



**TECHNIQUES USED BY  
JUNIOR HIGH SCHOOL ENGLISH TEACHERS  
IN DEVELOPING SPEAKING SKILL  
TO YOUNG LEARNERS  
(A Classroom Observation at SMP Negeri 29 Semarang Grade VII)**

a final project  
submitted in partial fulfilment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

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## APPROVAL

The final project entitled *Techniques Used by Junior High School English Teachers in Developing Speaking Skill to Young Learners, (A Classroom Observation at SMP Negeri 29 Semarang Grade VII)* has been approved by the board of the examiners and officially verified by the Dean of the Faculty of Languages and Arts on September , 2015.

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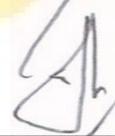
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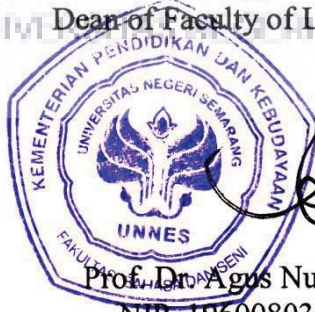


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## STATEMENT OF ORIGINALITY

I, Septia Jati Iswara, hereby declare that this final project entitled *Techniques Used by Junior High School English Teachers in Developing Speaking Skill to Young Learners, (A Classroom Observation at SMP Negeri 29 Semarang Grade VII)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 08 August 2015



Septia Jati Iswara



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## MOTTO

Surely, there is ease after hardship (*Al-Inshirah:6*).

The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand (*Vince Lombardi*).



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Praised to be Allah, Lord of the world, who has given the writer His love and compassion to finish the last assignment in her study. Peace and salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family, and friends who have contributed in different ways in hence this final project is processed until it becomes a complete writing which will be presented to the Faculty of Languages and Arts in partial fulfillment of the requirements for the degree of *Sarjana Pendidikan* (S.Pd.) in English Language Education.

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The writer's sincere gratitude also goes to :

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The writer does realize that this final project cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for her to get critiques and suggestions to make this final project better.

Semarang, 08 August 2015

Septia Jati Iswara



## ABSTRACT

*Iswara, Septia Jati. 2011, "Techniques Used by Junior High School English Teachers in Developing Speaking Skill to Young Learner, a Classroom Observation at SMP Negeri 29 Semarang Grade VII". Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Dr.AbdurrachmanFaridi, M.Pd.*

Keywords : speaking, techniques, young learners

The aims of the research are to find out the teaching techniques used by Junior High School English teachers in teaching speaking, to find out the most favorite technique based on questionnaires, and to describe the strengths and weaknesses of each technique.

The subject of this research was the seven grade students of SMP Negeri 29 Semarang in the academic year 2014/2015. The number of the subject was 96 students, 51 female and 45 male. The design of this research was descriptive quantitative. The data were gained by asking the students to fill questionnaires. The sample of this research was the students of Class VIIA, VIIC, and VIID.

The result of data analysis shows that, there are three speaking techniques used by the English teacher, dialogue memorization, picture cards, and numbered-heads together. After calculating the questionnaires by using Likert Scale, and finding the mode and interval, the result shows that the most favorite speaking technique is Picture Cards. In addition, there are some strengths and weaknesses of each technique.

Lastly, the writer suggests the teacher to use dialogue memorization, picture cards, and numbered-heads together as proper techniques in teaching speaking and starts to use these techniques in his/her classroom for it has been proven that the students are interested in using these techniques and these technique can improve the students' speaking motivation.

## TABLE OF CONTENTS

<b>Title</b> .....	i
<b>Approval</b> .....	ii
<b>Statement of Originality</b> .....	iii
<b>Motto</b> .....	iv
<b>Acknowledgements</b> .....	v
<b>Abstract</b> .....	vii
<b>Table of Contents</b> .....	viii
<b>List of Diagrams</b> .....	xi
<b>List of Figures</b> .....	xii
<b>List of Tables</b> .....	xiii
<b>List of Appendixes</b> .....	xiv
<b>Chapter</b>	
<b>I. Introduction</b> .....	1
1.1 Background of the Study .....	1
1.2 Reasons for Choosing the Topic .....	5
1.3 Statements of the Problem .....	5
1.4 The Objectives of the Study .....	5
1.5 Significance of the Study .....	6
1.6 The Outline of the Study .....	7
<b>II. Review of Related Literature</b> .....	9
2.1 Review of the Previous Studies .....	9
2.2 Review of the Theoretical Studies .....	14



2.2.1	Definition of Technique .....	14
2.2.2	Teaching English for Young Learners .....	16
2.2.3	Teaching English for Junior High School .....	18
2.2.4	Teaching Speaking for Junior High School Grade VII .....	20
2.2.5	Difficulties in Speaking Skill.....	22
2.3	Framework of the Present Studies .....	25
<b>III.</b>	<b>Methodology of the Research</b> .....	<b>27</b>
3.1	Design of the Research.....	27
3.2	Role of the Researcher .....	28
3.3	Subject of the Research .....	28
3.3.1.	Population.....	28
3.3.2.	Sample .....	29
3.4	Object of the Research .....	29
3.5	Source of the Data.....	30
3.5.1.	Field Research.....	30
3.5.2.	Library Research.....	31
3.6	Instrument of the Research.....	31
3.6.1.	Observation Sheet 1 .....	31
3.6.2.	Observation Sheet 2 .....	32
3.6.3.	Questionnaire .....	32
3.7	Techniques of Data Collection .....	32
3.8	Methods of Data Analysis .....	33

<b>IV. Research Findings</b> .....	39
<b>V. Conclusion and Suggestions</b> .....	51
5.1 Conclusion.....	51
5.2 Suggestions.....	53

## References

## Appendixes



## LIST OF DIAGRAMS

Diagram 3.1 Framework of Conclusion.....	38
Diagram 4.1 Techniques Used by the English Teachers .....	42
Diagram 4.2 Conclusion.....	47



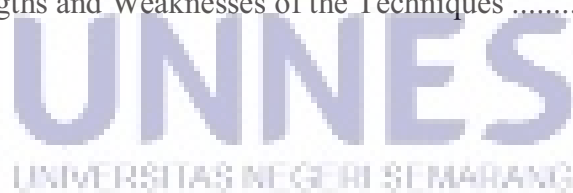
## LIST OF FIGURES

Figure 3.1 Product Moment Correlation Formula .....	34
Figure 3.2 T-test Formula .....	34
Figure 3.3 Cronbach's Alpha Formula .....	35



## LIST OF TABLES

Table 3.1 List of Activities in SMP Negeri 29 Semarang.....	28
Table 3.2 Observation Sheet 1.....	31
Table 3.3 Observation Sheet 2.....	32
Table 3.4 Criterion of Reliability Coefficient .....	35
Table 3.5 The Calculation of the Questionnaire.....	37
Table 3.6 Likert Score.....	37
Table 4.1 Validity of the Questionnaire.....	40
Table 4.2 Reliability of the Questionnaire .....	41
Table 4.3 The Result of the Questionnaire.....	43
Table 4.4 The Summary of the Mode .....	43
Table 4.5 The Calculating of Item Number 1 (Dialogue Memorization) .....	46
Table 4.6 Summary of Item Number's Criteria.....	46
Table 4.7 Strengths and Weaknesses of the Techniques .....	47



## LIST OF APPENDIXES

Appendix 1 Letter of Observation .....	57
Appendix 2 Observation Sheet 1 .....	58
Appendix 3 The Calculating of Item Numbers in the Questionnaires.....	59
Appendix 4 Dialogue Text by the Students .....	68
Appendix 5 The Questionnaires .....	71
Appendix 6 Action Verbs Picture .....	72
Appendix 7 Powerpoint Slides of Numbered-Heads Together.....	74
Appendix 8 Documentation.....	78



# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Hartmann (1972:123, as cited in Somayeh-Shahsavari, 2013) says that language is the most fundamental means of communication. Through language the people is able to communicate each other. Language is used to express ideas, thoughts, and information. We use language in order to communicate one with another, to express our personal reactions to situation, to stimulate a response in someone else, and for the sake of thinking something out.

There are so many languages in the world. One of the International languages is English. It is very important for us to learn English, because to communicate with foreign people we use English. Many books, mass media, technology such as computer, notebook and other forms use English in their application. People in the world today speak English as one of chief languages of the world, it plays an important part in international diplomacy, commerce, and finance. In order to communicate English well, we should have English proficiency in spoken.

In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in Elementary School, a compulsory subject in Junior and Senior High School and a complementary subject of the higher education institution. This is because of the

situation we are facing now; globalization era; which is very competitive. The quality of English Language Teaching in Indonesia is still far from satisfactory. This is probably due to the complexity of the issues involved. It is probable that the change of curriculum and the introduction of the methodology were not preceded by careful analysis of the factors involved. The most probable reasons for the ineffectiveness of the approach adopted may be (1) the inability and lack of readiness of the teacher to implement it, (2) the unreadiness of the student to engage in more interactive activities due to sociocultural factors, and (3) the unavailability of sufficient facilities due to economic factors. This suggests that problems underlying the unsuccessful nature of Teaching English as a Foreign Language in Indonesia are very unlikely to be solved by only changing the curriculum, without any attention being paid to the methods and techniques in which English as a Foreign Language is taught and learned. This supports Harrison's (1996: 299) argument that "putting a new curriculum in place does not necessarily mean that a change in classroom behaviours will occur".

The curriculum that progresses at SMP Negeri 29 Semarang now what it is called A Kurikulum Tingkat Satuan Pendidikan (KTSP). In this curriculum, the aim of English teaching in Indonesia especially teaching English to Junior High School is to enable students to have the ability in developing communicative competence in both oral and written form in achieving functional literacy level, to have the awareness about the essence and the important of English in increasing competition in global community, and the last is developing the students' comprehension about interrelatedness between language and culture. It can be



concluded that Junior High School students are demanded to develop the communicative competence both in spoken and written form in order to compete in the globalization era.

Furthermore, according to KTSP 2006, speaking skill has StandarKompetensi (SK) and KompetensiDasar (KD). StandarKompetensi (SK) becomes the global explanation and KompetensiDasar (KD) as the specific explanation of StandarKompetensi (SK). In this study, the writer explains StandarKompetensi and KompetensiDasar of speaking skill of the second semester for the first year students in Junior High School. SK and KD of Speaking in English syllabus involve:

S.K.9. Expressing meaning in very simple transactional and interpersonal conversation to interact with surroundings.

- K.D.9.1. Expressing meaning in very simple transactional conversation (to get things done) and interpersonal conversation (social) by using a variety of oral language accurately, fluently, and acceptably to interact with nearby environment, involves speech acts: asking and giving services, asking for and give goods, and asking for and give facts.
- K.D.9.2. Expressing meaning in very simple transactional conversation (to get things done) and interpersonal conversation (social) by using a variety of oral language accurately, fluently, and acceptably to interact with nearby environment, involves speech acts: asking and giving opinions, expressing likes and dislikes, asking for clarification, and giving respond interpersonally.

S.K.10. Expressing meaning in very simple short functional and monolog oral texts in the form of descriptive and procedures texts, to interact with surroundings.

- K.D.10.1. Expressing meaning in the very simple short functional spoken text by using a variety of oral language accurately, fluently, and acceptably to interact with nearby environments.
- K.D.10.2. Expressing meaning in a very simple short monologue text by using a variety of oral language accurately, fluently, and acceptably to interact with nearby environments in the form of descriptive and procedure text.

In short, those SK's and KD's emphasized that the first year students of Junior High School should master short transactional and interpersonal conversation, descriptive text, and procedure text. If it is fail, the teaching and learning activity does not achieve the SK's and KD's target.

In fact, most of the first year students of SMP Negeri 29 Semarang still have difficulties in speaking. It is caused by some factors. Those are:

- 1) Most of the students are too shy and afraid to take a part in the conversation.

In the other words, the students are having problem with their confidence.

- 2) Most of the students are still clumsy in speaking, they just speak when the teacher ask them.
- 3) The students are not enthusiastic and not courage enough to involve in the speaking learning process. Therefore, they need an attractive technique to stimulate them to speak English.

Those cases are quite problematical and the writer considers that it is necessary to find out an interesting technique related to students' condition.

### **1.2. Reasons for Choosing the Topic**

The reasons for choosing the topic can be stated as follows:

- 1) This research will describe some techniques and speaking activities, so this research will help teachers to teach young learners how to speak in the best way possible.
- 2) This research will serve the importance of selecting activities or techniques which match the objectives of learners' program.
- 3) This research will find out the effectiveness of using specific technique in improving students speaking ability.

### **1.3. Statements of the Problem**

The problems to be solved are:

- 1) What are techniques used by English teacher of first year students of SMP Negeri 29 Semarang in developing speaking skill?
- 2) What is the most favorite technique based on questionnaire?
- 3) What are the strengths and weaknesses of each technique?

### **1.4. The Objectives of the Study**

The purposes of the study can be stated as follows:

- 1) To find out the techniques used by English teachers of first year students of SMP Negeri 29 Semarang in developing speaking skill.
- 2) To find out the most favorite technique based on questionnaire.
- 3) To describe the strength and weaknesses of each technique.

### **1.5. Significance of the Study**

#### **a) Theoretically**

The finding of this research is expected to solve students' problems in speaking activity and it can help them to improve their speaking skill. It is expected to help English teachers to find the best way in teaching speaking to young learners. Moreover, the writer will find some techniques to teach speaking.

#### **b) Practically**

The finding of this research can improve the students' motivation and interest, build students' confidence in communicating, and improve the students' communicative competence and their achievement in learning English.

This research can help the English teachers developing effective, efficient, and fun learning model which can involve the students being active in English learning process to improve their communicative competence. More importantly, the finding of this research is expected to improve the result teaching and learning process, and to assist improving the quality of teachers' professionalism as educator.

As a teacher candidate, the writer hopefully will be a teacher who has knowledge and understand about teaching strategy or teaching technique and skill

in using education media in teaching learning process. In the end, the writer will be an independent, confident, and innovative teacher.

**c) Pedagogically**

The students are expected to use English language quickly and confidently as a means of communication and involve speaking activities not only in class but also out of class.

The English teachers are expected to improve the English proficiency and ability to facilitate student learning, so they are capable of delivering instructions using various teaching techniques.

As a teacher candidate, the writer hopefully will be a teacher who can reduce teacher speaking time in class while increasing students speaking time using various teaching techniques.

**1.6. The Outline of the Study**

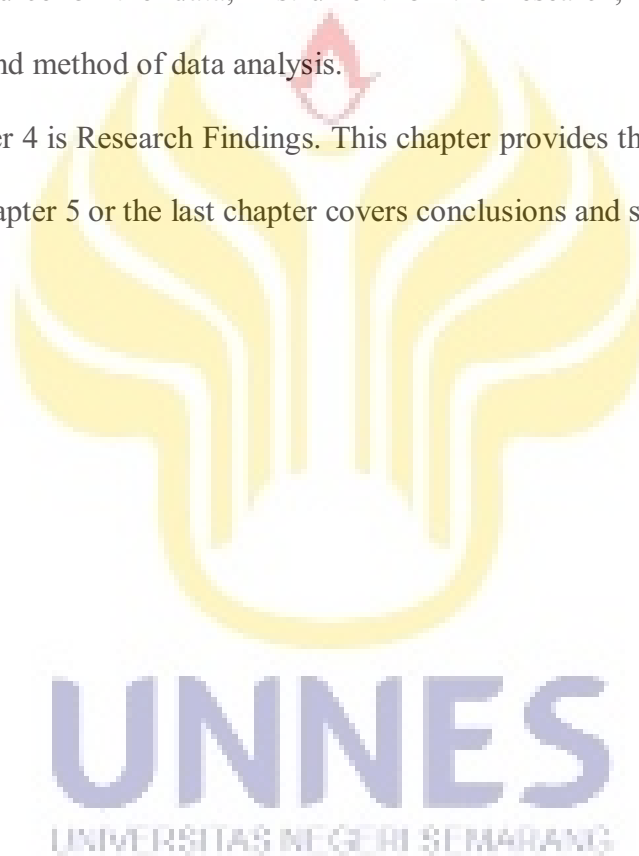
The research is entitled Techniques Used by Junior High School English Teachers in Developing Speaking Skill to Young Learners (A Classroom Observation at SMP Negeri 29 Semarang Grade VII). In order to give the readers a complete description of what this writing is about, the writer presents the general outline as follows:

Chapter 1 is Introduction. This chapter includes information about background of the study, reasons for choosing the topic, statement of the problems, the objectives of the study, significance of the study, and the outline of the study.

Chapter 2 is Review of Related Literature. This chapter gives review of the previous studies, review of the theoretical study, and framework of the present studies.

Chapter 3 is Methodology of the Research. This chapter deals with the design of the research, role of the researcher, subject of the research, object of the research, source of the data, instrument of the research, techniques of data collection, and method of data analysis.

Chapter 4 is Research Findings. This chapter provides the details of the data analysis. Chapter 5 or the last chapter covers conclusions and suggestions.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Review of the Previous Studies

Several studies have been conducted dealing with the techniques that are used in teaching speaking to young learner. Zahra Safdarian and Majid Ghyasi (2013) used storytelling technique on elementary level students. The title of this study is *The Influence of Storytelling on Elementary Level Students: A Triangulated Study among Foreign Language Learners*. This paper is an attempt to investigate the influence of storytelling on elementary level foreign language learners' motivation and school achievement. To this end, it exploits a triangulated approach to access the most reliable results. The 110 homogenized subjects are assigned to experimental and control groups whose post-test and questionnaire results are compared after a one-term storytelling treatment. While a post-test helps the researchers to find the effect of storytelling on students' language achievement, AMTB questionnaire assists them to find its effect on their motivation. A semi-structured interview is also conducted to verify the quantitative data and to access the ideas of students regarding storytelling project. The results demonstrated that although storytelling can boost the students' school achievement, it is ineffective in motivating learners in foreign language learning. Confirming the quantitative results, the interview clarified the reason why storytelling could not attract students. At the end, the findings are discussed and

some pedagogical implications are proposed. From this study, the writer concludes that, storytelling method with more proficient learners who can be assigned authentic stories could render more functional results.

SomayehShahsavari and NastaranMehrabi(2014) have investigated *The Effect of Songs on The Fluency of The Junior High School Students in Iran*. This study sought to investigate how different types of the pedagogical songs i.e. Grammar-based or vocabulary-based songs affect the oral fluency of Iranian junior high school students. To this end, 40 students from a same junior high school in Isfahan were randomly chosen to serve as the participants of the study, they were then divided into two groups (classes); One experimental (EG) and one control group (CG). In the EG after teaching each unit of the book, a related song from the book *Song for Third Graders* was practiced with the students. Before starting the research a pre-test was taken and three rates scored the participant's oral fluency. After the treatment phase (three months) the participants subsequently sat for a post-test and the same rates scored their oral fluency (the pre-test and the post-test scoring was according to Oral Proficiency Scoring Categories (Brown, 2001). The statistical results indicated that a meaningful difference was spotted between the groups; accordingly, it can be claimed that teaching grammar or vocabulary through songs brought about considerable improvement in the oral fluency. The result of this study can be beneficial for all the teachers of schools and institutes. From this study, the writer concludes that teaching grammar or vocabulary through song is considered to be a kind of effective in-class activity on Junior High School students.



AyuDiyahHarniSusanti (2007) used role play in teaching speaking. The title of the study is *Using Role Play in Teaching Speaking: A Pre-Experimental Study at Islamic Junior High School SoebonoMantofaniJombang-Ciputat*. Ayu finds out that using role play in teaching speaking is quite effective. Therefore, the objective of study is to know whether the scores of speaking taught by using role play better or not by comparing the students' scores before and after being taught by using role play technique. To know the effectiveness of teaching speaking by using role play, the writer gives oral test to the students. Because the test is oral test, the writer divided the score into five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Each criteria, then, is rated into five scale of rating scores, it is based on David P. Haris' scale rating scores. After that, to get the mean, the scores from all criteria are sum and divided into five. The pre-test had been given before the treatment was given. Moreover, the post-test was given after he had given the treatment to the class. Based on her research, it is proven that the students' score of speaking taught by using role play is better. This result has answered the research question that the use of role play in teaching speaking is quite effective. The use of role play makes the speaking and learning activity more enjoyable and interesting. It is because role play helps the shy students by providing a mask, where students with difficulty in conversation are liberated. In addition, it is fun and most students will agree that enjoyment leads to better learning. From this study, the writer concludes that the success in teaching doesn't depend on the lesson program only,

but more important is how the teacher presents the lesson and uses various techniques to manage the class more lively and enjoyable.

Mohamad Kholidin (2011) has found that there are some difficulties faced by the teacher and students in teaching and learning process of speaking by using dialogue script. The title of the study is *Teaching Speaking by Using Dialogue Script: A Case of the Eight Grade Students of SMP Negeri 3 Kandeman in the Academic Year 2010/2011*. The objectives of the study are to find out the speaking ability of the students of SMP N 3 Kandeman academic year 2010/2011 using dialogue script, and to identify the problems faced by the students in teaching learning process by using dialogue-script. The research design of this study was descriptive quantitative. The study was conducted in SMP Negeri 3 Kandeman. The subject of the study was the eighth grade students of SMP Negeri 3 Kandeman in the academic year 2010/2011 which were divided into four classes. The number of population was 180 students and each class had 45 students. In taking the sample, the writer used lottery random sampling method. The sample of this study was class VIII B for the purpose of the investigation reported in this study; a test used was as an instrument to find out students' speaking ability. The result shows that, the teacher got difficulties to manage the time because it would take much time to teach English by using dialogue script. The students have got difficulties in pronunciation, intonation, fluency, vocabulary, and grammar. Regarding to the difficulties faced by students, the writer concludes that in teaching speaking, the teacher must give more

explanation to his or her students about the material especially about how to speak in front of the class so that they to be confidence.

NurFahmiFaridatusolihah (2012) has concluded that Audio Language Method (ALM) are useful and applicable. The title of his study is *Teaching English Speaking Using Audio Lingual Method at The Second Grade Students of Junior High School 1 CisalakKab.Subang*. The objective of this research is to find out whether or not teaching English speaking using audio lingual method was effective to improve the students' speaking ability. The research used quantitative method and non-equivalent groups pretest-posttest design. The population of this research was 84 of the second grade students of Junior High School 1 CisalakKab.Subang while the sample was entire population, divided into two groups (2A as experimental group and 2C as control group). Each of them consisted of 42 students. The data of this research were collected by giving pre-test and post-tests to the students' sample. The collected data were analysed by using t-test formula. The result shows that teaching English Speaking using Audio Lingual Method is effective to improve the students' speaking ability. From this study, the writer concludes that teaching English speaking using audio lingual method as an alternative method of the teaching process is a good way to be applied in the students of junior high school to improve their ability in speaking.

This research is different from the previous studies because the writer wants to find out what other techniques that are used to improve students' speaking ability. The writer will find various kinds of techniques to teach speaking for Junior High School students. The writer's subject of the study is first

year students of SMP Negeri 29 Semarang. The method of collecting data that the writer will use is observation.

## **2.2. Review of the Theoretical Study**

Review of the theoretical study presents theories underlying issues or reference of this study to guide and keep the study on the right track.

### **2.2.1. Definition of technique**

According to Brown (2000: 14), techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. Antony (1963:63-4, as cited in Faridi, 2012) defined a technique as a particular trick or strategy used to achieve an immediate objective. Based on [www.merriam-webster.com](http://www.merriam-webster.com), technique is a way of doing something by using special knowledge or skill. It is supported by Cambridge Dictionary that states a technique as a way of doing an activity which needs skill.

From those definitions the writer concludes that technique is any of wide variety of exercise, activities, or tasks use in the language classroom for realizing less on objective. The techniques for teaching children should maintain the characteristics of children in order that the students can learn the target language optimally. One of the common principles that may be considered to develop or choose techniques for children is that learning English language should be fun and natural.

From this principle a language teacher may develop his or her own techniques, such as introducing songs and games to make their learning fun and natural. In addition to the techniques, the choice of vocabulary and structure also make teaching children different from other levels. A language teacher should choose the simple vocabulary and structure that are relatively easy to learn.

There are some techniques that can be delivered by teacher in teaching language (Brown, 2000:25), they are:

1) Games

It could be any activity that formalizes a technique into units that can be scored in some way.

2) Drama

It is more formalized form of role play or simulation, with a pre-planned storyline and script.

3) Brainstorming

It is a technique whose purpose is to initiate some sorts of thinking process.

4) Jigsaw

These techniques are special form so information gap in which each member of group is given some specific information and the goal is to pool all information to achieve some objective.

5) Problem solving and decision making

Problem solving group techniques focus on the groups' solution of a specified problem.

### ***2.2.2. Teaching English for Young Learners***

Bland (2015) states that, in the EFL (English as a Foreign Language) world Young Learners are children between the ages of 3 and 12 years old who are learning English. They can be broken into two groups. Very young learners are generally considered to be children aged between 3 and 5 years old. They study at a preschool or kindergarten. Perhaps they have 1 hour of English a week. Perhaps there is an English assistant helping the teacher in the class. They are introduced to English through games and songs and rhymes.

Young learners are generally considered to be children who are between 6 and 13 years old. In some countries, Young Learners may go up to 16 or even 18 years old. They generally study English for 4-5 hours per week. They generally follow a course book and they are assessed on their ability.

Young learner teachers have a very important role. Teachers are responsible for activating learning. Children will learn if they understand what they are doing. They must understand the message in order to develop a new language. Consequently, when teachers are planning the classes, they must use materials that are appropriate for the children's age and reality. They also must remember that learning is cyclical. This is especially important for the Young Learner teacher to remember. What children know today, they may forget tomorrow, and then remember again next week. The teachers are in charge of recycling the content of each class.

When thinking about planning classes for Young Learners it help to think about what children like. Here is a list of some things that many children like, they are:

- a) Many children like to make a noise and move around. Children like learning ‘by doing’ or learning through experience.
- b) Many children love listening to stories and songs. They are very good at imitating sounds. Give them lots of songs, rhymes and poems. Sing to them, tell them stories! They will soon join in and sing together.
- c) Children are very spontaneous. They like to use their imaginations. Teachers can ask them to prepare their role-plays, poems and songs.
- d) Children are very competitive. Make sure to give them lots of games. Divide them into groups. Make sure they know who the winner was.

It is also important to think about what many children don’t really like. This can also help teachers plan the classes, among others are:

- a) Children don’t like structured classes. Repetition of the same concept over and over again may lead to bored students. And if students are not paying attention, they can’t learn.
- b) Children don’t like boring classes. Make sure to give them a variety of activities. Change the order of activities to ensure that they don’t begin to feel bored.
- c) Children don’t like to listen to the teacher all the time. Let them participate and get involved.

- d) Children's attention span is relatively short and varies according to age. Generally, the younger the child the shorter their concentration. If a teacher is working with 6-7 year olds for example try to change activities after 5-10 minutes. This doesn't mean change the language focus. Teacher can still practice the same language but use a different activity or game to do it.

There are something that young learners can do:

- a) Children are very creative. They can tell stories and imagine new worlds.
- b) Children can learn unconsciously. They have a capacity for indirect learning. This is learning that happens through play or interaction. They are able to learn unconsciously.
- c) Children can relate to activities based on real things: their school, their home, their games, their interests.
- d) Older children can classify, sequence, match and draw.
- e) Children aren't good at understanding grammatical categories. These are abstract concepts they find difficult to identify.
- f) Children can't understand how language works
- g) Children can't understand abstract concepts.
- h) Children can't memorise extensive lists of vocabulary very well.
- i) Children can't concentrate very well if they have to do certain activities for too long.



### ***2.2.3. Teaching English for Junior High School***

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation, and education.

Teaching English speaking for Junior High School is equally important in children's overall language development. It is the first output after the first input (listening), long before they can write. According to Linse (2006) first year students of Junior High School are young learners because they are defined as children between the ages of 5-13. Teachers who work with young learners recognize how important it is for children to develop strong speaking skills. If a student tends to do something bad or has an aggressive behaviour, such as bullying his or her friends, may be that because she or he cannot communicate well enough to tell what she or he feels or needs. That is why speaking activities are an important part of any young learners' classroom.

When teaching speaking for young learners, teachers constantly have to keep in mind the fact that what teachers have in front of them is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

It is especially important to select activities which match the objectives of learners' program. Teachers should be able to use some media of teaching. In

general, there are three kinds of media in teaching process. They are audio, visual, and audio visual. Then Mc Keachie (2005) states that film, television, among many examples, can be used for educational objective; to achieve students' comprehension.

#### **2.2.4. *Teaching Speaking for Junior High School Grade VII***

What is meant by teaching speaking according to Hayriye Kayi in Activities to Promote Speaking in a Foreign Language (<http://iteslj.org/Technique/Kayi-TeachingSpeaking.html>) is to teach English language learners to:

- a) Produce the English speech sounds and sound patterns.
- b) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d) Organize their thoughts in a meaningful and logical sequence.
- e) Use language as a means of expressing values and judgments.
- f) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

In those meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

Harmer (2001) stated that there are three main reasons for getting students to speak in the classroom:

- a) Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.
- b) Speaking tasks in which students try to use any oral of language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing.
- c) In speaking, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Seen how speaking activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging qualities. Above all, they help students to be able to produce language automatically.

The goal of teaching speaking skills is communicative efficiency. It means learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

### 2.2.5. *Difficulties in Speaking Skill*

Speaking is a difficult skill because the speaker has to have the ability in pronunciation, fluency, vocabulary and social linguistic appropriateness. According to Finocchiaro (1974: 62, as cited in Kholidin, 2011), “While language may be role-governed, the speakers will still have to develop the habits of using their vocal organs perhaps in completely new ways, quickly and correctly; of adding inflections, prefixes, and suffixes to words; arranging words in positions and combinations required by English; and of using the registers or varieties appropriate in the particular communication situation”.

In daily communication, second language (L2) learners try to use L2 so that they can communicate well (Nababan, 1992:84, as cited in Kholidin, 2011). It means that we have to be able to communicate well with other especially using second or foreign language. However, it is possible that we may find difficulties in expressing it.

Little Wood (1984:83, as cited in Kholidin, 2011) states that when they are engaged in communication, second language learner often have communicative intention which they find difficulties in expressing because of gaps in their linguistic repertoire if a learner is able to anticipate such a problem, he may be able to forestall it by avoiding communication or modifying what he intended to say. If the problem arises while the learner is already engaged in speaking he must try to find an alternative way of getting the meaning across.

The example can be shown in which indicates that multilingual Indonesians use code switching when they encounter problems of speaking

English in other words, they will transfer English words into Bahasa Indonesia when they are not sure the correct English words. It can be stated that in speaking English an English learner will find problems if he does not master the English vocabulary well.

In an environment where learner feels anxious or insecure, there are likely to be psychological barriers to communication also if anxiety rises above a certain level, it is an obstacle to the learning process (Little Wood, 1984:58, as cited in Kholidin, 2011) for example, making casual conversation or expressing spontaneous reaction may be difficult, an attempt to do so may result in misunderstanding and laborious. Efforts to explain (Little Wood, 1984:59, as cited in Kholidin, 2011) Little Wood adds that we should remember, however that the level of anxiety felt by learners is only partly. As a result of the nature of the situation itself, it is also a result of personal failure. For example, some learners become anxious more quickly than others, whatever the situation. Others may have had experiences of failure which counsel them to be anxious quickly in classroom learning situation. The world of spoken English is far different from that of written English. You may be a good writer of English and a good teacher also, but when it comes to speaking English you find yourself "tongue-tied". It means that there are some problems that appear in the process of speaking English, the problems in speaking English can be identified as follows:

#### 1) Shyness

According to Lawtie, if an English learner feels really shy to speak L2 (in this case, English), he or she would have barrier to express his or her

feelings especially when an English learners has conversation with native speaker. In other words, an English learner will only speak as necessary as he or she can. In order to avoid shyness in English conversation an English learner should apply communication strategies such as avoiding communication, using non-linguistic resources or speaking for help from his/her interlocutor.

## 2) Lack of grammar

English learner who wants to start speaking L2 (English) becomes stiff and 'tongue-tied' because of the lack of confidence which is caused by the mastery of grammar that is not well enough. It means that, when somebody feels that he or she does not master English grammar well, he or she will avoid English conversation. Strategy in communication can be applied by an English learner if he or she lack of grammar such as adjusting the message, creating new words, and switching to the native language.

## 3) Hesitation

Hesitation and fear of making mistakes in English conversations are the factors which cause problems in speaking English. An English learner sometimes feels hesitated whether he or she can speak English well or not. While a learner is feeling hesitated, he or she sometimes deals with a feeling of being scared of making mistakes in English conversation. In order to reduce the hesitation and fear, an English learner can have the strategies such as avoiding communication, using approximation and using paraphrase.

## 4) Lack of vocabulary

Simple vocabulary of English is needed in daily conversation. This is required to help an English learner master English vocabulary easily. An English learner will encounter problems or difficulties during the conversation if he or she does not master English vocabulary well. The lack of vocabulary will cause sudden pause or stutter in the middle of conversation. We can put communication strategies if we are lack of vocabulary such as using paraphrase, using approximation, creating or switching to the native language.

#### 5) Pronunciation

The common problem faced by English learners is pronunciation. We are often used to speaking with our native language, so to speak in English is a little bit difficult. Therefore, an English learner must also master the pronunciation so that he or she will be able to speak English fluently. In order to solve pronunciation problem, we can apply communication strategies such as creating new words, avoiding communication or using non-linguistic resources.



### 2.3. Framework of the Present Study

In this part, a brief conclusion from both previous studies and theoretical studies will be explained. First, the writer found some techniques to teach speaking, there are using storytelling, song, role play, dialogue script, Audio Lingual Method and Communicative Language Teaching. Those techniques are fun, interesting, and working enough for the students as Antony said that

particular trick or strategy used should be fun and natural. Some difficulties faced by students in learning speaking mostly because of shyness, lack of grammar, hesitation, lack of vocabulary, and pronunciation. Then, the writer can conclude that students of Junior High School are Young Learners because they are defined as children between the ages of 5-13.





## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **3.4. Conclusions**

Based on the result of the research on the speaking techniques used by English teacher of class VII A, VII C, and VII D of SMP Negeri 29 Semarang, the conclusions can be drawn as follows.

The writer done the observation for a month in April 2015. In the first week, the writer did not find any technique used by the English teacher. The writer only analyzed the antusias of the students in learning speaking. In the second week until fourth week, the writer found three speaking techniques used by the English teacher. The first is Dialogue Memorization, Picture Cards, and the last is Numbered-Heads Together. The teacher used those techniques in teaching speaking in Class VII A, VII C, and VII D.

To find the most favorite technique, the writer distributed three questionnaires. The questionnaires were distributed to 96 students because each class consisted of 32 students. The first questionnaire was about dialogue memorization technique, the second questionnaire was about picture card technique, and the last was about numbered-heads together technique. The writer found the mode of the score and also used Likert Scale to count the number of students that choose their favorite technique. After calculating, the writer found the most favorite speaking technique was Picture Cards.

The strengths of dialogue memorization technique are 1) the students can develop their communicative competence; 2) the students are more natural and spontaneous when presented the dialogue; 3) The students are interested in the teaching learning process; 4) The students can use the language communicatively; 5) Dialogue memorization technique can give the students more opportunities to express their own ideas in the classroom.

The weaknesses of dialogue memorization technique are 1) the class are noisy because the students did not understand what their friends talk about; and 2) the dialogue memorization technique needs much more time.

The strengths of picture cards technique are 1) picture cards are useful and effective technique to help students remember and study vocabulary; 2) picture cards can make creative activity in teaching learning process; 3) picture cards can give motivation to the students to speak English; 4) picture cards can help students to memorize English word (action verb) well; 5) picture cards make the students active in class and reduce the students' boredom.

The weaknesses of picture cards technique are 1) the price of picture cards are expensive enough and it needs much time, if the students want make picture cards itself; and 2) if the picture cards are not clear and big enough, the students will misunderstanding when they see the picture cards.

The strengths of numbered-heads together technique are 1) the students became more active in speaking class; 2) the students were more serious when working together with their friends to discuss the answers; 3) the students were

more motivated when Numbered-Heads Together technique was applied in teaching learning process; 4) the students focused on the explanation of the teacher; 5) all of the students got opportunities to practice in speaking class.

The weaknesses of numbered-heads together technique are 1) the students are noisy; 2) the smart student tends to dominate so that it can make the weak students have passive attitude; and 3) the discussion process can go smoothly if there are students just simply copy the work of smart students without having an adequate understanding.

### **3.5. Suggestions**

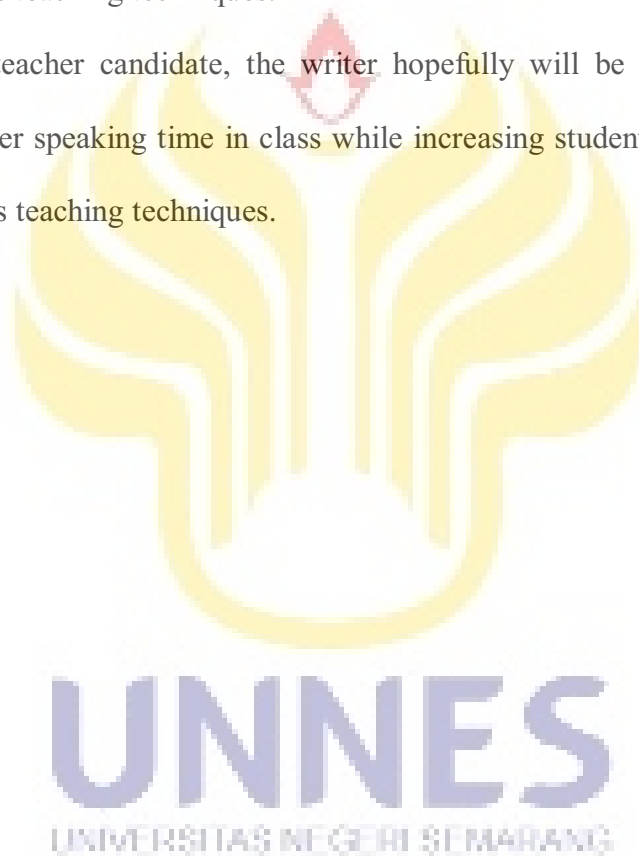
Theoretically, the finding of this research is expected to solve students' problems in speaking activity and it can help them to improve their speaking skill. It is expected to help English teachers to find the best way in teaching speaking to young learners. Moreover, the writer will find some techniques to teach speaking.

Practically, the finding of this research can improve the students' motivation and interest, build students' confidence in communicating, and improve the students' communicative competence and their achievement in learning English. This research can help the English teachers develop effective, efficient, and fun learning model which can make the students being active in English learning process to improve their communicative competence. More importantly, the finding of this research is expected to improve the result of teaching and learning process, and to assist improving the quality of teachers' professionalism as educator.

Pedagogically, the students are expected to use English language quickly and confidently as a means of communication and do speaking activities not only in class but also out of class.

The English teachers are expected to improve the English proficiency and ability to facilitate student learning, so they are capable of delivering instructions using various teaching techniques.

As a teacher candidate, the writer hopefully will be a teacher who can reduce teacher speaking time in class while increasing students speaking time by using various teaching techniques.



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