

## DEVELOPING SPEAKING COMPETENCE AND THE TECHNIQUES ON TEACHING SPEAKING IN SMPN 1 KALASAN

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**Abstract.** This research aims are to investigate the level speaking competence of the eight grade students of SMPN-1 Kalasan and the techniques that the teachers apply to develop students speaking competence. The design of this research is a case study. To achieve the credibility of data for this research, a sequence of processes of data collection was conducted, namely speaking test, observation, field note, interview and documentation. The findings of this research consist of two parts. First, the students have developed the speaking ability. The student's ability in English progressed from fair to good level, and then from good to excellent level, especially in pronunciation, fluency, and vocabulary. Eventhough the students have problems in grammar, they achieve progress in the three aspects, such as pronunciation, fluency and vocabulary. The progress of the students is mainly due to the second finding. Second, the six teaching techniques that the teachers apply are imitating, repeating, practicing, role playing, making dialogue and questions—answers process. These techniques have the benefit of improving student's ability in English. Before using these teaching techniques, it is found that the students show the fair level. After applying these techniques, the student achieve the progress in three aspects. These techniques have proved to be beneficial to the students in improving their English speaking competence.

**Key words :** developing speaking competence, techniques, teaching speaking.

### Introduction

As the basic tool of communication, speaking is everyone's daily business. Although it is considered a merely simple way to produce words or convey an oral message, speaking needs the mastery of other language skills. As a matter of fact, as one of the four basic language skills, speaking is a productive skill like writing. This means it involves using speech to express some meaning to other people. In a simple way, people can say that speaking involves making sense of the words spoken out. To do this one

needs to understand the language that other people speak and to compare the message of people to our understanding. Speaking, which can also be defined as an activity of transforming text into sounds, is also a bridge to understand people or a concept. The more one speaks, the more information can be absorbed. Some other definitions of speaking include:

- a. Speaking is a process of expressing ideas in an oral language.

- b. Speaking is an implementation of a set of cognitive skills for getting information in a spoken text.
- c. Speaking is the tool or element of communication.
- d. Speaking is also the process of producing spoken words.

Before venturing into other language skills (reading or writing) a baby has to learn to speak appropriately. Some people believe that speaking skill is an important aspect for mastering a foreign language. Many people feel that speaking a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time meaning that the person with whom one talks to is awaiting. Second, in speaking one cannot edit or revise what one wishes to say, as if one writes.

In speaking, one always has purposes. One is not only supposed to speak out the words, but he has to really mean them. A number of speaking purposes can be mentioned as follows : to inform, persuade, and to express opinion.

In this paper, the author describes the state-of-the-art practice of English teaching in Junior High School, especially the teaching of speaking. The goals of compulsory English teaching vary in different levels of education. In Junior High School, the main goal of teaching English is to practice English as a

### **Theoretical Review**

The goal of teaching speaking is to build up communication skills. Learners should be able to understand other people and at the same time make themselves understood. The goal

foreign language. According to the School Based Curriculum (SBC), English, which has been officially declared as one of the four subjects in the National Examination, must be offered in grade 7, 8, and grade 9, with at least 4 hours of learning activities each week. The National Department of Education has standardized English language teaching according to 2006 Indonesian National Curriculum better known as KTSP. In the KTSP the four language skills, listening, speaking, reading and writing, are conditioned upon the mastery of English.

The fact that reading and writing must be examined in the National Examination has led the teachers focus their teachings on these two subjects, and consequently reduce their focus on teaching speaking and listening. The situation has weakened the student skills on speaking and listening.

This unbalancing of the four skills in English teaching learning process has created a problem of mastering a language. Actually, we have to develop the four aspects without any priority in one or another. Different from the general practice, the English teaching learning process in SMP Negeri 1 Kalasan can be carried out in a relatively balanced aspects. This research would like to reveal how the English teachers in SMP Negeri 1 Kalasan develop speaking competence of their students.

of teaching English in Junior High School is to achieve functional level meaning that the students are able to communicate orally. A number of competences of speaking may include

fluency, pronunciation, grammar, vocabulary, interactive communication, appropriateness, and complexity.

In relation to the development of speaking competence, Bialystok view (1996: 357) hypothesizes that linguistic knowledge is like one coin, with two sides or dichotomy. Knowledge is either implicit or explicit but in subsequent formulations it is represented in terms of two intersections. Implicit Knowledge is equal with language skill or competence. The students obtain implicit knowledge through teaching learning speaking process (formal practicing). When the students have practiced many times, automatically the teachers can improve their language competence. Explicit knowledge is the mastery of language knowledge such as structure and vocabulary.

Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English. TEFL is usually offered in the student's own country; either within the state or private school system, within or after school hours. Brown (2007 : 37) wrote that learning of a second language is a complex process involving a numbers of variables. Using their current proficiency to the fullest, learners should be able to make themselves understood. They should avoid confusion of the message due to faulty pronunciation, grammar or vocabulary

### **Research Methodology**

In this thesis, the researcher uses a case study. The case study is a descriptive, exploratory or explanatory analysis of a person, group or event, decisions, periods, projects, policies institutions or other systems which are

and to observe the social and cultural rules that apply in each communication situation. To help students develop their communication skill, instructors may employ a number of balanced activities combining language input, structured output and communicative output to achieve functional literacy level. This level requires the students to communicate orally. They have to speak with competence, creative exploration, and active development.

Teenagers are young people who are undergoing transitional process between childhood and adulthood. They are supposed to study more and more advanced grammar as they grow up from junior to senior high school students. They have better developed cognitive base and learning skills. However, teenagers are expected to speak with more sophistication than children. In order to become proficient in a second language, teenagers need to be exposed regularly to a second language and make effort to learn it. The junior high school students should achieve functional literacy level. This level requires the students to communicate orally. They have to speak competently and creatively to explore and develop any talk. There are at least thirteen techniques in teaching speaking that the teachers apply to develop student speaking competence:

studied holistically by one or more methods. The subject of this research are the English teachers and students of SMP Negeri 1 Kalasan, Sleman, Yogyakarta. This school has five female English teachers. They are:

1. ANH M.Pd. has 15 years experiences in teaching English.
2. TTW M.Pd has 23 years experiences in teaching English.
3. GRT S.Pd. has two years experiences in teaching English.
4. MM ESN S.Pd. has 15 years experiences in teaching English.
5. SPTN B.A. has 35 years experiences in teaching English.

The students are from 8D,E,F class of SMP Negeri 1 Kalasan in the academic year 2013 / 2014. Each class consists of 35 students. They still have low motivation to speak. Only a few of them can speak fluently but most of them are reluctant to speak English. This research is done at SMPN 1 Kalasan, Yogyakarta. It is not the only public school in Sleman Regency. As the standard school, SMPN 1 Kalasan has a good reputation in the National Examination.

The researcher appreciates its achievement and wants to analyze the teaching speaking process in SMPN 1 Kalasan. It is widely known that their teaching of English speaking is good and effective. The researcher is interested in how SMPN 1 can gain this prestigious achievement. The achievement is beyond the government standard.

Later, the author would describe about the Technique of Data Collection. In this research, the researcher uses some techniques. They are : speaking test, observation, field note, interview, and documentation.

The validation of data and analysis result of this study is done by triangulation technique. The data triangulation which involves observation, field note, interview, and documentation, combines many data collecting techniques and sources. In this technique, the researcher uses various collecting data technique to obtain data from the same resources. Susan Stainback stated that : “ the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one’s understanding of whatever is being investigated. Furthermore she stresses that what the qualitative researcher is interested in is not the truth per se, but rather the perspectives.

Thus, rather than trying to determine the “truth” of people’s perceptions, the purpose of corroboration is to help researchers increase their understanding and probability that this finding will be seen as credible or worthy of consideration by others”. Through triangulation “ we can build on the strengths of each type of data collection while minimizing the weakness in any single approach” (Supriyono 2012 : 241). In this research, the researcher uses Miles and Huberman’s model of the data analysis (1994) which consists of qualitative data Analysis, data collection, data reduction, and conclusion. Data collection means that the researcher collects the data from observation, field notes, in depth interview, and documentation. All data are collected during the research. Data reduction means the selection of significant data and the trash of rubbish data.

## Discussions

Later, the researcher would like to describe the progress data which are represented by the data from 8F class. She did the research and presented the data of the first and the second observations in the class of 8F.

### a. Speaking Students Competence of 8F class (Mrs. TTW M.Pd).

#### First Observation

Name of students	Pronunciation	Grammar	Fluency	Vocabulary
Pipin	1	1	1	1
Ririn	1	1	1	1
Via	2	1	1	2
Ervin	2	1	1	2
Tobias	3	2	3	2
Amanda	3	2	3	2

#### Second Observation

Name of students	Pronunciation	Grammar	Fluency	Vocabulary
Pipin	2	1	2	2
Ririn	2	1	2	2
Via	3	2	3	3
Ervin	3	2	3	3
Tobias	4	3	4	3
Amanda	4	3	4	3

#### **The low level of class 8F consists of: Pipin and Ririn.**

During the first observation, the researcher finds that Pipin and Ririn get score 1 in all aspects of speaking. This data show to the researcher that they are so weak in the four aspects of speaking. They speak very slow, stumbled with long pause, neglected grammar and lacked of vocabulary.

During the second obser-

vation, the researcher finds that Pipin and Ririn get score 2 in pronunciation, 1 in grammar, 2 in both fluency and vocabulary. This data show to the researcher that they have made a substantial progress. In the three aspects (pronunciation, fluency, and ) they get another score making it two. In short, they show limited progress to the researcher.

#### **The middle level of class 8F consists of: Via and Ervin.**

At the first observation, the researcher finds that Via and Ervin get two score in pronunciation, score 1 in grammar and score 2 in both fluency and vocabulary. This data show to the researcher that they are quite weak in

grammar but in the other aspects of speaking they get score 2 or fair level. They speak very slowly, stumbled with not so long pause, neglecting grammar, lacking of vocabulary .

At the second observation, the researcher finds that Via and Ervin get score 3 in pronunciation, score 2 in grammar and three score in both fluency and vocabulary. This data show that they have made some

**The top level of 8F class consists of : Tobias and Amanda.**

At the first observation, the researcher finds that Tobias and Amanda get score 3 in both fluency and pronunciation, 2 in both grammar and vocabulary aspects. This data show to the researcher that they are quite good in both pronunciation and fluency but they get fair score in both grammar and vocabulary.

At the second observation, the researcher finds that Tobias and Amanda get 4 in both pronunciation and fluency, 3 in both grammar and vocabulary. This data show that they

**Conclusions**

Based on this research, the students are assumed to have weak ability in grammar; it is confirmed by the fact that none of the students get excellent scores. But, they have better scores in pronunciation and fluency meaning that there are some top level students who get excellent score. There is none who get excellent or poor score meaning that they are of average level.

In this research, English teachers in SMP Negeri 1 can develop students speaking competence by using some techniques. The techniques are imitating, repeating, practicing, role playing, making dialogue and questions—answers process. The researcher learns that imitating and repeating techniques are appropriate for correcting wrong pronunciation. These techniques stresses on imitating

progress. In the three aspects (pronunciation, fluency, and vocabulary) they make substantial progress from score 2 to score 3. In brief, they perform a step forward in progress.

have made a substantial progress in all aspects. In brief, the students of this top level perform a substantial progress.

To conclude this section, it is found that Mrs. TTW applies the technique of imitating and repeating. The students who come from low, middle and top level speaking competence perform well. The researcher finds the progress from the student reports taken at the first and second observation.

and repeating process. After the students understand their mistakes, they imitate the teacher's pronunciation and repeat many times until they can pronounce appropriately. It is found that the low, middle and top level students can improve their ability by using these techniques.

This research finds that practicing and doing role playing are appropriate for correcting wrong grammar. When the students understand their mistake strong, the teachers ask them to practice many times to speak in good grammar and later to have a role play to improve their speaking ability. It is found that low, middle and top level speaking students can improve their speaking competence by using these techniques.

The researcher finds that making dialogue and questions-answer

process are appropriate for improving vocabulary. While the students develop their conversation into a more interactive communication, they need to add new more vocabulary in order to make the conversation longer, wider and deeper. In this learning process the teacher can support them some new ideas. It is found that low, middle and top level speaking students can improve their speaking competence by using these techniques.

The following is the answer to the two questions contained in the Problem Formulation, the researcher tries to provide.

First, this research is suitable for eight grade students of SMP Negeri 1 Kalasan. They have good ability in English to develop from poor to fair level. These techniques are supposed to encourage the students develop their ability in English from fair to good level, and then from good to excellent level. Concisely, the students of SMP Negeri 1 Kalasan are able to develop in all levels, from fair until excellent level.

Second, this research finds that the teachers apply the six techniques. The techniques are imitating, repeating, practicing, role playing, making dialogue and questions—answers process. These techniques are appropriate to improve the student's skills in English. In fact the researcher can show the data of the student's rate

scale from usual to better. It is not the nominal that matters but the student's progress of English learning that concerns : it is because the researcher took Qualitative research.

Based on the conclusion, the researcher proposes the following suggestions that can help the English teachers in teaching learning process:

1. As English teachers, we should use these teaching techniques in teaching speaking learning process in order to increase the student's speaking competence. The techniques are imitating, repeating, practicing, role playing, making dialogue and questions—answers process. Because it is proven, using these techniques can answer the difficulties in teaching speaking learning process.
2. For the students, it is important to apply these techniques to improve their speaking competence. The students need to practice seriously their speaking competence from low to middle, then from middle to high level, till they can speak English appropriately.
3. For other researchers, the researcher realizes that this research is yet perfect. Therefore, the researcher suggests to the other researchers to conduct similar research to develop the student's speaking competence.

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