

**TEACHING TECHNIQUES USED BY ENGLISH TUTORS IN
TEACHING SPEAKING AT HERO ENGLISH COURSE
LANGSA**

SKRIPSI

Submitted

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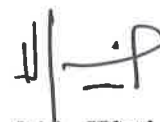
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Menyatakan dengan sebenarnya bahwa skripsi saya yang berjudul **“Teaching Techniques Used By English Tutor In Teaching Speaking At Hero English Course Langsa”** untuk memperoleh gelar sarjana pendidikan merupakan hasil karya saya sendiri.

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ABSTRACT

Ocky Chairunisha, 2022. Teaching Techniques Used By English Tutor in Teaching Speaking at Hero English Course Langsa. Skripsi. English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Supervisor (1). Wahidah, M.Ed **(2).** Fadhillah Wiandari, MS.

The aims of this research are to describe the teaching techniques used by English tutor in teaching speaking and to identify the teaching techniques applied by English tutor in teaching speaking. In this research, the researcher uses descriptive qualitative method. The researcher collects the data by using observation and semi-structured interview. The researcher took two tutors as subjects of this research. The researcher found that the tutors used several types of teaching techniques in speaking class. The teaching techniques were role play and game techniques in speaking class. The result of interview showed that there were role play, discussion, game, song and dialogue techniques that the tutors applied in speaking class but only two kinds of teaching techniques are role play and game techniques that be the most effective techniques to applied in the speaking class.

Keywords : *Teaching Techniques, Teaching Speaking, English Tutor.*

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CHAPTER I

INTRODUCTION

A. Background of Study

Language plays an important role in maintaining relationship in human beings. It is the way people use to communicate with other. According to David Kilogour, language is obviously a vital tool. It is a means of communicating thoughts and ideas, but it forges friendship, cultural ties, and economic relationship.¹ English has become the one of dominant language in many field of activity such as industry, military,bussiness, and international relations. English is adopted as the foreign language in Indonesia.

Speaking is one of skills in English that important to be learned. According to Fulcher, speaking is the verbal use of laguage to communicate with others.² Through speaking, students express their ideas, feelings and desire others. In school, the student learns how to speak english easier because there are teacher who can be facilitators and pairs to practice English. Therefore, speaking is a tool to communicate with other people.

¹David Kilogour, *The Importance of Language*, (Caglary: Southern Alberta Heritage Language Association, 2009)

²Glenn Fulcher, *Teaching Technique Used in Teaching Speaking*, (Pearson-Longman, 2003) 24.

Teacher should create a good atmosphere in class to make student interested with the material that taught. Teaching method has a big role in students' mastery of speaking. Method is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon, the selected approach by using verbal language. ³

The accuracy of method election in language teaching includes the most important matter to help students getting the better achievement. If the teacher apply appropriate method, the student will stimulate to learn more on it. The teacher should be considerable toward knowledge on how to manage the interesting instructional process so that the students can gain a great success in their speaking learning.

In teaching speaking, teacher needs a technique for applying method in a class. According to Brown, there are several factors that affect students speaking performance such as; anxiety, nervousness, and lack of self confidents. Therefore, teacher must have technique to improve all factors that affect to students speaking.⁴ Teacher's techniques in teaching speaking to the students are really important. Teacher needs variety of different teaching technique in their theoretical teaching bag to pull from depending on the lesson, the students, and things as seemingly minute as the time the class is and the subject. Using these different teaching techniques, which are rooted in theory of different teaching style will not help teacher reach their full

³Jack C. Richards and Theodore S. Rodger, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 2001), 19.

⁴H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition* (Essex: Addison Wsley Longman, 2000), 143.

potential but more importantly engage, motivate and reach the students in the class.

Based on the researcher's experience as a teacher in Junior High School Number 9 Langsa, the researcher found that many students could not speak English even though the teachers have taught them but it was different with students who join in English course. They could speak English although only daily conversation. Based on experience above, it gave inspiration to the researcher to conduct a research entitled "**Teaching Techniques Used by English Tutor in Teaching Speaking at Hero English Course Langsa**"

B. Research Question

Based on the background of the study above, the researcher formulates the problems as follow :

1. What is teaching technique used by English tutors in teaching speaking at Hero English Course Langsa ?
2. How did the technique apply by the English tutors in teaching speaking at Hero English Course Langsa ?

C. Purpose of Study

There are two purposes of the study as follows:

1. To describe the teaching technique used by English tutor in teaching speaking
2. To identify the teaching technique apply used by English tutor in teaching speaking

D. Significance of Study

Theoretically, this study is expected to support the theories in teaching speaking. This study is expected to be a reference to enrich insights in method of teaching. Teaching method can be the broader techniques used to help students achieve learning outcomes while activities are the different ways of implementing these methods. It can be useful to add research references regarding the development of teaching methods.

Practically, this study is expected to give contribution for teachers about teaching technique in speaking class. For educational institution, especially students of university who will have teaching practice in school, it is expected can be a reference for teaching in english class. It can be useful for another researcher as one of information source which are related to their research.

E. Terminology

1. Teaching Method

The term teaching method refers to the general principle, pedagogy and management strategies used for classroom instruction.⁵ According

⁵ M.Duruji, *Proceedings of Edulearn14 Conference*, (Barcelona: 2014), 51.

to Richards & Rodger stated, method is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon, the selected approach.⁶ The accuracy of method election in language teaching includes the most important matter to help students getting better achievement.

2. Teaching Technique

Teaching technique is any of wide variety of exercises, activities or task used in language classroom for realizing lesson objective. According to Brown, technique is the level at which classroom procedures are described. The term of teaching technique include task, activity, procedure, behavior, exercise and even strategy.

3. Teaching Speaking

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessary compromises the reliability and validity of an oral production test.⁷ In teaching speaking process, teacher has to be able to handle the classroom. The teacher should to be creative in order to solve the problem that rise in each teaching situation.

4. Tutor

⁶Jack C. Richards & Theodore S. Rodger, *Approaches and Methods in Language Teaching*, (Cambridge:University Press, 2001), 19.

⁷D, Brown, *Language Assesment: Principles and Classroom Practices*, (London: Longman,2004), 71.

Tutor is a private teacher, typically one who teaches a single pupil or a very small group.⁸

5. Hero English Course

Hero English Course is a nonformal education institution which is the course organized in a short time and learn English. The program of this course just only focus on speaking skills for student in different level. Each class consists of 10 students with one tutor. The location of this course is at Jl.teuku Moh.Zein No.4, Gampong Daulat, Langsa Kota,Aceh.

⁸A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: University Press, 1995), 1287.

CHAPTER II

LITERATURE REVIEW

A. Teaching English

The term “Teaching English as a foreign language” refers to the practice of teaching and learning English in a situation where English is not the primary language. According to Brown, learning is acquiring the knowledge of a subject or skill by study, experience, or instruction.⁹ Then teaching is helping learners to learn how to do something, giving instructions, guiding in the study of something, providing knowledge. Teaching provides assistance that can help learning activities succeed.

Edmund Amidon defines teaching as an interactive process that primarily involves classroom talk between teacher and pupil and occurs during a specific definable activity.¹⁰ Teaching English refers to teaching students with different first languages. Teaching English can occur either within the state school system or privately, at a language school or with a tutor.

⁹H. Douglas Brown, *Principles of Language Learning and Teaching* (USA: Longman, 2007), 7.

¹⁰Edmund Amidon, *The Role of Teacher in the Classroom: A manual for Understanding and Improving Teachers' classroom Behavior*. (Association for Productive Teaching: New York, 1967), 11.

B. Teaching Speaking

Speaking is a skill that is used to communicate in every life, whether at school or outside. Speaking is an activity that involves two or more people, with both the listener and the speaker having to act on what they hear and contribute at a high rate.¹¹ Speaking is regarded as the most important skill in language learning. Speaking needs courage for language learners. It takes bravery because speaking does not produce sounds, but it does require knowledge to pronounce the words, deliver meaning and express ideas through the words.

Hughes stated that speaking is not discrete skills. Speaking is the ability to use language to communicate ideas in a social setting.¹² It can not stand alone because it needs complex activities such as vocabulary mastery, grammar comprehension, meaning comprehending, phonology, and pronunciation are required. Speaking necessitates the ability to select appropriate words in order to convert ideas into sounds. Speaker must order the words that people noticed, but pronouncing words requires knowledge. Many learners consider speaking ability as measure of knowing of language. Fluency is defined by these students as the ability to interact with others. Speaking is the most important skills that can acquire and asses the learners progress in terms of their accomplishment in spoken communication.

¹¹H.Douglas Brown, *Language Assesment: Principles and Classroom Practice*, (New York: Longman, 2004), 40.

¹²Rebecca Hughes, *Teaching And Researching Speaking*, (London: Pearson Education, 2002), 6.

In foreign language learning, teaching speaking is important part that must be considered. The goal of teaching speaking skills is communicative efficiency. David Nunan said “Teaching speaking is to teach ESL learners to :

1. Produce the english speech sounds and sound patterns
2. Use word and sentences stress, intensions patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience,situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence
5. Use language as a means of expressing values and judgments.
6. Use language quickly and confidently with few unnatural pauses, which is called as fluency.¹³

¹³D Nunan, *Practical English Language Teaching*,(NY: Mc.Graw-Hill, 2013)

C. Teaching Method

Teaching method is a description of teacher and students activity during learning process. Richards & Rodger stated that method is a plan that had orderly to present the language material, no part of which contradicts and all of which is based the selected approach.¹⁴ Teaching method is be a plan that the teacher uses to create activities in classroom easier and perfect. So, the students will be caught the language material that the teacher taught.

1. Communicative Language Teaching Approach (CLT)

Communicative language teaching approach is one of english language approach that is developing situational language teaching with audio lingual approach at this time, there is a combination between a structural aspect and function of language. This communicative activity practice with a real communication context, where the students wil focus on with real information. For example, The students draw a map of their neighbour and answer question with a sentence that show a real information abhout the location.

2. Direct Method

Direct method is a method of teaching that using systematic principles and procedure which is on application of view on how a language is taught and learned.¹⁵

¹⁴Jack C.Richard and Theodore S.Rodges, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2001), 19.

¹⁵Jack. C Richard, et al. *Language Dictionary of Language Teaching and Applied Linguistic*, (British: Longman, 1992), 228.

There are some principles of direct method teaching :

- a. Classroom instruction was conducted in the target language
- b. Using vocabulary and make a sentence in classroom.
- c. The communication build organizing around the question between teacher and student
- d. Focus on Grammar
- e. Teaching point using modeling and practice by teacher
- f. Concrete vocabulary by demonstration object
- g. Both speech and listening being a focus skills
- h. Correct pronouncitaion and grammar were emphazied ¹⁶

D. Teaching Technique

In teaching speaking, teachers must use appropriate teaching technique when t students. It is critical for teachers to select appropriate teaching method and techniques. If the teacher use the suitable technique in teaching, the students will be able to improve their speaking skill easily. Teachers can employ a variety of techniques to assist students in developing their speaking abilities: ¹⁷

¹⁶H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy 2nd Edition*, (San Francisco, California: Longman, 2000), 21.

¹⁷M. Julia, Dobson, *Effective Techniques for English Conversation Groups. Washington English Langauge Learner*, (Washington: Addison- Wesley Company Inc, 1987) 45.

1. Role Play

Role play is a method for students to master learning material by developing their imagination and appreciations. According to Larsen Freeman, role play method is very important in communicative approach because it allows students to practice communicating in variety of context and social roles.¹⁸ Role play is a method used in speaking learning to engage students in the learning process. Role play is a technique which the students learn and imagine roles in order to improve speaking skills. The roles are designed to stimulate real life scenarios so that students understand the function of English in the real world. There are several techniques that can be used by teacher to control class during role play:

- a. Role play controlled through cued dialogue
- b. Role play controlled through cued and information
- c. Role play controlled through situation and goals
- d. Role play in form of debate or discussion

Ladousse viewed that there are several types of role play :¹⁹

1. The first role is the roles which correspond to a genuine need in the students' lives. In this role, the students could be a doctor dealing with patients or a salesman traveling abroad.
2. The second role is the students play themselves in a variety of situation, which have direct expression. Such as customers complaining or a passenger requesting information.

¹⁸Diane Larsen Freeman, *Techniques and Principle in Language Teaching*, (New York: Oxford University Press, 2000), 68.

¹⁹ Gillian Porter, Ladousse, *Role Play* (Walton: Oxford University Press, 1987)

3. The third role is students will have firsthand experience directly themselves. Such as consider a television journal.
4. The fourth role is fictitious, imaginary, and possible vene absurd.²⁰

The teacher ask the students to perform group by group when learning to speak through role play. For example, the topic is about asking and giving opinion. During this process, the teacher must prepare several steps to make performance successful:

- a. The teacher must prepare scenario that student must performance.
- b. The teacher appoints some students to learn the scenarion before the days they performance. Giving time for students prepare is useful to give them create good preparation.
- c. The teacher makes group of students consists of five people per group.
- d. The teacher explain about competence will be achieved. The teacher enlightens the students that from tehir performance, they will know some expression of giving opinions and it response.
- e. The teacher calls a group of students who have been chosen to play prepared scenario.
- f. Each student observes scenarion being performance
- g. After finishing, each student is given work sheek for discussing each group performance

²⁰Gillian Porter Ladousse, *Role Play*, New York: Oxford University Press, 1997), 13.

- h. Every group give conclusions about what scenarion has been performanced
- i. The teacher gives the general conclusions
- j. Evaluation
- k. Closing²¹

2. Discussion

Discussion is a type of activity which involves dividing the class into a small group in order to learning process more effective particularly when talking on a topic. Discussion techniques is could be defined as the teacher leads or guides the students in expressing their opinion through ideas with problem solving. According Stephen, discussion is a process of giving and talking, speaking and listening, describing and witnessing which helps expand horizons and foster mutual understanding. Discussion have 4 types are :

a. Forum Discussion

Forum discussion proper the procedur aims for audience if one of their purposes is to involve the audience and stimulate their interest.

b. Panel Discussion

A panel discussion, a small group, similar to a topical discussion. The panel discussion is frequently organized around an outline of topic or

²¹Departemen Pendidikan Nasional, *Model Pembelajaran yang Efektif*, Jakarta: Dekdiknas, 2009) 4.

questions, and the participants extemporize their comments in the same way that a speaker would outline and deliver a speech.

c. Symposium Discussion

In this type of discussion, a group of experts divides up the topic. Each group is responsible for preparing a brief statement of speeches. The experts participate may question one another, another group of interrogator may question them and the other audience be invited to participated.

d. Interrogation

Broadcaster have popularized another version of the discussion program a format that, especially involves the questioning of experts.²²

In the oral class, discussion is implemented as an activity. Propose three stages in implementation of a classroom discussion are:

1) Pre discussion

In this stage, the students have found group of four to be the most appropriate number of participants for fluent interaction. Next, topic for discussion is selected and divided into manageable areas of enquiry for the time available.

2) Discussion

²²Stephen, *Space I language and Codnition: Explorations in Cognitive Diversity*, (Cambridge: Cambridge Universtiy Press, 2005)

In this stage, the group discuss the topic while partner groups of observer evaluator monitor the process, using variety of instruments to record the data.

3) Post discussion

In this stage, the teacher give feedback on content, into groups dynamic and linguistic appropriateness to groups and individual.²³

3. Game

According to Jill Hadfield, a game is an activity that has rules, a goal and an element of fun.²⁴ Competitive game and cooperative game are two types of games. Game is one of learning activity that can develop speaking skill. This techniques is better suited for a teenager's class. The teacher requires a game to help students become more comfortable with the material. Game is particularly useful for younger learners but are generally popular with students of all ages, especially if they recognize how they can help them improve their English. Grouping pairs and group work are critical if each learner receives oral practice in the use of language. There are many ways to play game are :

a. Pair work

This is fast and easy to organize, it provides opportunities listening and speaking learning.

²³Green C.F. Christoper E.R and Lam J, *Developing Discussion Skills in the ESL Classroom*, J.C. Richard & W.A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 224-233.

²⁴ Jill Hadfield, *Intermediate Communication Games*, (England: Longman, 1990)

b. Group work

Some game requires four or six players, each group has a leader for control their member. Riddle game is one of game that can apply during speaking learning.

4. Debate

Gene defines a formal discussion of an issues at a public meeting or in a parliament as an argument or discussion in which different points of view are expressed.²⁵ Debate is a formal discussion to express different opinion which come from expert or research study. Debate is an interactive technique which can be used in the classroom to engage students in an interesting activity. The students will request and deliver their ideas based on their position in debate. It will be a benefical experience for a student to gain research skills.

Debates techniques has several procedures or steps to do orderly, as follow:

- a. Dividing the students into two teams
- b. The students select the debat topic and assigning the two teams to debate topic.
- c. The students has a time beforehand prepare for the argument and arrange a general line for topic.
- d. The students present the topic and format of debate

²⁵W. Gene, *Debate: A Teaching-Learning Strategy for Developing Competence in Communication aand Critical Thinking*, "Online Journal of Dental Hygiene (2007), 340, <http://www.ncbi.nlm.nih.gov/pubmed/18173892>,(accessed on January 20, 2017).

e. An example of format of debate as follow:

- 1) Side 1, present opening argument with three members each giving arguments
- 2) Side 2, present opening argument with three members each giving statements
- 3) Side 1 has a chance for a rebuttal
- 4) Side 2 has a chance for a rebuttal
- 5) Side 1 has a chance for a second rebuttal
- 6) Side 2 has a chance for a second rebuttal
- 7) Side 1 takes time for a conclusion
- 8) Side 2 take time for a conclusion

5. Song

Teacher should consider how song can help develop language skills while also providing entertainment in the classroom. Griffe said that song is a type of music that is performed through the use of words.²⁶ It closely related to speaking, because speaking is an action of communicating with the others through oral language. Oral language can be defining simply activity which is combining the words together into something understandable.

According Sevik, song can be used to learn English in a variety of ways, including not only listening, speaking and writing. However, it can be applied to various language items such as grammar, pronunciation, rythme,

²⁶D.T Griffe. *Songs in Action* (Hertfordshire: Prentice Hall International, 2001), 10

adjective and adverb.²⁷ The usability song highly developed that can be used to learn english speaking. Song will make a student happier and more satisfied with the material in classroom. Song will be an interesting media that stimulus students to learn speaking easily.

To apply songs in the classroom, the teacher should plan application sequence of the song. There are two procedures suggested by Ur, Wright and Haycraft as below :

a. The procedure suggested by Ur wright as follow :

- 1) Preparation : The teacher select a tape recording of the song that the teacher can sing it. Prepare hand out about the lyrics of the song.
- 2) Procedure : First, the teacher play the song from a tape ; second, show the words of the song; third, the teacher ask the students to follow the words; fourth, sing while the tacher play a tape.

b. The procedure suggested by Haycraft as follow:²⁸

The teacher play a song as many times and ask question to students.

- 1) The teacher get the class to use the line by a tape
- 2) The teacher divides the class into several groups. Each group will sing a line. Reply the tape often as necessary. Find out who has a good voice and try to get solo.
- 3) Play and sing whenever the teacher want to revise.

²⁷Mustafa Sevik, *Teacher View About Using Song in Teaching English to Young Learner*, (Turkey, 2011), 1029.

²⁸A. Haycraft, *An Introduction to English Language Teaching*, (Singapore: Ban Mesh Pres Ptc. Lcd, 1987)

6. Repetition drill

Repetition drill are used to quickly familiarize students with a specific structure formulaic expression²⁹. In this technique, the teacher says or uses tape recorder to aid in learning process in the classroom. According to Allen and Campbell, drilling is a technique that many teachers use when teaching the students a new language.³⁰ A drill has two parts; what students stimulus (hear) and what they response. This is used to present a new vocabulary and appropriate for pronunciation class. Drill is simply listening to a model provided by a teacher, tape, or another students in class. Drilling is a technique used by foreign language teachers.

Richards and Rodgers said that proceduress in using drill technique are :

- a. First, students hear a model dialogue. A model dialogue can be a teacher that read a text or a tape recorder produces that will present the audio.
- b. The students repeat the dialogue, individually in chorus. In this activity, the teacher attention to pronunciation, intonation and fluency the students. If the students make mistake, the teacher will be given feedback direct.
- c. The students start to memorize the dialogue.
- d. The dialogue is read aloud in chorus, one half saying one speaker's part and the other half responding.

²⁹A. Doff, *Teach English: A Teaching Course For Teacher*, (Cambridge: Cambridge University Press, 1990) 71

³⁰Allen, Harold B and Campbell, Rusell N, *Teaching English as a Second Language*, (United Stated of America: Mc Graw- Hill Book Company, 1972), 22.

- e. The dialogue is adapted by students.
- f. Certain keys structure from dialogue are selected and used as the basic for pattern drills of different kinds.
- g. These are first practice in chorus and individually.
- h. Follow up activity may take place in the language laboratory, where further dialogue and drill work is carried out. ³¹

7. Dialogue

The Oxford dictionary defines dialogues as “The conversation written for and spoken by an actor on a stage” or “ A conversation carried on between two or more person”. Dialogue is one of the use full techniques that consisting set of vocabulary which effective to apply in speaking learning process. According to Stevick, dialogus is a sample of how the language is used as a learning technique.³² This techniques is more than just memorizing; it means memorizing so thoroughly that one is able to recite the whole rapidly without thinking about it. Rivers and temperley add there are five ways of presenting and learning from the dialogue as follow:³³

- a. Acting out conversation with appropriate props, discussion the dialogue using picture, slide, flash card, maps for supporting the dialogue performance

³¹Richards, J. C and Theodore S. Rodgers, *Approcahes and Methods in Language Teaching: A Description and Analysis. United States of Underhill, N*, Testing Spoken Language, (Cambridge University Press, 1986), 58.

³²E.W. Stevick, *Teaching and Learning Languages* ,New York: Cambridge University Press, 1982), 7

³³Rivers & Temperley, *A Practical Guide to The Teaching of English as a Second of Foreign Language*, (New York: Oxford University Press, 1987) 34.

- b. Students request that they listen to the entire language on tape several time as a listening comprehension exercise with the opportunity for group piecing together the meaning.
- c. Students repeat the dialogue line fluency their pronunciation. The students will take a roles, such as make a group until they can handle the material
- d. Students engage in direct dialogue or guided conversation
- e. The creation of similar situation in different context. Group preparation, using a picture and climatic utterance.

According to Byrne, There are two kinds of dialogues are :³⁴

1) Mini dialogue

Mini dialogue is a dialogue that preceded by a motivation and discusssing of the function and situation people, role sitting topic, and informality or formality of language

- 1. Picture collection (Students will reproduce new version of dialogue with assistance using picture set as a supporting items for dialogue).
- 2. Cue word (Students are given with a number of cue word to model dialogue around.
- 3. Picture card with a single (Students using a picture card).

³⁴Donn Byrne and A Robert Baron, *Social Psychology* , (Massachusetts: A and B, 1987) 55.

2) Mapped Dialogue

Students are given a card which tells them which function they must use when they are interacting.

E. Hero English Course

Hero English Course is one of English institution courses which are organized in a short time and learn English. The location of this course is at Jl. Teuku Moh. Zein No.4, Gampong Daulat, Langsa Kota, Aceh. Have fun class is a program that is offered in Hero English Course. This program just only focus on speaking skills for students in different levels. Each class consists of 10 students with one tutor. Students are studying in senior high school. This program has two meetings in a week. Every meeting is 120 minutes. In every level, they have 32 meetings for four months.

Hero English Course has an additional program that is an English club which is held in every month. This program is always held on Sunday morning. For beginning, drama performances will be shown by every class. After it, the tutors will make several English games to celebrate the day. English zone is an activity that is interesting in this program. In this day, the tutors will give one class that is a winner for all the games. The winner will get some gifts and trophies in the last activity.

The students who have finished two levels, they will join in the last event of this course. The program is an English camp. This program will be held at the end of the year. All of the students in every class must join this event. English camp will be held for 2 days. The activities that will be carried out are drama

performance from each class, games, mentoring, entertainment, farewell between tutors and students.

F. Previous Studies

There were several previous studies that researcher used in this research. The first research entitled "*Teacher's Technique to Teach Speaking For the First Grades Of elementary School*". This research was conducted by Yoana Ernawati as a student of the English Department at Satya wacana Christian University. This research was conducted in 2013 using qualitative methods in collecting data, techniques in taking data through observation, interviews, and documentation.

The aims of this reserach was to identified the techniques of private elementary teachers in helping their students in speaking class. The subject used in research was two english teachers of first grades of elementary school. Based on data analysis, the results of this research show that the teachers used several techniques that they applied in learning process. Techniques using picture, techniques using game and techniques using repitition drills

Based on the observation, researcher found that these there techniques was applying in learning process of first grade in elementary school. Based on interview of two teachers, researcher found that the teacher got difficulties when they applied the method because the ages of students that still young learners.³⁵

³⁵Yoana Ernawati, *Teacher's Technique to Teach Speaking for The First Graders of Elementary School*, (Salatiga: Satya Wacana Christian University, 2013).

The second research entitled was "*Teaching Techniques that I use in my ESL Classes : pros and cons*". This research was conducted by Nadia Mehjabin, as a student at the Bangladesh BRAC University . This research uses a quasi-experimental. This research was to found out appropriate teaching techniques that used in ESL class.

Research findings revealed that the changed of technique brought by english medium school was expected to make positive contribution to field of foreign language teaching and the teacher were not consciously using any particular method for teaching, while techniques drawn on different teaching methods.³⁶

The third study entitled "*The Techniques Used by The English Teacher in Teaching English at SMK Muhammadiyah ! Kepanjen-Malang*". This research was conducted by Kusuma Wardana in 2013, the researcher was a student from the Indonesian Education University. This research used a descriptive research design. The goal of this research was to obtained information concerning the current statue of phenomena and directed toward determining the nature of a situation as it exists at the time of the research.

The research tools were observation, check list, interview and questionnaire. Research findings revealed that the teaching techniques used by the English teacher in SMK Muhammadiyah 1 Kepanjen-Malang were lecture technique, drilling technique, question answer technique, and song technique. The students indicated positive responses toward the teaching

³⁶Nadia Mehjabin, *Teaching Techniques that I Use in My ESL Classes : Pros and Cons*", (Bangladesh: BRAC Dhaka University, 2007)

technique used by the teacher in teaching english. From five teaching technique that used in the class, the most preferred technique by the students was lecture techniques. ³⁷

The dissimilarity of this research with some of the researchs that has been done was located in the object of research and research design of research. Researchers researched at Hero English Course Langsa, especially the methods used are also different, researcher used the case study method and used interview in gathering data. The researcher aims to determined the teaching technique apply used by English tutor in teaching speaking.

³⁷Kusuma Wardana, *The Technique Used by The english Teacher in Teaching English at SMK Muhammadiyah 1 kepanjen-Malang*, (Malang: Muhammadiyah Malang University, 2013)

CHAPTER III

METHODOLOGY

A. Research Design

Research design will assist the researcher to collecting, analyzing, and interpreting data and answer research question.³⁸ Some procedures are carried out by researchers in order to collect the data and information in an attempt to solve the problem. This research used descriptive qualitative method. A qualitative research is a research that constructs descriptive data, speech or word and behavior that can be observed by the subject itself. Moleong says that qualitative method is a procedure that produces descriptive data in the form of written or oral words from person or activity which is researched.³⁹

According to Creswell, qualitative research is also described as an unfolding model that takes place in a natural setting and allows the researcher to develop a level of detail from close involvement in the actual experiences.⁴⁰ Qualitative method is a method that focuses on the study of social phenomena and on giving voice to the feelings and perception of the research participants.⁴¹ A qualitative research is a research method which

³⁸J.W Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approach*. (3rd ed), (London: SAGE Publication, 2009), 13.

³⁹Lexy J, Moleong, *Penelitian Kualitatif*, (Bandung: Remaja Karya Rodaoffset, 1991) 11.

⁴⁰J.W Creswell. *Research Design Qualitative...13*.

⁴¹Marguerite Glodic, Dean T. Sipaulding and Katherine H Voetle, *Methods in Education Research*. (San Francisco: Jossey Bass, 2006), 264.

generated additional explanations as a result of the research done. It means that the data collected is described in words not statistic or number. The resercher used a case study because examined concern an issues. According to Creswell, case study is an expedition of a bounded system or a case over time through detailed, in-depth infromation collection including numoreous sources of detail abundant in context.⁴²

B. Source of the Data

In this research, the researcher used primary data. The primary data were taken from the results of observation in class and the results of tutor's interview.

C. Subject of Research

In qualitative research, selecting the sample is the process of selecting data small number of individual for study. Subjects of this reserach were english tutors at Hero English Course Langsa who teach in speaking class. There were 5 tutors in this course. The researcher were 2 tutors by purposive sampling which snowball sampling technique. The researcher took two class where the two tutors teach.

D. Research Instrument

In this research, researcher used obseravtion and interview to collect the data.

⁴²J.W Creswell *Research Design Qualitative, Quantitative and Mixed Methods Approach*. (3rd ed), London: SAGE Publication, 2009) 111.

1. Observation

In order to get teaching technique in depth and to strengthen the instrument in this study, this research used observation. Observation was conducted to know the reality of teaching techniques that the teacher used in the English class, whether there are any similarities between the result of interview which describing the teaching techniques that the teacher is applying in the class. It is used to confirm the teaching techniques assessed by interview of the teacher . In this research, the research observed the process teaching and learning English in the classroom which show the teaching techniques that the teachers used it.

The researcher employed the participant observation. The instrument observation was type of question's theory from Wajnrrib is Yes/ No question. The observation od question presented in the table question list that illustrated the summary of finding which is categorized based on form of the question.

2. Interview

After employed observation, the researcher also used interview techniques with the teacher as the instrument ot get the best answer, ensure the statements' correction, cross check and complete the data. In the interview process with the English teacher consists of 6 questions.

According to Sugiyono, semi structure interview is the depth interview category. This is freer than interview structured. The type of this interview

is to identify problems in more open and broad manner where informants are asked for opinion or ideas.

D. Techniques of Data Collection

The instruments for collecting data used by the researcher in this research were as follows:

1. Observation

Observation is the selection and recording of behavior of people behavior in their surroundings. When a researcher conducts an observation, the researcher takes field notes on an individual's behavior and various activities. In these notes, the researcher records, in an unstructured or semi structure way (using some prior question that the inquirer wants to know), activities at the research. Observing is often detailed, tedious work.⁴³ It will begin with general observation, followed by observation focused on the object of research. In this research, observation was conducted to observe the real teaching in speaking class at Hero English Course Langsa.

The general observation purposed to found out specific data which covers the research, as follows :

- a. The research location is at Jl. Teuku Moh.Zein no.4 Gampong Daulat, Langsa, Aceh.
- b. Hero english course condition, organization, tutors and students, and time of study
- c. Interview tutors of Hero english course in speaking class
- d. The research subject is tutors of Hero English Course Langsa
- e. The research object is teaching techniques used by tutors in speaking class
- f. Teaching techniques activity used by tutors in speaking class.

⁴³W. Laurence Neuman, *Basic of Social Research Quantitative and Qualitative Approache*, Boston: Pearson Education, Inc, 2004), 287.

2. Interview

Interview entailed asking question and receiving answer from participants in a study. Individual interviews, face to face interviews and face to face group interviewing are all types of interview.⁴⁴ An interview has an essential role in strengthening the research evidence besides documentation and questionnaire because doing the interview, the researcher can get more factual informants. In others words, the interview is an important souce of case study information.

The research used an interview model of an open-ended interview. Robert K.Yin has described that the reseacher asked respondants about the facts of the event beside their opinion about the event which is occuring there.⁴⁵ The researcher used semi structured interview. According to Sugiyono, semi structure interview is the depth interview category. This method is freer when compared to the interview structured.⁴⁶ The goal of this type of interview is to identify problems in more open and broad manner, where informants are asked for opinion or iedas. It is necessary for the researcher to be cautious when listening to and recording these opinions. The researcher interviewed the two tutors of Hero English Course Langsa.

⁴⁴Cohen D and Crabtee B *Qualitative Research Guidelines Project* <http://www.qualres.org/HomeInte-3595.html>, accessed Online, April 19, 2015

⁴⁵Robert K. Yin, *Case Study Research: Design and Methods.3rd ed* , (London: Sage Publication, 2003), 1.

⁴⁶Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013), 233.

E. Technique of Data Analysis

Data analysis is the process of system scientifically searching and organizing the interview transcripts, field notes and the other materials that you have accumulated in order to increase your understanding of them and present what you have discovered to others. In this research, the researcher used analyzed procedures from Miles and Huberman. The data analysis consisted of three concurrent flows of activities, those were as follows:

1. Data Reduction

It was the process where by the mass of qualitative data is reduced and organized. The process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written up field notes or transcriptions is referred as data reduction. The data will be collected will be related to the research, the English teaching technique used by tutor in class. After found the data, the researcher choose the data that relevant of the research and simplifly of the data and arragen question that related to the problem of the research.

2. Data Display

Data display, the result of data reduction made in repot systematically which can be understood and reasonable of the data that was gotten in the field. The display is an systematized, compressed collection of data that allows for conclusion drawing and action. In this step, the process of screening data simply in the form of words, sentence, narrative, table and graphic in order to the researcher

mastered in the data collected as the basic of taking appropriate conclusion. From the displayed data, verbal narrative account was provided. The verbal narrative account was provided based on the displayed data. The data display in verbal narrative account are related to tutoring techniques used by tutor in speaking class.

3. Drawing Conclusion and verification

Since the beginning of the research, the researcher has reached a preliminary conclusion. The conclusion verifies the notes taken in the final steps. Making conclusion is the process of drawing the content of data collected in the form of good statement and having clear data. To get the credible data must be support by the validity prove.⁴⁷ The drawing conclusion could be started from preliminary conclusion that still need to be supplemented. Verification means trying the provisional conclusions for their validity suggests that after getting the data, it is analyzed continuously and verified about the validity.

As explain above, the researcher conducted the research step by step orderly.

Firstly, the resarcher collected the data using observation and interviewing. The reseacher observed directly and notes about the situation. By observation, the resarcher got a systematic descprition of events or behavior occured in the class. Interview is the process where

⁴⁷Yusuf Andri Wiyono, *English Teching Method Used by The Tutor Britania Group of Palangka Raya in English Conversation Class. Unpublished Thesis*, (Palangka Raya: State Islamic College of Palangka Raya, 2010), 15.

the researcher will gather data by asking tutor. Then, the researcher collected the document that are related to the researcher.

Secondly, the researcher did data analysis. The researcher will make a reduced and organized by result of observation and interviews. After it, the researcher will be presenting data to facilities understanding the data that has been collected and reduced. The last was conclusion/verifying, writer tried to creat a conclusion for this research about teaching techniques that used by tutor in Hero English Course Langsa.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

Based on the result of observation and interview to the subject of the research, the researcher found that the tutors used role play and game as their teaching techniques that they often applied in speaking class at Hero English Course Langsa.

The following researcher presented the observation of the research were follow:

1. Trainer 1

The observation to teacher 1 was done in 2nd week of April. The object of the observation was the tutor who taught speaking class. The researcher took standford class as a sample of the research. In the day of observation, the tutor has main topic about family and school. This topic has sub-item that was discussed during the class. Classroom observation was conducted in standford class around two hours. In the first observation, the tutor discussed about family while the second observation, the trainer discussed about school. Therefore, two topics were discussed in one meeting. The focus of the observation was the type of teaching techniques that the tutor applied during classroom interaction. The researcher used participant observation. The

instrument of the observation was the type of question's theory from Wajnrib is Yes/ No question. The observation of questions presented in the table question list that illustrated the summary of finding which is categorized based on form of the question:

Table 4.1

Observation List:

Name of Tutor : Liza Anggy MZ, S.Pd

Time : 1.00 – 3.00 pm

Class : Stanford Class

Material : Expressing dialogue

Technique	Process	Yes	No
Role Play	Pre teaching <ul style="list-style-type: none"> - The teacher come to the class - The teacher gave listening activity or gave instruction to the students - The students listened to the teacher while teacher explain the material - The teacher divided the students into several groups 	✓	

	<p>Whilst teaching</p> <ul style="list-style-type: none"> - The teacher ask to the students to find Material and wrote it on the notebook - The students report the material in front of the class - The other students had to paid attention to the group that performed <p>Post teaching</p> <ul style="list-style-type: none"> - The teacher asked to the students to make conclusion - The teacher did not give much feedback 	<p>✓</p> <p>✓</p>	
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2. Trainer 2

The observation to teacher 2 was done in 3rd week of April. The object of the observation was the tutor who taught speaking class. The researcher took oxford class as a sample of the research. In the beginning of observation, the tutor has main topic about describe and guessing

things. This topic has sub- item that was discussed during the clas. Classroom observation was conducted in oxford class with timing duration around two hours. In the class, the tutor discussed about how to descibe things and guessing game. Therefore, two topics were discussed in one meeting. The focus of the observation was the type of the teaching techniques of tutor during classroom interaction. The instrument of the observation was the type of question's theory from Wajnrib is Yes/ No question. The observation of questions presented in the table question list that illustrated the summary of finding which is categorized based on form of the question:

Table 4.2

Observation List

Name of Tutor : Nadia Ulfa, S.Pd
 Time : 3.00 pm – 5.00 pm
 Class : Oxford Class
 Material : Guessing things game

Technique	Process	Yes	No
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Game	<p>Pre teaching</p> <ul style="list-style-type: none"> - The teacher come to the class - The teacher gives the explanation of how to describing things - The students listened to the teacher while teacher explain the material - The teacher divided the students into several groups <p>Whilst teaching</p> <ul style="list-style-type: none"> - The teacher ask to the students to find 5 things in english and prepare their explanation about it - Every group gives the explanation about the things to the students - The other groups had to paid attention and guessing what kinds of the thing <p>Post teaching</p>	✓	
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	<ul style="list-style-type: none"> - The teacher decides and announce the winner group - The teacher gives review of the material - The teacher gives the feedback - The teacher close the class with giving the task for students 	✓	
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Based on the observation result, it can be concluded the teaching techniques that the tutors applied were enjoyed techniques. The tutors used role play and games as the most effective techniques for speaking class. The researcher interviewed two tutors to identified the teaching technique applied in speaking class. The interview consisted 6 questions. The result of the interviews were as follow :

1. How long have you been teaching english in this course ?

Two tutors of this course answered that they have been teaching around 2 years. The description of the answers can be seen in the following:

- a. Miss anggi said “Since I graduated from my bachelor degree, I tried to applied in this course and I got accepted. So, if you asked me how long have been I am teaching, it has been around 2 years.”
 - b. Miss nanad said “Me and miss anggi, we joined together in this course. After I graduated I started to taught here, I think it almost has been 2 years.”
2. How many classes are you currently holding ?

Every tutor has different classes that they are holding. In this level, this course has three classes. This course has a rule that if the number of classes is odd then each tutor had taken turn holding the class in each level. The description of the answers can be seen in the following :

- a. Miss anggi said “ In this level, I am holding two classes of the totally classes. For this level, we just have three classes, but in the last level, we had 4 classes. So every trainer were holding 2 classes. I am responsible for stanford class and harvard class while miss nadia is holding oxford class.
- b. Miss nanad “In the last level ago, we have four classes namely harvard, stanford, oxford, and cambridge class. Me as a trainer for harvard and stanford class while miss anggi as a trainer for oxford and cambridge class but for this level, we just only have three classes. They are stanford, harvard class and oxford class. For me, I
- c. just teaching oxford class.

3. Based on your experience in teaching, is techniques really necessary in speaking class? If needed, why ?

All trainers answered that they needed teachniques in teaching speaking to supported their learning process. The description of the answers can be seen in the following :

- a. Miss anggi said “Of course, teachers need techniques when they are teaching in the class. In my personality, applying techniques creates the class more focusing and the teacher will be easily to deliver the material to the students. Specially in speaking class, if the teacher did not apply various techniques, the student will be bored and the teacher will be difficult to explain the material.
 - b. Miss nanad “ Techniques really needs in the learning prossess. We are as a teacher will be easily to deliver the material through teaching techniques that we used in the class. Before, I come to my class, I have prepared the teaching techniques that will be using in my class later, after I choosing the teaching techniques, I will prepare all steps to apply it in the class”.
4. Based on your experience in teaching, How many teaching techniques do you often apply in speaking class?

The trainers have avarage answered that the teaching techniques that they often applied were role play, discussion, game, song, and dialogue. The description of the answers can be seen in the following :

- a. Miss Anggi said “For Stanford and Harvard class, I often applied the role play, game, song and discussion as techniques that supported me during learning process. These three techniques made me easily to applying and modifying steps to deliver the material.
 - b. Miss Nanad “In my class, I have several kinds of teaching techniques that I often used it. They are game techniques, song, role play, repetition drill and dialogue technique. Sometimes in one meeting, I mixed the techniques because in our course we have two hours to learning. All of techniques, makes me enjoy when I applied it.
5. Of the various teaching techniques that you have applied, which techniques is the most effective in speaking class ?

According to the trainers, there are two kinds of teaching techniques are role play and game techniques that be the most effective techniques to applying in the speaking class. The description of the answer can be seen in the following:

- a. Miss Anggi said “ Based on my teaching experiences, among all techniques that I have applied in my class, role play techniques always be effective techniques that will support my speaking class successly. In this technique, the students will be the other person depends on the occupation. When I applied it, students got encourage to memorized and practiced the dialogue that they got it. They expressed their feelings into the role”

- b. Miss nanad said “Game techniques is the most effective techniques since I applied in my class. When I applied it to my class, my students spirit to join in the games and spontanly accepted my explanation about the material. The class will be enjoy and happy class if I applied the technique. Specially, in this course, our students mostly are teenagers. They are senior high school students. So, they need something that make them enjoy in the class.

6. How do you apply this techniques?

These are the steps to apply the techniques. The description of the answer can be seen in the following:

- a. Miss anggi said “for applying this technique, I will prepare the text or scenario for the next class. After i prepared it, I give to the student the text and ask them to make groups for performance the scenario that I have given to them. I always give them timing for preparing their best performance in the next meeting. Then, in the class, every group will show performance while others group has chances for sharing their opinion about the performance that they have watched.
- b. Miss nanad said “ When I want to apply this technique, for the first, I must choose what kind of game that I wanna guide to the class. After I get the kind of game, I will prepare the material that I need to the class. I open my class and explain the rules of games to the students. Before it, I devide the class into several groups and we do our games together until finish our class. After the games has finished, I review

the vocabulary what they get from the games or what thing that they have gotten from the game.

B. Discussion

Based on the research finding conveyed by the researcher above, there is component which is discussed in the research findings. The component is type of teaching techniques that the english tutors applied in Hero English Course. Based on the observation and interview, the researcher found the teaching techniques employed by the english tutors in Hero English Course were :

a. Tutor used Role Play Technique

Role play as a “spontaneous , dramatic, crative teaching strategu in which individual overly and concious assume the roles of others”. ⁴⁸Role play is a fun method that teachers can use in the students learning activities. Based on the result of interview, both of tutors stated the same answer regarding the teaching techniques they applied in class. This can be seen from the result of interview number 4. The tutor number 1 said “For standford and harvard class, I often applied the role play, game, song and discussion as techniques that supported me during learning proses. While the tutor number 2 said “In my class, I have several kinds of teaching

⁴⁸ L.Manion, L & Morrison, K, Cohen. *Research Methods in Eduaction* (7 th ed). (New York: Routledge, 2011)

techniques that I often used it. They are game techniques, song, role play, repetition drill and dialogue technique”. From the answer, the researcher stated that both of tutors used several teaching techniques. Role play is one of the effective techniques used in the classroom. This can be seen from the result of interview number 5. From the fifth question of interview, the tutor number 1 said “role play techniques always be effective techniques that will support my speaking class successly”. This technique is effective because in its application students are forced to remember the dialogue in English and provide an understanding of the dialogue through the role they perform.

Based on observation, there were several steps in the application of this technique. In the beginning, the teacher arranged scenario that will be performed by the students. Then, the teacher divided the students into groups and gave the students timing for prepare their performance. After it, the teacher enlightens the students that from their performance, the students will know the some expression and giving opinion and responses. After that, the teacher called each group for showed the scenario and each group is given the conclusion about their performance. In the last, the teacher gave the general conclusion and reviewed the material.

b. Tutor used Game Technique

According to Jill Hadfield, a game is an activity that has rules a goal and an element of fun.⁴⁹ Game is one of learning activity that can develop speaking skill. This techniques is better suited for a teenager's class. The tutor requires a game to help students become more comfortable with the material. This can be seen from the result of interview number 5. The tutor number 2 claimed that Game techniques is the "most effective techniques since i applied in my class. Pendapat ini juga didukung dari the tutor number 1 argument's, she said she often applied this technique in the class. This can be seen from the result of interview number 4 " I often applied the role play, game, song and discussion as techniques that supported me during learning proses.

Based on observation, there were several steps in applying this technique. In the beginning, the teacher explained how to describing things. Then, the teacher divided students into several groups. After the students known their groups, each group arranged 5 things with the clues. In the middle of learning, every group is given explanation about the things that they had prepared. In the last class, the teacher decided the winner and reviewed the material.

From the discussion above, the teaching techniques applied by English tutors at Hero English Course Langsa were role play and

⁴⁹ Jill Hadfield, *Intermediate Communication Games* (England Longman, 1990), 4

games where both of the techniques were the most effective technique that they had applied in the speaking class. Role play techniques made the students created to expressed the scenario of the teacher had given, they have memorized some dialogues and performed the role while guessing game is a technique that made students learned to explained the things in english. The students worked together to made the class successfull. This techniques are easy to applying, faster and more enjoyable ways to deliver the material in the speaking class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the researcher conducted the research at Hero English Course Langsa, the researcher drew conclusions that :

1. There were role play, discussion, game, song and dialogues as teaching techniques that the tutors applied in speaking class at Hero English Course Langsa.
2. There were two kinds of teaching techniques are role play and game techniques that be the most effective techniques to applying in the speaking class.
3. The tutors applied the teachniques really good and enjoyable.

B. Suggestion

Based on the result of the research above, the researcher drew some suggestions. They were as follows:

1. For the english tutor

Teaching english is not easy, especially in speaking class. The tutor need to find the appropriate teaching techniques for the class. The tutor must engage the students to enjoy in practicing english language. So, the tutors should improve and modify the other methods that interesting in the class.

2. For the student

The students should practice continuously to speak English in the class. The students should be confident to speak in front of their friends. So, the students will be able to speak English well.

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Appendix 1

INTERVIEW LIST

1. How long have you been teaching english in this course ?
2. How many classes are you currently holding ?
3. Based on your experience in teaching, is techniques really necessary in speaking class? If needed, why ?
4. Based on your experience in teaching, How many teaching techniques do you often apply in speaking class?
5. Of the various teaching techniques that you have applied, which techniques is the most effective in speaking class ?
6. How do you apply this techniques?

Appendix 2

OBSERVATION LIST

Name of Tutor :

Time :

Class :

Material :

Technique	Process	Yes	No
Role Play	<p>Pre teaching</p> <ul style="list-style-type: none">- The teacher come to the class- The teacher gave listening activity or gave instruction to the students- The students listened to the teacher while teacher explain the material- The teacher divided the students into several groups <p>Whilst teaching</p> <ul style="list-style-type: none">- The teacher as to the the students to fine Material and wrote it on the notebook- The students report the material in		

	<p>front of the class</p> <ul style="list-style-type: none"> - The other students had to paid attention to the group that performed <p>Post teaching</p> <ul style="list-style-type: none"> - The teacher asked to the students to make conclusion - The teacher did not give much feedback 		
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OBSERVATION LIST

Name of Tutor :

Time :

Class :

Material :

Technique	Process	Yes	No
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<p>Game</p>	<p>Pre teaching</p> <ul style="list-style-type: none"> - The teacher come to the class - The teacher gives the explanation of how to describing things - The students listened to the teacher while teacher explain the material - The teacher divided the students into several groups <p>Whilst teaching</p> <ul style="list-style-type: none"> - The teacher ask to the students to find 5 things in english and prepare their explanation about it - Every group gives the explanation about the things to the students - The other groups had to paid attention and guessing what kinds of the thing <p>Post teaching</p>		
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	<ul style="list-style-type: none">- The teacher decides and announce the winner group- The teacher gives review of the material- The teacher gives the feedback- The teacher close the class with giving the task for students		
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Appendix 3

INTERVIEW SCPRITS

- Interviewee : Liza Anggy MZ, S.Pd
- Interviewer : Ocky Chairunisha
- Date of Interview : 24 April 2022
- List of acronyms : R : Researcher
T : Tutors
- R : Miss anggi, let me to giving you several question about the course . Could we start it miss ?
- T : Yes, sure, I'll try to giving the honest answering.
- R : *kak*, May I know, how long have you been teaching english in this course ?
- T : *mmm*, Since I graduated from my bachelor degree, I tried to applied in this course and I got accepted. So, if you asked me how long have been I am teaching, it has been around 2 years.
- R : It has been a long time sis, may I know how many classes do you currently holding ?
- T : Actually, In this level, I am holding two classes of the totally clases. For this level, we just have three classes, but in the last level, we had 4 classes. So every trainer were holding 2 classes. I am responsible for standford class and harvard class while Nadia is handle the oxford class.
- R : So, every trainer will get 2 class for every level miss ?
- T : No, it depends on the totally classes that this course have. If the classes around 4 classes, every trainer will hold 2 classes.

- R : By the way, sis based on your experience in teaching, is techniques really necessary in speaking class? If needed, why ?
- T : Of course, teachers need techniques when they are teaching in the class. In my personality, applying techniques creates the class more focusing and the teacher will be easily to deliver the material to the students. Specially in speaking class, if the teacher did not apply various techniques, the students will be bored and the teacher will be difficult to explain the material.
- R : So, how many teaching techniques do you often apply in speaking class ?
- T : For standford and harvard class, I often applied the role play, game, song and discussion as techniques that supported me during learning process . This third techniques made me easily to applying and modifying steps to deliver the material.
- R : Of the various teaching techniques that you have applied, which techniques is the most effective in speaking class?
- T : Based on my teaching experiences, among all techniques that i have applied in my class, role play techniques always be effective techniaues that will support my speaking class successly. In this techniques, the students will be the other person depends on the occupation, When I applied it , students got encourage to memorized and praticed the dialogue that they got it. They expressed their feeling into the role.
- R : Ouh, role play. How do you apply this techniques in your class ?
- T : For applying this techniques, I will prepare the text or scenario for the next class. After I prepared it, I give to the sudents the text and ask them to make the groups for performance the scenario that I have given to them. I always give them timing for preparing their best performance in the next

meeting. Then, in the class every group will show performance while others group has chances for sharing their opinion about the performance that they have watched.

R : I got several conclusions of this interview sis, for speaking class means that role play is the best teaching techniques that you have applied in your class, isn't it ?

T : yes that's right

Interviewee : Nadia Ulfa, S.Pd

Interviewer : Ocky Chairunisha

Date of interview : 22 Mei 2022

List of acronyms : R : Researcher

R : Miss nadia, thanks for your timing. I know you were really busy because you are staying in takengon, but i need several informations that related for my research. Could i start it miss ?

T : Sure oky.

R : okey miss for the first question. How long have you been teaching english in this Hero course ?

T : Me and miss анги, we joined together in this course. After I graduated I started to taught here. I think it almost has been years.

R : I heard that for langsa this course have you and miss nadia as trainers here. So, how many classes are you currently holding ?

T : In the last level ago, we have four classes namely harvard, stanford, oxford and cambridge class. Me as a trainer for harvard class and stanford class while miss анги as a trainer for oxford and cambridge but for this level, we just only have three classes. They are stanford , harvard and oxford calss. For me I just teaching for oxford class.

- R : oh I got it miss. Miss Anggi are holding two classes while you have one class. Based on your teaching experience, is technique really necessary in speaking class, if yes . why miss ?
- T : Hmmmm, actually techniques really need in learning process. We as teacher will be easily to deliver the material through teaching techniques that we used in the class. Before, I come to my class. I have prepared the teaching techniques that will be using in my class later, After i choosing the teaching techniques, I will prepare all steps to apply in the class.
- R : As I know, we have so many kinds of teaching techniques such as role play, game and discussion. How many teaching techniques do you often applied in speaking class ?
- T : In my class, I have several kinds of teaching techniques that I often used it. They are game techniques, song, role play, repetition drill and dialogue technique. Sometimes in one meeting, I mixed the techniques because in our course we have two hours to learning. All of techniques, make me enjoy when I applied it.
- R : Of the various teaching techniques that you have applied, which technique is the most effective to applying in speaking class sist ?
- T : Game techniques is the most effective techniques since I applied the techniques in my class. When I applied it to my class, my students spirit to join in the games and spontanly accepted my explanation about the material. The class will be enjoy and happy if I applied the technique. Specially, in this course, our students mostly are teenagers. They are seior high school students. So they need something that make them enjoy in the class.
- R : May I know miss how do you apply this technique ?
- T : When I want to apply this techniques for the first, I must choose what kind of game that I wanna guide to

the class. After I get the kind of game, I will prepare the material that I need to the class. I open my class and explain the rules of games to the students. Before it, I divide the class into several groups and we do our games together until finish our class. After the games has finished, I review the vocabulary what they get from the games or what things that they have gotten from the game.