THE TEACHING TECHNIQUES USED BY ENGLISH TEACHERS IN TEACHING SPEAKING AT LBPP LIA BANJARMASIN.

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Abstract: According to some learners who have learned English in LBPP LIA, learning English in LBPP LIA was more enjoyable than learning English at their school. They also stated that English teachers in this English course had various teaching techniques that make them happy in learning English. This phenomenon inspired the researcher to conduct a study to investigate the teaching techniques used by the teachers, especially in teaching speaking. Hence, this study is intended to explore the teaching speaking techniques used and to describe how the teachers implemented teaching speaking techniques at LBPP LIA Banjarmasin. The researcher observed the teaching learning process and interviewed two teachers who taught Conversation 3 Class and Conversation 5Class. From the data that has been collected and discussed, it was concluded that the techniques used in teaching speaking were discussion, role play, brainstorming, storytelling, drilling, dialogue, interview, information gap, and games. It was also found that the teaching speaking techniques mainly used by both teachers were discussion, role play, brainstorming, and drilling. Moreover, the teachers usually implemented the techniques at the beginning of the class in order to engage the students, during the class especially while completing the task given, and when the students start to show boredom. In addition, before implementing a teaching technique, the teachers considered several things, such as class situation, topic, time allocation, and students' ability.Finally, it is suggestedthat the implementation of teaching techniques that provide more opportunities for the students to speak English is essential for the students' improvement. There are several techniques that can be considered, such as role play, brainstorming, picture describing, interviews, and many other activities. Diagnosing the problems faced by the students who have difficulties in expressing themselves in English is also suggested in order to help the students improve their speaking ability.

INTRODUCTION

English plays many roles in our daily lives. One of them communicates Speaking is one of the most important English skills in addition to listening, reading and writing. In the field of education, these skills are often taught by teachers in both school and English courses. Therefore, it is essential to teach how to speak effectively. Teachers, on the other hand, need to use appropriate teaching methods that are applied when teaching classroom conversations to make them easier for students to understand. Teachers often use certain methods when teaching and teaching in the classroom. In other words, technology includes all tasks and activities. The researchers who participated in this study were interested in conducting a detailed study of the teaching methods used by LBPP LIA teachers. The teaching methods used by teachers when teaching English are especially considered when teaching a language. Talking to LBPP LIA students in this study, investigators will learn methods and

applications as teachers implement these methods in the process of education and learning. The investigator will record and interview two LBPP LIA teachers who are learning to speak in different classes. The purpose of selecting these two topics is to ensure that investigators do not miss phenomena or things, and to extend the results of this study to predict that one of the subjects will suffer from a lack of school education. It was to do. do you know? Treatment: It is generally accepted that schools cannot give students enough time to study English. At school, students study English for a limited time each week. Also, due to the large number of students in class, it is not possible to draw the teacher's attention during the explanation. This may be one of the reasons why some students take English courses outside of school to improve their English proficiency. For the above reasons, English courses are open to students everywhere. LBPP LIA is one of Banjarmasin's English courses and offers a wide range of English courses for all ages. This English course features new technologies to make the learning process more efficient. LBPP LIA offers unique opportunities for English courses such as innovative educational systems, teaching materials, additional media and programs. Foreign This special facility is offered to students as a quality LBPP LIA not found in other English courses. Many students are studying English at LBPP LIA, so learning English at LBPP LIA is said to be fun. Rather than Learning English at School The English teachers in this English course use a variety of teaching methods that will make you happy while learning English. In addition, with teacher support regarding the use of materials, students can choose to study English at LBPP LIA. Students are fun and can learn a lot of things they can't get at school.

RESEARCH METHODOLOGY

Researchers used descriptive qualitative research. This is a breakdown of the process of learning to speak English. Qualitative researchers analyze data by collecting, classifying, and organizing it into patterns to create narrative and descriptive integrations. Therefore, this study used a qualitative description method because it was not controlled or processed in the experimental study and the data was presented in writing rather than in a statistical model.

This study is dedicated to explaining how to teach English to LBPP LIA students. Researchers are interested in providing an overview of the English language teaching process at LBPPLIA, especially in the field of speaking education. The method used is descriptive and qualitative, but all information is truly written. This means that personal opinions and judgments are excluded as much as possible.

Data instrument

Researchers use tools to measure achievement, assess individual abilities, track behavior, create individual psychological profiles, and identify researchers before collecting data. This tool can be a test, survey, checklist, inventory checklist, or valuation tool. Or meet someone: In this study, researchers used tools to collect three types of data: observations, interviews, and documentation.

1. Data source

The subject is LBPP LIA's teachers who teach speaking. In this course, the researcher chooses two classes with the same level but in different conversation classes. They are Conversation 3 Class and Conversation 5 Class. Each class consists of 10-15 students.

1. Conversation Class 3
2. Conversation Class 5

Technique of data Collection

Information Obtained from Class Checklists and Interviews with Two LBPP LIA Teachers First, he interviewed English teachers as a research topic to investigate the types of teaching methods used in teaching English. Then take notes and use the Classroom Practice Checklist to record the teaching methods used by your teacher. Third, analyze the interview results and checklist to see how teachers use the teaching methods and how teachers use them.

Data Analysis

Analyzing the data consists of several steps. Select the interview answer to see if the data is useful. Gather information about the methods teachers use to teach speech from notes. Send data from all devices

RESULTS AND DISCUSSION.

The Description of the Data

This is a conversational teaching method used by LBPPLIA teachers. LBP PLIA Banjarmasin, located at Jalan Gatot Subroto No. 1, is a subsidiary of LBPP LIA Indonesia. The purpose of this survey is to explain how teachers teach. LBPP LIA was used to teach speech, and researchers decided to observe the speech class. Researchers mark two seasons. This is Conversation Grade 3 and Conversation Grade 5. Classes are taught by various teachers. Class 3 conversations are taught by Professor Emma, and Grade 5 conversations are guided by A. In addition, each class. There were four observations. In addition, the researchers interviewed the teacher while collecting the data.

Research Findings

From all eight observations, we found that there are several techniques used to teach 3rd and 5th grade conversations using the following techniques: discussion, roleplay, brainstorming, storytelling, Storytelling. Open up dialogue and games. Researchers also found that teachers were most likely to use verbal teaching methods such as discussion, role play, brainstorming, and interactive conversation. The teacher said that this method was chosen because it is easy to use and suitable for beginners. In addition, technology provides student-centric activities that can increase student participation

Conversation 3 class observation

Day 1. The first technique used by the teacher was discussion. The teacher informed the class about the topic that day and gave examples of self-introduction and starting small talks. After dividing the students into pairs, the teacher gave the students discussion material. The teacher played a recording of self-introduction. Then, the students were asked to match the characters given to the introductions in the recording. The second technique used was role play. Firstly, the teacher distributed some cards to the students. After receiving the cards, the students read their roles in front of the class. The other students were asked to guess the characters played by their friends. The third technique used was brainstorming. In order to generate the students' ideas in the topic given, the teacher asked The students whether they have already recognized their classmates. The teacher then demonstrated how to greet others and how to start small talks. The teacher also gave examples by asking The last technique used was games. After having some discussions about the materials, the teacher randomly distributed some cards to the one questions to the students. The fourth technique used was storytelling. Based on their personal information, the students were asked to introduce themselves. students. The cards contained some information, such as name, age, address and job, which should be remembered by the students. Then, they were asked to act out their roles based on the information on their cards.

Day 2. The first technique used by the teacher was discussion. The teacher informed the class about the topic that day and gave examples of how to start a conversation, for example by asking about job, hobby and other topics. After giving some examples, The teacher gave a task. The students were asked to listen to a recording and complete the dialogue given. After completing the dialogue, they were asked to practice the dialogue with their classmates. The second technique used was role play. Firstly, the teacher gave. Some situations with different settings and topics, for example a situation during a seminar coffee break with place of interest as the topic. After receiving their own situation, the students created a short dialogue and performed it. The third technique used was brainstorming. In

order The students were asked to explain their activities in detai. to generate the students' ideas in the topic given, the teacher asked the students about their activities on the previous days. l. The last technique used was games. After having some discussions, the teacher distributed a hat which consisted of many topics, for example "Job: dancer / doctor" "Hobby: photography / sport" "Travel: London / Beijing". They then randomly started a conversation in pairs.

Day 3. The first technique used by the teacher was discussion. The teacher informed the class about the topic that day about describing functions of things and how to operate them and asked the students to work in small groups. After giving some examples, the teacher gave a task. The students were asked to describe how to operate some things, for example ATM. The second technique used was role play. After completing the task to describe things, the students were asked to create a short dialogue about the things they have They had to pretend according to the situation given. The third technique used was brainstorming. In order to generate the students' ideas in the topic given, the teacher asked the students about the things that they should bring everywhere. The teacher then asked the students to elaborate why they chose those objects. The last technique used was games. After having some discussions, the teacher divided the class into two groups, Group A and Group B. They then asked to guess the objects the teacher asked. The teacher gave them some clues and both team competed to guess the objects correctly.

Day 4. The first technique used by the teacher was discussion. The teacher informed the class about the topic that day and asked the students to work in small groups. After giving some examples, the teacher gave a task. The students were asked to arrange The dialogue given into the correct order. The second technique used was role play. After completing the task to arrange the dialogue, the students were asked to change the name, time and setting of the dialogue they have arranged before and performed it. The third The fourth technique was drilling. By using the expressions they have. In order to generate the students' ideas in the topic given, the teacher asked the students about the appropriate expressions used in making and receiving calls based on the situations learned, the students were asked to use the expressions to converse with their classmates. The expressions were practiced many times so that the students became familiar with them. The last technique used was games. After having some discussions, the teacher divided the class into three groups, Group A, Group B and Group C. They then asked to answer the questions on the LCD. Each correct answer was worth 10 points. In order to be able to answer the questions they have there were only five chairs provided and they had to compete to be the first ones to sit on the chairs.

From the observation for four times in Conversation 3 Class, it was found that in teaching speaking techniques the teacher used were discussion, role play, brainstorming, storytelling, drilling and games.

Moreover, during the class it can be seen that the techniques provided the student-centered activities that could promote the students' engagement.

Conversation 5 Class Observation

First day. The first method teachers use is discussion. The teacher informs the class about daily topics and asks the students some questions. For example, what you use to give things or instructions. In some examples, the teacher simulates recording a telephone conversation between Charlene and her client. The student listened to the tape and was asked to complete the missing instructions that Charlene gave the client. The second method used is role-playing. Students are matched and assigned to display the given text. Scenario settings-"On the phone", but each pair has its own theme. Then you will be asked to play a role in a particular situation. The third method is brainstorming. At the beginning of the lesson, the teacher asks some students for their address and directions to that address. The last technique is a drill. After learning the phrases, students are asked to use them to talk to their classmates.

Day 2: The first method teachers use is discussion. The teacher reviews the previous material with examples of how to ask questions and give advice. The teacher then divides the students into groups and assigns them jobs. Listen to the transcript of the question, give advice, and ask the students to discuss the phrases used in the transcript. You should also emphasize questions and directions-related terms such as "enter the lane," "go straight," and "turn right afterwards." The second method is role play. Students were matched and asked to have a short conversation using the phrases they learned. Then, depending on the particular situation, they are asked to play their part. The third method is brainstorming. At the beginning of the lesson, the teacher attracts students by asking them questions about the phrases they learned at the previous meeting and giving them examples and instructions on how to ask questions.

The fourth method is conversation. This gives students access to grammar control scripts that they can actually use. First, using the phrases learned, students are asked to complete a book conversation in pairs. Then use the dialog or text as a guide to create a short map-based conversation. They need to learn and give instructions on the places and buildings marked on this map. The last method used is to play. In this lesson, the teacher divides the class into two groups. The teacher also placed some seats in the middle of the class. Students need to sit in chairs and students in the front seats run around and write answers to city map questions on the board. Maps have signs, landmarks, buildings, and names. Questions should be answered using the expressions used in the question or suggestion. The correct group wins.

Day 3: The first method teachers use is discussion. The teacher talks about expressions to persuade others. The teacher then presents a short, incomplete conversation and asks the student to fill in the blanks with appropriate, persuasive language. After the discussion, the students are asked to have a short conversation in pairs. The second method is role play. Students are divided into groups of four and assigned short conversations using the phrases they learn. Then, depending on the particular situation, they are asked to play their part. The third method is brainstorming. At the beginning of the lesson, the teacher attracts students by asking questions about the phrases they learned at the previous meeting and asking them for comments and examples showing whether they agree or disagree with the idea. Another person's fourth technique is a drill. Use the phrases you've learned to say yes or no, and ask students to use these expressions to discuss topics with their classmates. These expressions are practiced several times until the student becomes accustomed to them. The fifth method is conversation. First, the teacher presents the script and asks the students to create their own short conversation based on the assigned topic. Then use the dialog or message as a guide to create a short conversation about consent and disagreement. At the same time, teachers also use games to attract students. The teacher distributed several cards on various topics. After selecting a card, students create their own short conversations based on the topics they find.

Day 4: The first method teachers use is discussion. The teacher talks about expressions to persuade others. The teacher then displays a portion of the conversation on the LCD and asks the student to discuss the compelling expressions found in the conversation presented. The second method used is role-playing. Students are offered a situation where they can be sellers and classmates, or buyers, and then ask others to persuade them to buy their product. The third method is brainstorming. At the beginning of the lesson, the teacher seduces the student by asking about the profession needed to persuade other students, and the student presents ideas such as salespeople and salespeople. The fourth method is conversation. First, the teacher presents the conversation script in a reliable way. The teacher then asks the student to act on his or her role in the given situation. This gives students access to grammar control scripts that they can actually use. The last method used is to play. The teacher distributed several cards with different geographical names. Then each student randomly chooses one card. After choosing a map, I was asked to name a menu or three dishes related to the location on the map.

Observing fifth grade conversations, we found that teachers used discussion, roleplay, brainstorming, storytelling, dialogue, and games four times to teach speaking techniques. In addition, the technology presented during class is student-centric, allowing students to be more involved in the classroom.

The Result of Interview

The researchers interviewed teachers who teach conversation classes 3 and 5. I asked each teacher seven questions. First question: What method do you usually use to learn to speak? Interviews have shown that teachers use several methods of teaching speech, such as information and interview punctures and chain penetration.

Second question: "Why did you choose this technology?" This method was chosen because it is easy to use and suitable for beginners. In addition, technology provides student-centric activities that can increase student participation.

Question 3: "How did the students react to the way you learned to speak?" The class teacher replied that the technique was simple and easy for the students to understand. At the same time, a fifth grade conversation teacher said the students were initially confused because they needed time to adjust. But over time, they understood very well and began to deal with it.

The fourth question is, do you use different techniques for each meeting? Will this technology help me achieve my goal of learning to speak? Based on the results of the interview, teachers can use two or three methods at each meeting, depending on the topic of the lesson. The purpose of using this method is to get the student's attention in achieving their learning goals. One teacher also said that time is a determinant of the number of methods. Used in meetings

Question 5: Which style do you like? And why? The teacher replied that the preferred method was an interview, stating that the interview method would give students more opportunities to speak English with teachers and classmates and make the class more active.

Question 6: "Is there a problem teaching speaking?" The discussion teacher in the third class replied that the problem was caused by different skill levels of the students. Some learn well, others have to work harder to understand the lesson. He added that this situation prevented them from working together. In addition, fifth grade conversation teachers said that some students were slow to learn. Therefore, it is difficult to get the teacher to speak.

Last question: "How to solve the problem?" The teacher in the third discussion class replied that he divided the students into smaller groups, each consisting of several fast and slow learners. .. In this way, students can help each other track their learning activities without leaving anyone behind. Meanwhile, a fifth grade conversation teacher replied that he created a fun activity for students to participate in. Therefore, dormant students were forced to participate.

You can draw some points from the interviews conducted. First of all, teachers often use punching or punching techniques in the order of information gaps and interviews as a means of teaching to speak because of their ease of implementation. Second, the challenges students face in speaking lessons are differences in abilities and lack of negative student participation. Teachers

address these challenges by taking appropriate action to increase student understanding and involvement.

Research Discussions

In conclusion, the methods used to teach spoken language include interviews, information gaps, discussions, roleplay, brainstorming, storytelling, digging, dialogue, and play. During the observation, teachers were found to use predominantly speaking educational methods such as discussion, role play, brainstorming, and training.

In addition, teachers take into account the classroom environment, topics, time allocation, and student abilities when using appropriate teaching methods. If student-centric activities encourage participation, this technique should be easy to implement. As shown in the interview, teachers explain that they use this technique at the beginning of a lesson to attract students during the lesson, especially when the student finishes work or is bored. ..

From the results of the interview, I learned that one of the teachers' teaching methods is the interview. According to both teachers, interviewing is a preferred technique as it gives students the opportunity to speak English with their teachers and classmates. This exercise gives students the opportunity to practice speaking.

We can conclude that there are four techniques that teachers use as the basis for teaching what they speak. The first method is discussion. The discussion was used at all conferences observed by researchers. These methods are usually used before the teacher demonstrates the material. Using this technology, teachers encourage students to stay interested and share their thoughts. The second method is brainstorming. This method is often used when students are asked many questions about a topic at the beginning of training. The purpose of this approach is to increase student participation and help generate ideas related to a particular topic. The third method is role-playing, which is usually used as a student assignment. The fourth technique is a drill. During observation, it was found that this technique was mainly used after preparing the expressions learned by the teacher. Invite students to practice common expressions and use them in conversations with their classmates.

Both teachers also used games as an educational method. It is used to motivate students to attend lessons. Teachers also use storytelling techniques as a teaching method. According to the teacher, storytelling can encourage students to talk and share ideas. At one meeting, students are asked to introduce themselves based on their personal information. Another method that teachers use when teaching to speak is information gaps. In an interview, the two teachers said they often use information spaces as a means of education. This method has been rated as easy for students to use

and understand. Dimension data can be sent in pairs. Students will be provided with information that other partners do not have, and they will share their information.

Finally, researchers conclude that the use of appropriate teaching methods is essential to motivate students to attend and act in the classroom. The teacher also explained that the problems students face when speaking are differences in abilities and lack of participation among students. Teachers address these challenges by taking appropriate action to increase student understanding and involvement. Therefore, increasing student participation requires technology that provides student-centric activities.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Techniques Used to Teach Speaking The following methods are used to teach speaking: discussion, roleplay, brainstorming, storytelling, digging, dialogue, interviews, information gaps, and games. In addition, we found that the main conversational teaching methods used by teachers were discussion, role play, brainstorming, and coaching.

Teachers usually discuss and brainstorm at the beginning of the lesson to keep students interested. They tend to be involved in role-playing and conversation during class, especially when completing certain tasks or using games when students are bored. Teachers also take into account many things before implementing an educational style, such as class status, topics, time allocation, and student talent. In addition, teachers said one of the problems they faced when teaching speaking skills was the lack of negative student participation. Therefore, applying proper teaching methods is essential to encourage students to participate in and act in the classroom.

Suggestion

For students, knowledge of English is very important for their growth. You can consider several techniques such as role play, brainstorming, lectures, interviews and many other activities. For example, role-play games make students more aware of the benefits and possibilities of English. They can practice speaking skills and conversational confidence. You can also use brainstorming by asking a few questions about the topic at the beginning of the lesson. The purpose of this approach is to increase student participation and help generate ideas related to a particular topic. In general, the purpose of using different teaching methods is to encourage students to participate in and act in the classroom, especially student-centered activities. It is also advisable to improve students' speaking skills by diagnosing the problems they face when they have difficulty expressing in English.

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