will be motivated to participate actively in the teaching learning process. Brown (2001: 193) states relating to the class situation that the teacher may be powerless to control some conditions like in classroom in tropical countries where there is no air conditioning, and the concrete walls of the classroom echo so badly so that students can hardly hear anymore. But if these factors can be controlled, they do not pass up the opportunity to make the classroom as physical as comfortable.

The researcher saw that there are some techniques that can be applied in teaching speaking skill at SMA Islam Sabibal Muhtadin as follows: conversation practice, question and answer, dialog memorization, role play, games and problem solving. Most of the techniques are mentioned by Kasihani (2003: 79).

Besides doing some techniques above, one of interesting techniques from the English teacher to increase her students' ability was by giving motivation. Kyriacou (2009: 61) wrote that motivation towards learning is undoubtedly one of the key aspects of pupil learning, and it is also a source of important differences between pupils (Alderman, 2008; Slavin, 2006).

The English teacher told them that English is the language used in global communication, so the students should learn it because mastering English is the key to be success. Beside Allah Swt states in Al Qur'an that moslems to think, and Rasulullah Saw told moslems to study and study involves study

languages. It is indication that Moslems must learn or study until the end of their life. Giving motivation is effective to motivate students to make them interested in studying English more intensive as the English teacher of SMA Islam Sabibal Muhtadin did.

The Assessment Conducted by English Teacher

The success of teaching and learning process depends on several factors. The most important thing is teacher because the teacher is figure in teaching and learning process. Beside guiding and teaching the students, the teachers have responsibility to control the student's progress. One of appliances is assessment. By this activity, the teacher will know the students' achievement during teaching and learning process. Brown (2004: 4) states that assessment, on the other hand, is ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance.

According to Broughton (2003: 157), there are at least four different sorts of purpose that assessment may serve. First, one may wish to assess whether a particular individual will ever be able to learn any foreign language at all. Second, assessment may be made to determine how much English an individual actually knows with a view to how well he might be able to function in situations, which may be more or less closely specified, often quite outside the language learning classroom. Third, assessment may be made to determine the extent of student learning, or the extent to which instructional goals have been attained, and lastly, assessment may be undertaken to determine what errors are occurring, what malfunctioning of the systems there may be, with a view to future rectification of these.

Haris (1969: 81) stated in his book that speaking is a complex skill requiring the

simultaneous use of a number different abilities. There are five components that are generally required in analysis of speech process; pronunciation, grammar, vocabulary, fluency, and comprehension. But in this study, the researcher saw that the English teacher of SMA Islam Sabibal Muhtadin focused on pronunciation, grammar, and vocabulary.

Broughton (2003: 49) states that pronunciation teaching deals with two interrelated skills-recognition or understanding the flow of speech, and production or fluency in the spoken language. These skills rely very little on intellectual mastery of any pronunciation rules. Ultimately, it is only practice in listening and speaking which will give the learner the skills he requires.

In pronunciation assessment, first, the English teacher of SMA Islam Sabibal Muhtadin gave the material contains examples that describe how sounds are produced by describing tongue and lips movements. Not only giving the material but also the teacher gave the real examples how to produce the sounds because some students do not understand, confused and cannot practice how to produce sounds although they get explanation. Then, the second, assessment is done by paying attention to the sound that are produced by the students. When they practiced technique in front of class, the teacher watched their pronunciation and gave correction by giving examples how to produce the sound well.

Grammar plays an important role in a language to construct correct and understandable sentences. Grammar is vital because without grammar, language cannot be operated at all. Contrary to popular belief, the rules of grammar do not determine how the language should be spoken and written.

Nunan (2003: 158) states that in teaching grammar, an English teacher can use inductive and deductive methods. In deductive, the teacher gives a grammatical explanation or rule followed by a set of exercises designed to

clarify the grammatical point and helps the learners master the point. In inductive teaching, the teacher presents the learners with samples of language, and through a process of guided discovery, get them to work out the principle or rule for themselves.

In teaching grammar, the researcher found that teacher explained the grammar clearly because it is fundamental thing in studying foreign language. The English teacher told the researcher that mastering grammar will help the students or learners to construct correct and understandable sentences, without it, their sentences are not right and can make other people misunderstand. In other word, the teacher gave lot of attention to the students to master grammar perfectly.

Azar (2006: xi) states that basic English grammar is a beginning level ESL/EFL developmental skills text in which grammar serves as the springboard for expanding learners' abilities in speaking, writing, listening, and reading. Teaching grammar is the art of helping students look at how the language works and engages them in activities that enhance language acquisition in all skill areas.

In grammar assessment, the English teacher focuses on the using tenses when the students speak. Example, when they are asked to tell or describe their activities in the past. The English teacher focused whether the students used the right tense or not.

Vocabulary is one of the language aspects which should be learned. Learning vocabulary is important because we are able to speak, write and listen nicely we have vocabulary first. A person is said to know word if he can recognize its meaning when he see it (Cameron,2000: 75). According to John (2000:16), vocabulary is knowledge that involves knowing the meanings of the word and therefore the purpose of a vocabulary test is to find whether the learners can match each word with a synonym, a dictionary-tape

definition, or an equivalent word in their own language.

In teaching vocabulary at SMA Islam Sabibal Muhtadin Banjarmasin, the English teacher reminded students to remember new words; students can review the new vocabulary frequently in the next meeting by asking them to make sentences with those vocabularies. In order to make students understand the vocabulary well and memorize them easier, reviewing can also be done by choosing the material that relates to those new vocabularies and by giving some exercises through games, songs, puzzles, jumble sentences and jumble pictures which make them enjoy the lesson.

In vocabulary assessment, some students have difficulties to find or explore the representative word because they are lack of vocabulary. This is stressing on the vocabulary assessment.

At SMA Islam Sabibal Muhtadin, the English teacher assessed the performance of students in speaking skill by paying attention their pronunciation, grammar, and vocabulary. Through assessment, the teacher knows the students' progress and finds the solution to solve their problems in speaking. In order to assess the students' speaking ability, the English teacher watched their performance when they practiced one of techniques. According to English teacher, if the students' performance are well, the English teacher gave them high score but if the students' pronunciation, grammar, and vocabulary are not well, the students got low score, but they still have chance to change the score by following remedial program.

About the score, the English teacher has standard score in assessment as follows:

Table 1. Weighting Table

| Categories | Poor | Fair | Good | Very Good | Excellent |
|---------------|-------|-------|--------|-----------|-----------|
| Score (Range) | 1 – 4 | 5 – 8 | 9 – 12 | 13 – 16 | 17 - 20 |

Proficiency Description

Pronunciation

- Poor : Pronunciation frequently unintelligible
- Fair : Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
- Good : “Foreign accent”, requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
- Very good : Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding
- Excellent : No conspicuous mispronunciations, but would not be taken for a native speaker

Grammar

- Poor : Grammar almost entirely inaccurate except in stock phrases
- Fair : Constant errors showing control of very few major patterns and frequently preventing communication
- Good : Frequent errors showing some major patterns uncontrolled and causing irritation and misunderstanding
- Very good : Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
- Excellent : few errors, with no pattern of failure

Vocabulary

- Poor : Vocabulary inadequate for even the simplest conversation
- Fair : Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
- Good : Choice of words sometimes inaccurate, limitations of

vocabulary prevent discussion of some common professional and social topics

Very good : Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions

Excellent : Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

conversation practice, question and answer, dialog memorization, role play, games and problem solving. Beside it, English teacher gave motivation to make students interested in studying English more intensive. All of the techniques above are effective so English teacher of SMA Islam Sabial Muhtadin can do the same techniques and try to find other techniques, and English teachers of other senior high school can follow the techniques above.

The English teacher of SMA Islam Sabial Muhtadin assessed the students' performance to know their progress. The assessment conducted was well enough and got the purpose of assessment in teaching speaking skill process.

CLOSURE

Based on the result and discussion of the study above, it can be concluded that the LPI Sabial Muhtadin only received a professional teacher to support SMA Islam Sabial Muhtadin which has criteria such as good moslem, smart, responsible, polite, and creative. The process of recruitment English teacher at LPI Sabial Muhtadin is done to get qualified English teacher. Every institute should do this to get a professional English teacher.

The English teacher prepared a program which appeared in planning. The English teacher of SMA Islam Sabial Muhtadin Banjarmasin prepared everything needed in teaching by making lesson plan based on the syllabus. The English teacher took materials from many textbooks and prepared everything in teaching speaking skill

The English teacher of SMA Islam Sabial Muhtadin Banjarmasin used picture as media to support the process of teaching speaking skill. It was fact that picture can be very useful because it helped students understood the topic lesson easily so English teachers in others school can use picture too in teaching and learning speaking process.

There are some techniques that can be applied in teaching speaking skill at SMA Islam Sabial Muhtadin as follows:

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