STUDENTS’ PERCEPTION ON TEACHING TECHNIQUES APPLIED BY ENGLISH TEACHER IN THE SPEAKING CLASS

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Abstrak

The objective of this study was to investigate students’ perception of teaching techniques applied by the English teacher in the classroom. The participants of this study were the first semester bachelor’s degree students of the English Department Teacher Training and Education of Muhammadiyah University of Surakarta. There were one hundred and fifty students who voluntarily agreed as the participants of this study. The instruments used to gather data were questionnaire and interview. This study was descriptive design using qualitative analysis. The study found that students perceived there were some teaching techniques applied by the teacher that they liked and disliked. They liked them because they encouraged them to use their English in the class such as discussion, question and answer and practicing speaking English individually in front of the class, in pair or in small group. Through those techniques, students got opportunities to practice speaking English in the class. On the other hand, teaching techniques that they disliked because those discouraged them to speak were doing homework, practicing speaking in front of the class individually, and explaining theories without practicing speaking English in the class.

Keywords: students’ perception, teaching techniques, speaking class

Introduction

Being professional teacher is not a simple job. He/she has to have four basic competences. They are pedagogical, professional, social and personality competence (UU No.14 .2005 pasal 10 ayat 1 about teacher and lecturer). By mastering those four competences, it is hoped that he/she is able to teach students well and becomes a good teacher. Pedagogical competence refers to teacher’s competence toward students, planning and implementing teaching learning process, evaluation. This competence covers understanding students, mastering pedagogical theories, material, teaching methodology, teaching techniques, and evaluation. While personality competence refers to personal competence that he/she is wise, stable, mature personality. He/she can be a role model for students and has good attitude and characteristic. Social competence refers to competence to communicate oral, written or action to students, other teachers, parents or society with effective, friendly, polite and good manner. The last is professional competence which refers to competence in mastering materials deeply, lesson plan and has broaden knowledge.

A study by Muamaroh (2016) found that students are reluctant to speak English in the speaking class because of their teacher. Some teachers still used traditional and tend to be teacher centered even in their speaking class. They do not provide opportunities for students to practice speaking English among their friends in the classroom. Teacher is as a role model for his/her students in the classroom. He/she can encourage even discourage students’ confidence in speaking English in the class (Muamaroh, 2013).

The teaching techniques applied by a teacher can influence students’ motivation to study in the class. Teaching techniques which focus on students centered will improve their achievement, motivation, interest, memorization and creativity. A study by Septiana (2009) found that using Student Teams Achievement Division (STAD) technique affected students’ achievement and students’ memorization. While Muhfahroyin (2009) found that the use of STAD, TPS and STAD and TPS integration improved students’ cognitive achievement in Biology, critical thinking and process skills. Muldayanti
(2010) found that using Team-Games-Tournaments (TGT) and STAD affected students’ achievement. Fadholi (2010) also found that using STAD technique improved students’ achievement. Moreover, a study by Lambe (2011) found that using Learning Together strategy improved students’ reading ability.

The English teachers should apply many variations of their teaching techniques in particular in their speaking classroom. It is because most of students are still nervous to speak English. In General it is still difficult to achieve communicative competence in many English classrooms in Indonesia (Yuwono, 2005, p. 6). Proficiency in English among Indonesian students is generally low (Lie, 2007, p. 3; Mattarima & Hamdan, 2011, p. 288). Therefore it is challenging for teachers to find out and to explore teaching techniques which are able to encourage students to speak English among their friends in the classroom. When they are happy and like their teacher’ teaching techniques, they are motivated to attend the classroom and eager to practice speaking English during the lesson in the class. However, if they dislike with their teacher’ teaching techniques, this might discourage them to attend the class and to practice speaking English in the class.

Method
The subjects were bachelor degree students in their first semester at the Department of English Education in one of the private universities in Central Java, Indonesia. The participants of this study were one hundred and fifty students from five speaking classes. This study used a descriptive research design using qualitative analysis. The instruments used to gather data were questionnaire and interview. One hundred and fifty students filled and returned back questionnaire. Fifty students were interviewed individually. The close and open questionnaire and interview given respectively at end of the semester. The questionnaire and interview were carried out in Indonesia to get more detail data. All data obtained from participants were coded. The results of interviews, and questionnaire were analysed qualitatively to draw conclusions about students’ perception on teaching techniques applied by the English teacher in the classroom in particular in speaking class.

Findings and Discussion
In view of students’ questionnaires and interviews showed students’ perception on teaching techniques applied by the English teachers in the classroom. Some students perceived that they liked some techniques applied by their teachers because they provided them opportunities to practice speaking English. They encourage them a lot to use their English therefore they like them. However, there were some techniques which discourage them to use English in the class. As a result they dislike them.

The study found that students’ perception on teaching techniques that they liked most were discussion, question and answer and practicing speaking English individually in front of the class, in pair or in small group. The main reason because they got opportunities to practice speaking English in the class and encourage them to use English and be active in the class. Furthermore, teaching techniques that they disliked most were doing homework, practicing speaking individually in front of the class in particular without giving them preparation first. Because this made them nervous and explaining theories without practicing speaking English in the class.

Based on the close questionnaire showed that students liked most teaching method used by their teachers in the classroom in teaching speaking subject is practicing speaking English in front of the class (43%), practising speaking English in pair (31%) and using game (8%). The following are the complete results of close questionnaire.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Hasil</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Practicing speaking English in front of the class</td>
<td>43%</td>
</tr>
<tr>
<td>2</td>
<td>Practising speaking English in pair</td>
<td>31%</td>
</tr>
<tr>
<td>3</td>
<td>Game</td>
<td>8%</td>
</tr>
<tr>
<td>4</td>
<td>Small group</td>
<td>6%</td>
</tr>
</tbody>
</table>

Tabel 1. Teaching techniques that students like most in the speaking class
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Role play</td>
</tr>
<tr>
<td>6</td>
<td>Homework</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based on the table above that practicing speaking English in front of the class is the highest technique that students liked most (43%). Based on the interview they like it with some requirements such as teacher should give them preparation first before doing it, and he/she does not ask them to do it suddenly and the time to speak English in front should not be limited.

Furthermore, the results of interview which is slightly different from the results of close questionnaire mentioned in the table 1. In view of the results of interview, it was found that teaching techniques that students liked most were discussion, practising speaking in pair and question and answer. The main reason was because those made students braver and not ashamed to speak English and they could express and shared information among their friends. The following are the results of interview:

S.2.A: I like discussion, question and answer, telling story, just talking [in English]

S.6.A: Practising speaking in pair so that [we] can share about certain topic to friends

S.8. A: Discussion with friends therefore we are not ashamed if we make mistakes because our friends will correct them

S.24.A: Discussion because this improves our bravery better and improves knowledge

S.26.A: Discussion because we can express our selves in front of the class

S.48.E: Conversation in front of the class in pair

Some students also perceived that speaking English in front of the class encourages them to speak therefore they liked it. This technique provided them more opportunities to speak English more. Beside that teacher had to remind and motivate them to practice speaking English more during the lesson. Therefore they were always motivated to use their English.

S.37.C: Speech in front of the class without time limitation

S.29.A: We really get opportunity to practice speaking English in the classroom. Ibu A always reminds us “This is speaking class”. Beside that I like speaking, slow but sure.

S.34.B: It is like bu A, she always motivates and gives challenging to her students

S.45.E: It is like pak A because he gives more practice and few theories, therefore this improves our knowledge

Some students perceived that they also liked interview, and drama. Because they could cooperate, and train their solidity as group member in performing drama. They could express ideas in English freely. The most important reason is they get opportunities to use their English.

S.17.A: I like interview because this motivates me and add my spirit if [he/she] uses interview

S.38.D: Drama, because we can cooperate each other

S.40.D: Performing drama, because it is in group therefore this can train our solidity

S.43.D: Mini drama, because this can explore what we want

Some students liked when they got opportunities to converse in English with their English teacher. Other situation such as conducive atmosphere, rilex and not being in tension are encourage them to use their English in the classroom.

S.44.E: It is like the technique used by pak A. We are given the freedom to speak English freely with certain topic given a week before

S.47.E: Practising speaking English face to face with teacher intensively to improv our bravery.

S.1.A: Relax, it is like the technique applied by bu A

Some students liked to have preparation time before speaking English. This might be because they still need to prepare for the vocabulary, pronounciation and so forth. Another reason because they were still in the first semester. They did not get speaking class before.
therefore they needed preparation before speaking English.

S.46.E: It is like the technique applied by pak A, we have been given the materials to prepare to speak [English] in the following weeks.

As mentioned above that some students liked the techniques which encouraged them to use their English such as discussion, question and answer, interview, and drama. However, there were still some teachers used some techniques which did not focus on students’ need to use their English orally. Therefore they disliked them such as doing homework (48%) and speaking English individually in front of the class (21%). The results of close questionnaire are the following:

### Table 2. Teaching techniques that students dislike most in the speaking class

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Homework</td>
<td>48%</td>
</tr>
<tr>
<td>2</td>
<td>Each student speak English individually in front of the class</td>
<td>21%</td>
</tr>
<tr>
<td>3</td>
<td>Game</td>
<td>13%</td>
</tr>
<tr>
<td>4</td>
<td>Practising speaking English in pair</td>
<td>7%</td>
</tr>
<tr>
<td>5</td>
<td>Role play</td>
<td>5%</td>
</tr>
<tr>
<td>6</td>
<td>Working in small group</td>
<td>4%</td>
</tr>
<tr>
<td>7</td>
<td>Others</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2 shows that most students dislike homework or assignment. This might be because they were in the speaking class where they had to use English orally and actively. Another reason is they did not get opportunities to practice speaking English. As it is known English is as a foreign language in Indonesia, therefore Indonesian students only get opportunities a lot to use their English orally when they are in the speaking class. They seldom even never use English outside classroom. Therefore it is understandable that students dislike when their teacher gives them homework or assignment because they lose opportunity to use English among their friends in the class.

The result of interview supported the result of close questionnaire as mentioned in table 2. Doing homework was the most technique that students dislike in particular writing assignment before practising speaking English. Some teachers asked them to write first before speaking. For the beginner this might be helpful but not for advance students whose spoken English is good. The following statements were from interview.

S.1: A: The teacher only gives assignment.
S.32.B: Doing homework from teacher who teaches speaking subject
S.4: A: [We are] asked to write first after that we have to speak what we wrote in front the class.
S.21.A: [We are] asked to write first [before speaking]. I ever have the teacher who teaches speaking is like that.

Some students stated that they disliked teaching technique which asks student to speak English individually. Because this makes them nervous and passive. The following were from interviews.

S.2.A: Speaking in front one by one, because when someone speaks in front, others just listen
S.8.A: Asked to speak in front then to discuss, because this makes us nervous
S.30.A: Speaking English individually because we are not confident and ashamed

Some students also stated that they disliked teaching technique which focused on theory. Thus students did not have opportunities to practice speaking English. It was found that some teachers just explained about the materials and did not give opportunities to students to use their English in the classroom.

S.6. A: The teacher speaks him self without giving students to practice speaking English
S.10.A: The technique that used by pak G because he just explains without asking students to practice speaking English
S.33.B: Teacher gives material without explaining it to students
S.34.A: Monotone techniques, he/she just applies the same technique
S.43.D: Teacher always gives speech, gives a lot of materials which make students sleepy
S.44.E: A lot of theory and teachers are not communicative

Teaching techniques which force students to practice speaking English can make students uncomfortable. They still need preparation before speaking English. Moreover, some students also disliked mini drama because it made them difficult to manage the members to practice. The following are the results of the interview:
S.15.A: Forced to speak English without preparation
S.36.C: Performing mini drama, because it is hard to meet among friends
S.38.D: Speaking individually in English because it consumes a lot of times
S.50.E: I dislike dialogue because our friends do not pay attention and we do not know when we make mistakes.

Conclusion
Teaching technique applied by teacher is very important to ensure that the learning objectives can be reached in particular teaching technique for speaking class. Speaking subject is one of language skills that is very important to master. Teacher should be able to apply teaching technique which is appropriate with students’ need. They have to be able to communicate in English among friends in the class. Based on students’ perception that teaching techniques that they liked most were discussion, question and answer and practicing speaking English individually in front of the class, in pair or in small group. Furthermore, teaching techniques that they disliked most were doing homework or assignment, practicing speaking in front of the class, because this made them nervous and explaining theories without giving opportunities to students to practice speaking English in the class. Pedagogical implication of this study is that teacher should be able to find appropriate teaching technique in his/her speaking class. Teacher should give more opportunities to students to use English during the lesson since they get a lot to do this only in their speaking class.

References
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