The Effects of Teaching Techniques on Students' Speaking Skill at Junior High School in Cirebon, West Java

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Abstract

The purpose of this study was to determine the interactional effects of teaching techniques on students' speaking skill, that was taught by role play and filling information gap (both are communicative language teaching) to the students. The research method used was experimental one. Sample size of 60 students consist of 30 for experimental class and 30 for control class taken from SMP 15 and SMP 16 in Cirebon, West Java, and the sampling technique is cluster sampling. Research instrument used was the test and the result of speaking skill in the form of oral test (5 items), has been tested valid and reliable with coefficient of reliability at 0.732. The result showed. There is a significant effect of teaching techniques on students' speaking skill, as Fobserved = 2.833 and sig = 0.014 < 0.05.

Keywords: *Teaching Techniques, Speaking Skill, Role Play and Filling Information Gap*

INTRODUCTION

English has become a lingua franca, a language which is internationally used by people with different first language background (Hammer, 2001), and which is used for communication by more than one billion people around the world (see Johnson, 2001). This makes English an important tool that everyone should master; make it one important school subjects in most schools in the world.

In Indonesia, English has been taught and received serious attention in all levels of study, for example; Elementary School, Junior High School, and Senior High School. The goal of teaching English in Indonesia, and probably in most schools in the world, is the students' ability to use English for communication through four language skills, i.e. listening, speaking, reading, and writing. Among other skills, mastery speaking which is "the basic means of human communication" (Lazarton, 2001:103) and English speaking which has become " the most demanding skill " (Bailey & Savage, 1994 in Lazarton, 2001) is a must. This is due to the fact that most learners often evaluate their success in language learning as well as the effectiveness of their course on the basis of how much they feel they have improved in their speaking proficiency (Richard, 2008).

Besides the importance of speaking skill, learning speaking in second or foreign language, has a great challenge. Brown (1994 in Lazarton, 2001) mentions a number of features that interact to make speaking as challenging as it is. First,

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fluent speech contains reduced forms, such as contractions, vowel reduction, and elision, so that the learners who are not exposed to or who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms.

Second, students must also acquire the stress, rhythm, and intonation of English. In line with that, Lazarton (2001) cited in Celce-Murcia, 2001 : 103) states that perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speakers, thinking about one's own contribution, producing that contribution, monitoring its effect, and so on.

To cope with the challenges of teaching speaking, the language teachers are required to be able to create and employ certain techniques in order to achieve the goal of language learning and teaching for speaking skill. By this, it means that the teacher plays an important role in determining what technique can best encourage students' participation in the learning process. The teacher-centered model in which the teacher plays the most important role in the class and is center of activity has been changed into student-centered, because it does not give meaningful advantages.

Different from the teacher-centered, in the student-centered class, the learning and teaching process is more 'students'-oriented. The students are the focus of the teaching and learning process. The students are expected to be the ones who play the most part of language teaching and learning process, and the teacher, is expected to facilitate the students with the appropriate teaching programs. Due to the fact above, the teacher should consider some factors related to the student such as the students' need, characteristics, motivation, learning strategies, learning style, and so forth in determining the certain teaching techniques that will be performed in the class.

The most popular student-centered teaching is Communicative Language Teaching (CLT). Communicative Language Teaching emphasizes on communication and real life situation. Using Communicative Language Teaching, the teacher is supposed to create the communicative circumstances in which real life communication can be applied.

There are some techniques related to Communicative Language Teaching. Littlewoods in Richards (2001: 166) distinguished two types of techniques in CLT; Functional Communication and Social Interaction., Functional communication includes tasks-based activities, following direction, and solving problems from shared clues. Social interaction includes some activities such as dialogue, role play, simulation, brainstorming, discussion, debate, story-telling and information gaps.

The teachers are demanded to choose the most appropriate teaching techniques according to students' learning styles. By using the most appropriate one, it hopes that the students will learn best and the successful teaching and learning target can be achieved.

Some teaching techniques that can be applied by teachers in the speaking class are Role Play and Information Gap. These techniques can facilitate the communicative learning, and the students can get involved in the language use communicatively.

Beside the teacher, the factors that come from the students should also be considered. The students have different interest, different ways of learning and different ways of coping with their learning problems. How the students learn the language and how they cope with their problems can influence their learning success. The students' differences should be taken into consideration in order to get better teaching process. Harmer (2007:92) stated that the task of teachers will be greatly helped if they can establish who the different students in the class are and recognize how they are different.

LITERATURE REVIEW
a. Teaching Technique

According to Anthony (1963:66) a technique is define as a particular trick, stratagem, or contrivance used to accomplish an immediate objective. It is the part of tripartite framework proposed by Anthony. In brief, the technique is implementation that which actually takes place in a classroom. Technique must be consistent with a method and therefore in harmony with an approach as well.

Techniques depend on the teacher, his individual artistry, and on the composition of the class. Particular problems can be tackled successfully by the use of different techniques. A particular technique might at one time in progress of a course be used quite wrongly because it is out of order required by the method. Later on it might be quite correct.).

Clarke (2983:111) summarized the inadequacy of the Anthony's framework by saying that technique, by giving the impression that teaching activities can be understood as abstractions separate from the context in which they occur, and obscures the fact that classroom practice is a dynamic interaction of diverse systems.

Later on, Richards and Rodgers (1982:154) rectify some of the limitations of the previous definition of techniques. They put the term of technique into the new term namely 'procedure' which refers to the actual moment to moment classroom activities. Procedure is the third level after approach and design, which comprises the classroom techniques and practices which are consequences of particular approaches and designs

Teaching technique is nowadays used into several forms of activities in the classroom. One of which is communicative language teaching (CLT). Hence we need to know about the CLT according to depiction below:

Communicative Language Teaching

There are many ways to teach a language. One is called Communicative Language Teaching (CLT). Richards (2001:172) stated that Communicative Language Teaching is an approach which refers to a diverse set of principles that reflect a

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communicative view of language learning and that can be used to support a wide variety of classroom procedures. According to Brown (2000:266-267) CLT is best understood as an approach, not a method. He offered four interconnected characteristics as a definition of CLT, one of them is Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

b. Speaking Skill

As a matter of fact, speaking is one of communication skills in which the speaker shares information while at the same time he/she also gets information from the listener. For most people, the ability to speak a language has often been viewed as the most demanding of the other three skills. Cancy (1998:13) as quoted by Kayl stated that "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context." By speaking someone can communicate his ideas or information, and share them to others at any situations and in a various contexts.

Speaking a language is really difficult for foreign language learners because effective oral communication requires the skills to use the language appropriately in social interaction. Webster (2006:927) stated that skill refers to the ability to use one's knowledge effectively in doing something.

In order to speak communicatively and effectively, one should have speaking skill. Speaking skill has to be learned, practiced and evaluated over a period of time. Hyper dictionary (2007) stated that speaking skill is described as an ability to speak that has been acquired by training.

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Richards (2002:204) stated that learners must also require the knowledge of how to the language in the context of structured impersonal exchange. Therefore, the students need explicit instruction in speaking, which generally has to be learned and practiced.

Learning speaking skill is very challenging for students in foreign language context, such as in Indonesia. Students have very few opportunities to use the target language outside the classroom. That is the teacher's role to facilitate the communicative learning and teaching process so that the students can practice and improve their speaking skill.

RESEARCH METHODOLOGY

This research was conducted at Junior High School in Cirebon, West Java, namely SMPN 15 and SMPN 16. These schools are chosen to become the places of research due to school's achievements. These schools are not only for academic purpose but also for leadership matter. Thus, their students are hopefully being intellectuals who are able to become the leader. Furthermore, they are located not far from the researcher's place of work, so that the process of collecting data is more accessible.

This research used experiment method, which means to give the different treatment upon two students' learning groups. One group is treated as a group, which is given treatment of teaching technique by using role play, while another group is given treatment by using filling information gap technique. This research has 2 kinds of validity. They are internal validity and external validity. Internal validity is related to the effect of treatment on students' speaking skill, which based on accuracy of the procedure, collected data and summing up the conclusion. While external validity is related to whether the result of the research could be generalized to other subjects which do not have the similarity in condition and characteristic as well. In order to achieve the goal, hence through this research, there are some controls on the extra variables as follows:

1. The effect of history variable, which means during this research, the sample will be given the same subject, the same period of time, and the same teacher.
2. The effect of readiness variable, which means during the research, the sample will be given the treatment in a short period of time. It is hoped that they will have the same opportunity to gain both mental and physical development.
3. The effect of per-testing variable, which means two-group of students will be given the pre-test. It is hoped that the pre-test activity will jot affect the performance of the sample during treatment.
4. The effect of interaction among the subjects, which means the sample will not know anything during research whether the process or the learning activity.

- Meanwhile, the efforts to control the external validity of this research are taken as follows:
- The learning interaction by using role play technique, filling information gap technique. Later, the two-group are given the different treatments according to the design of this research.
- The control of reactive research, which means the sample is controlled by:
    a. Providing them the natural learning situation so that they will do the activity as usual.
    b. Keeping all information out of the sample.
    c. Giving the same treatment to all students whether he/she is a part of the sample or not.
    d. Providing only one teacher to both classes.

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Research Design

Learning Style(B)	Teaching Technique (A)		TOTAL
	Role Play Technique (A1)	**Information Gap Technique(A2)**	
Visual(B1)	A1B1	A2B1	$\sum$ B1
Auditory(B2)	A1B2	A2B2	$\sum$ B2
Kinesthetic(B3)	A1B3	A2B3	$\sum$ B3
TOTAL	**$\sum$ A1**	**$\sum$ A2**	**$\sum$TOTAL**

A1B1 : Role Play Technique with Visual Learning Style.
A1B2 : Role Play Technique with Auditory Learning Style.
A1B3 : Role Play Technique with Kinesthetic Learning Style.
A2B1 : Filling Information Gap Technique with Visual Learning Style.
A2B2 : Filling Information Gap Technique with Auditory Learning Style.
A2B3 : Filling Information Gap Technique with Kinesthetic Learning Style.

Technique of Collecting Sample
1. Target Population
    The target population of this research is all students at Junior High School in Cirebon, West Java. The students will be divided into several parallel classes, where each class consists of more or less 30-40 students.
2. Scope Population
    Refer to the problem of this research, the scope population is students of each grade of Junior High School in Cirebon, West Java, in semester of academic year 2015-2016,total 132 students who are divided into 4 parallel classes where each class contains of approximately 30 students.
3. Sample
    According to Sudjana (1992:6), sample is a part of population. In this research, total sample is 60 students, who are divided into 2 classes, one experiment class consists of 30 students, and one control class consists of 30 students as well. In each class of experiment is divided into 2 sub-classes, in which there are 3 typical students with different learning style. This experiment classes are IX – 1 class and IX – 1 from one school meanwhile the control classes are IX – 1 class and IX – 2 from another school. Those classes are located at different school. In this research, there are 4 sub-classes with different treatment and ability.
4. Sampling Technique
    The sampling technique of this research is intact or complete class based on factorial group design, with the following steps: (a). choose the location for this research; (b). choose the classes for this research; (c). choose the sample for this research by giving a previous test to determine which kind of style they have. Those who are determined will be automatically the sample for this

research; (d). collect all the students' names before giving them the instrument of the research.

FINDINGS AND DISCUSSION

The things address data description requirement test, testing of hypothesis, and also interpretation of research. More detailed discussion related to research findings is clearly depicted below:

A. Data Description.

The researcher analyzes the data from the students' speaking test. Data are taken from teaching technique results and speaking skill scores of 60 students where all data are previously found to be valid and reliable through the try outs. The aim of analysis is to find out and give the information of the research findings based on the data and variables of the research subject. Therefore, the all data will be analyzed by using *Statistical Program for Social Sciences (SPSS) version 20.0 for Windows* in order to get the relationship among variables. The description of the data of variables : teaching technique (X) and speaking skill (Y). Based on the result of data analysis which has been done, the resume of data gained through the research is presented as follow:

Description of Research Data

Descriptive Statistics

	Mean	Std. Deviation	N
Speaking Skill	73.43	4.623	60
Teaching Technique	68.83	5.437	60

1. The Data of Teaching Technique (X)

Data of Teaching Technique are taken from the result of students' test of SMPN 15 and SMPN 16 Cirebon. The data is considered accurate since the teaching technique test was held in Try Out activity.

It is known that the scores are in the range 52 - 80. It means that the minimum score is 52 and the maximum score is 85. The average is 68.83 (mean), standard deviation 5.437, median 70.00 and mode (most frequently score in the data) 64.

From the description above, we either can see that the average score and median score is almost the same, by 70.00 and 72.50.
The complete result gained from calculation can be seen below:
Research Data

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Students' Speaking Skill

		Teaching Technique	Speaking Skill
N	Valid	60	60
	Missing	0	0
Mean		68.83	73.43
Median		70.00	72.50
Mode		64	76
Std. Deviation		5.437	4.623
Skewness		-.356	.181
Std. Error of Skewness		.309	.309
Kurtosis		.371	-.719
Std. Error of Kurtosis		.608	.608
Range		28	19
Minimum		52	65
Maximum		80	84

2. The Data of Speaking Skill (Y).

Data of speaking skill are taken from students' test results. Score of Student's Speaking Skill

Scoring the data if speaking skill is done by using instrument with oral test (speaking skill test) and the total items to be assessed are 5. For each item will be graded according to the student's skill from 1 to 5. Hence the maximum score will be 100 while minimum score will be 50. Respondent for experimental group are 30 students, taught by using role play technique and 30 students (control group) are taught by using filling gap technique. The score is stated that the highest score is 84, the lowest score is .65. Furthermore, mean is 73.43, median is 72.50, mode is 76, standard of deviation is 4.623.

The Discussion of Research Findings**.**

This research is designed to find the effect of teaching technique on students' speaking skill for English major at Junior High School in Cirebon, West Java.

Based on theoretical review on chapter two, term of teaching technique is recently defined as any of wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives. Technique is also referred to a task, procedure, activity in the classroom and drillings. It is used to transform the term of manipulation (totally controlled by the teacher and required a predicted response from the students such as : drill, repetition, dictation and reading aloud) to become communicative (students' response are open-ended and unpredictable such as: story-telling, gap fills, role-play). Teaching technique is nowadays used into several forms of activities in the classroom. One of them is communicative language teaching/CLT).

Meanwhile, Caney (1998:13) as quoted by Kayi stated that " speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context ". By speaking someone can communicative his idea or information, and share them to others at any situation and in a various context

Furthermore, Brown (2004:140-165) stated that " as speaking is productive skill that can be directed and observed, the accuracy and effectiveness of listening skill can comprise the validity and reliability of an oral production" .

Based on the findings and supported by statistical analysis for the research about students' speaking skill, it is proved that data comes from population which is distributed normally. Then the data is processed to test about the hypothesis. From the testing of hypothesis, it is gained that :

There is an effect of teaching technique on students' speaking skill. Based on the testing of hypothesis the score of significance (Sig) is 0.000 and Fobserved = 29.264. Since the score of Sig is < 0.05 so Ho is rejected and Hi is accepted, which means there is a significant effect of teaching technique on students' speaking skill. Operationally, the students' speaking skill is measured through an oral test (speaking test) and through that test, students are obligatory to answer the questions orally based on the level of mastery the students have. Refer to the theoretical review mentioned above, the students' speaking skill is influenced by the teaching technique used in classroom activity. The researcher comes to the conclusion that teaching technique brings effect to the achievement of students' speaking skill significantly.

CONCLUSION

There is a significant effect of teaching technique on student's speaking skill at Private Junior High School in Cirebon – West Java. This means that students' speaking skill is affected by teaching technique. Therefore teaching technique is an important variable to consider in predicting the students' speaking skill. Based on the test result of correlation coefficient using formula of *one-way* ANOVA .analysis value, obtained Fobserved is 29.264. Whereas the p-value (Sig) of teaching technique is 0.000 or less than 0.05. Thus, it can be said that there is an affirmative and significant effect of teaching technique on students' speaking skill.

From the research it was found that there is a significant effect of teaching technique on students' speaking skill. Overall it was found that the result of speaking skill for a student taught by using role play teaching technique is higher than those taught by filling information gap ones. This is because in the process of learning English by using role plays technique, students are taught to learn through social life concepts or interesting natural ideas. In the concept of teaching by using role play technique, it is demanded the teacher's ability in a classroom to set up the class systematically, so that students are expected to learn actively and interactively with peers, which in turn the monotony and boredom in the learning process can be minimalized.

The result showed that in general, the use of teaching technique by role play brings result of students' speaking skill better than information gap one. Thus, the

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implication in improving English speaking skill, teachers need to implement alternative technique, for example by role play technique in the process of learning, throughout classroom activity.

Based on the conclusion and of implication of the study, some suggestions related to the researcher to convey in this study are:

1. The result of students' speaking skill that is taught by role play technique is higher than those who are taught by using filling information gap technique. Thus, role play technique can be applied in Junior High School. Therefore, English teachers should multiply the theoretical knowledge of teaching technique and practices so that they will be able to apply this technique more fun and various to answer students' need.

2. The result of students' speaking skill is better if they are taught by using role play technique than with filling information gap one. Therefore, it is required training English teachers in order to optimize the capability of providing English lessons by using this kind of technique.

3. Debriefing the theories, concepts and aspects that an educator should posses which associated to English learning, should be developed and approved.

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