Analysis of Teachers' Techniques in Teaching Speaking at Rumah Inggris Banjarmasin

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Abstract

The technique is one of the vital teaching aspects, particularly regarding teaching speaking. Techniques which can be utilized in teaching speaking are numerous, abundant, and varied, from discussions to game utilization. This study aimed to discover the techniques utilized by EFL teachers when teaching speaking at Rumah Inggris Banjarmasin. The analyst employed a descriptive method and qualitative approach. The chosen study samples were two teachers who taught in the public group. The public group is one of the available class types at Rumah Inggrris Banjarmasin, which encompasses students from various schools, thus they do not interact much and do not close with each other yet. This class comprises of 4-6 EFL students. The instruments implemented in this study were observation along interviews. The analyst conducted three steps in the data analysis, namely data reduction, data display, as well as conclusion drawing. From the steps which had been carried out, it was known that there are six techniques utilized by the study samples. Moreover, on data analysis, it was settled that the Rumah Inggris Banjarmasin's teachers utilized six techniques when teaching speaking in public groups; discussion, story completion, brainstorming, drill, question and answer, and lastly, communication games. Those techniques utilized to aid them in teaching, have been adapted based on the subject matter. It was strongly suggested by the analyst that teachers should implement diverse techniques in carrying out the teaching-speaking process. Thus, the learning objectives could be successfully acquired and achieved.
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Keywords: Rumah Inggris Banjarmasin, Teaching Speaking, Techniques

INTRODUCTION
Study Background

Language is a means for connecting and communicating with other people. Every country possessed their own language. As for this modern era, English is a lingua franca, a language which utilized by the majority people around the globe. Moreover, many countries implement English as their official and first language (L1), such as USA, UK, along with Australia, regardless different accents used (Subiyati, 1995). In Indonesia, we consider English as a foreign language (EFL) which is language taught in almost all education levels. Furthermore, it becomes a compulsory subject to be mastered by all majors. Thus, it is projected that students would be capable of developing their EFL capability hence that they could communicate well.

In the English acquirement process, there are four mastery which must be acquired by the learners, those are listening, speaking, reading, as well as writing. Each capability possessed the same goal which is aiding the user's English mastery. One among the pivotal skills out of those four was speaking which could be implemented in uttering one's thought.

English teachers oftentimes had impression that EFL learners faced highest level of challenges while speaking (Burns, 2017). Moreover, several previous studies showcased that the students are reluctant for carrying out English speaking. They are embarrassed as well as afraid for expressing their thoughts through English words. Therefore, there is no doubt that teaching speaking is exciting as well as challenging due to its complexity when one attempt to master it by practicing over time (Burns, 2017). Thus, teacher must possess a good and appropriate teaching technique mastery in aiding the educational process.

Appropriate technique utilized by EFL teacher could unravel a problem, including in speaking (Comariah, 2017). The better the teacher in employing the teaching techniques, the higher the level of students' comprehension would be. Hence, techniques are pivotal as well as useful in the educational process which their outcome could be perceived from the EFL pupils' English mastery.

Rumah Inggris Banjarmasin is a small course and still in the development process. This course accepts EFL students from various backgrounds. There provide three available programs, those are private, special group, and public group. All programs are carried out twice a week with 60 minutes duration per meeting. All students must take a course approximately three months. Moreover, the schedule can be adjusted based upon the students' need.

The analyst had visited the course twice to see and conduct the preliminary study. The first preliminary study was done for watching how the teaching atmosphere was in one of the classes. There, the analyst saw the students were enquired to write down things ordered by the teacher. The EFL teacher read in Indonesian while the students wrote it in English. Then, students were enquired to read his work's result. After the writing and reading task were done, they were then enquired for elucidating a given picture. The students spoke based upon what they perceived.

The second preliminary study was conducted on 20th February 2019. The analyst met the course owner and observe how the learning process and the technique carried out by the EFL tutors. The students were enquired to carry out a small discussion where they discussed an issue together and then attempted to resolve it. During the class, there were all communicate through English utterances, whether to ask questions or convey feelings, all students within the class could speak well and fluently.

After the two preliminary studies were carried out, the analyst concluded that the EFL teachers at Rumah Inggris Banjarmasin implement various techniques in teaching English, particularly during speaking section. They said that it was pivotal to implement a lot of techniques based upon the material for attracting the EFL pupils' interest. The utilization of various techniques made students eager to learn and not get bored with the existing and provided materials. Although Rumah Inggris Banjarmasin is considered a new course, they have had many graduates and almost all of those graduates possess decent capability in English speaking. Thus, Rumah Inggris Banjarmasin was chosen by analyst to be the study setting. The study aimed to know and discover the teaching speaking techniques implemented within the public group particularly, as well as knowing the teaching techniques implementation at Rumah Inggris Banjarmasin generally.

Study Problem
The problem wanted to be answered withing study is "How are the teachers' techniques in teaching speaking of Rumah Inggris Banjarmasin?"

Study Objective
Based upon the study problem above, this study was carried out for discovering the techniques being utilized by the teachers within the teaching speaking process at Rumah Inggris Banjramasin.

STUDY METHOD
Study Design
Study design was defined as a tool and technique for conducting a study (Walliman, 2011). Based upon Nassaji's statement (2015), descriptive qualitative study could be considered the most commonly implemented procedures for carrying out a study. In this study, the analyst employed descriptive qualitative for the study design which was in accordance with the study background where the analyst attempted for discovering the implemented techniques which utilized in Rumah Inggris Banjarmain. Qualitative study itself possess a goal or purpose for describing and interpreting

phenomena systematically regarding individual or population's point of view (Mohajan & Haradhan, 2018).

Setting of the Study
This study was conducted at Rumah Inggris Banjarmasin, Jl.Perdagangan, Komplek Citra Permai, No. 4, Banjarmasin Utara, Kalimantan Selatan.

Study Subject
The EFL tutors at Rumah Inggris Banjarmasin were chosen as the study subjects. The available classes in this course were divided into three classes, private, special group, and public group, with the total number of population were five teachers. The chosen study subject were the public group EFL tutors. In the public group, every class comprises of four until six students which do not know or close with each other yet. This study implemented purposive sampling for electing the subjects. There were several criteria to be fulfilled, in which the subject must teach a class with some students as well as the students should not know each other before or have never been friends out of the said class.

Study Instrument
The implemented study instruments in this study were observation along with interview. Gorman and Clayton as cited in Baker (2006) mentioned that observation is a study method which required the analyst for utilizing their senses on several roles in the data collection process. Whereas, interview based upon Lambert and Loiselle in Coughlan's journal (2009) could be defined as a study strategy for gathering and acquiring information regarding participants' views, experiences, and beliefs concerning a specific study question or phenomenon of interest. Hence, the analyst conducted the observation by witnessing the implemented technique while the study subjects were teaching speaking and the carried out an interview session for supporting the gathered data.

Data Collection Technique
Observation
Observation was the first implemented step within this study. This technique was utilized for discovering the teachers' technique in teaching speaking. The analyst gathered the data from December 9, 2019 until March 2, 2020 at Rumah Inggris Banjarmasin. During the educational process being carried out, the analyst sat at the back of the students. Then, the analyst collected the data by checked and took notes regarding the implemented techniques in each meeting.

Interview
Interview was the second step in the data collection process which was is a conversation session between two people for discovering pivotal information regarding the study. The analyst enquired some questions regarding to the employed techniques during the teaching speaking process in the class. It was done after the learning activities are concluded. This session was conducted on February 17, 2020 as well as on March 2, 2020. This interview sessions were aimed to aid as well as to confirm the gathered data during the observation step

Data Analysis Technique
The acquired data which gathered from observations and interviews at Rumah Inggris Banjarmasin were analyzed by employing a qualitative approach proposed by Miles and Huberman (1992). There were three steps in the data analysis, they were: data reduction, data display and conclusion drawing.

Data Reduction

The educational process during the class is the thing to be emphasized within this step. Data reduction refers to the selecting, focusing, simplifying, as well as abstracting process. The data was written in observation and interview sheets. Then, the data was changed by the analyst into descriptive text by implementing reduction process.

Data Display

In this step, the observation data which had been transformed into descriptive text would be displayed to be meaningful. The observation results were analyzed, then organized in form of a paragraph which was easy to be comprehended. The displayed data contained information regarding teaching speaking techniques which utilized at Rumah Inggris Banjarmasin based upon Kayi's statements (2006) who mentioned several techniques could be utilized within the teaching speaking process, namely discussions, information gap, role play, brainstorming, simulations, storytelling, interviews, reporting, playing cards, story completion, picture narrating, picture describing, as well as find the difference.

Conclusion Drawing

Based upon Miles and Huberman statement, this was the last step of data analysis. The analyst created the final result report or conclusion regarding the teaching speaking techniques which were employed by the EFL tutor during the class at Rumah Inggris Banjarmasin.

STUDY RESULTS AND DISCUSSIONS

Data Description

The EFL tutors' techniques within teaching speaking of Rumah Inggris Banjarmasin, particularly in public group were the main and pivotal focus of this study. There were five teachers who taugh English in the Rumah Inggris Banjarmasin with two of them handled the public group. Public group comprises of four till six students in every class. Hence, the analyst had observed four times for each EFL teacher. The gathered study data was attained from observations conducted by the analyst during the educational process taken place as well as from interviews result with the chosen study subjects after the class was concluded.

Study Results

This study main goal was for discovering the EFL tutors' techniques in teaching speaking. For attaining the crucial data, two instruments were employed by the analyst; observations as well as interviews. The observations were conducted eight times and interviews were twice.

Table 1. Observation Schedule

Meeting	Date	Class	Teachers	Materials
1	December 9, 2019 20.00 – 21.00	Public Group	DA	Request & Offer
2	December 16, 2019 20.00 – 21.00		DA	Clarification
3	February 12, 2020 20.00 – 21.00		DA	Holiday
4	February 17, 2020 20.00 – 21.00		DA	Suggestion
5	February 19, 2020		MTS	Comparative Sentence

	20.00 – 21.00		
6	February 24, 2020 20.00 – 21.00	MTS	Games
7	February 26, 2020 20.00 – 21.00	MTS	Dialogue full English
8	March 2, 2020 20.00 – 21.00	MTS	First Impression

Observations Results

Based upon the observations which were carried out on December 9, 2019 until March 2, 2020, the analyst discovered several techniques which utilized by the teachers during the teaching speaking process at Rumah Inggris Banjarmasin which was similar with the techniques based upon Kayi's explanation (2006), which were discussions, brainstorming, and story completion.

1. **The Observation Result of the First Teacher (DA)**
   - Meeting I   : Monday, December 9, 2019
   - Meeting II   : Monday, December 16, 2019
   - Meeting III   : Wednesday, February 12, 2020
   - Meeting IV   : Monday, February 17, 2020

Table 2. The Observation Result of the First Teacher

No.	Techniques	Meeting				Note
		I	II	III	IV	
1.	Discussions	√	√		√	Another techniques used: Question and Answer (teacher used this at the end of each lesson) Drill (teacher used this technique in every meeting while students make mistake in saying the word)
2.	Role Play					
3.	Simulations					
4.	Information Gap					
5.	Brainstroming	√	√	√		
6.	Storytelling					
7.	Interviews					
8.	Story Completion			√		
9.	Reporting					
10.	Playing Cards					
11.	Picture Narrating					
12.	Picture Describing					
13.	Find the Difference					

2. **The Observation Result of the Second Teacher (MTS)**
   - Meeting I   : Wednesday, February 19, 2019
   - Meeting II   : Monday, February 24, 2019
   - Meeting III   : Wednesday, February 26, 2020
   - Meeting IV   : Monday, March 2, 2020

Table 3. The Observation Result of the Second Teacher

No.	Techniques	Meeting				Note
		I	II	III	IV	
1.	Discussions	√				Another techniques used:

2.	Role Play					Question and Answer (always used in every topic) Drill (teacher used this technique in every meeting while students make mistake in saying the word) Communication Games (used in the second and third meeting)
3.	Simulations					
4.	Information Gap					
5.	Brainstroming	√			√	
6.	Storytelling					
7.	Interviews					
8.	Story Completion			√		
9.	Reporting					
10.	Playing Cards					
11.	Picture Narrating					
12.	Picture Describing					
13.	Find the Difference					

Moreover, the analyst found other techniques which utilized by the study subjects, such as:

1. Drill

Drill is one among the utilized techniques employed by the teachers during the class. Drill itself was employed for aiding students on pronouncing words or sentences correctly by attempting repetition. This technique was considered very accommodating for students in memorizing or remembering new vocabularies.

This technique could invite students to pay extra attention toward their teacher or tutor. EFL pupils were enquired to follow what the teacher said and conduct repetition for several times. The more often a word is repeated, the easier it would be for the EFL pupils to memorize. At the end of each conducted lesson, the EFL tutor enquired the students to conduct repetition on all new words.

2. Question and Answer

The question and answer were often utilized within class discussions. This technique aid students in developing their thinking capabilities as well as increasing and improving confidence in uttering English sentences. The activity related to this technique is also essential in the interaction pattern between teachers and students. Each student studying at the study setting was required to ask questions when the teachers had done explaining a material or answer questions raised by other students when they have decent comprehension on the explained material.

3. Communication Games

Games are one technique which would always be implemented to attract students' attention. Games make students more enthusiastic in learning at all times. They have capability on making classroom atmosphere more colourful and varied, as well as capable of aiding students to easily comprehend the material. This technique is usually employed when the lesson will be concluded. The game that was utilized during the observation was a game of connecting words as well as true-false.

In the connecting words game, the teacher provided a word related to the topic to initiate the game. Then, each student was enquired to connect the words one by one until it became a proper sentence. Those who failed in connecting the words correctly would receive a penalty, which was singing an English song in front of their peers.

As for true-false game, it could be employed for measuring the pupils' comprehension regarding the material has been learned. Students were enquired to write "true" or "false" on their paper when the teacher uttered a statement. When the game was over, the teacher and students began a discussion session regarding the answers. Students who lost or had the greatest amount of wrong answers would have to construct and release a story on their Instagram stating that they lost the game.

The utilization of appropriate games when the classroom conditions were stagnated and boring was an effective technique for achieving and acquiring learning goals. Besides that, games are also able to produce intimacy between students and teachers.

Interview Results

The interviews were carried out to two teachers who taught in the public groups. Interviews for this study was conducted on February 17, 2020 with the first subject, and on March 2, 2020 for the second subject. They mentioned that that they implemented several techniques in teaching speaking in the class to ease their EFL pupils in teaching material comprehension.

<u>Table . The Study Subjects Answers in the Interview Session</u>

Teacher : DA	
Date : Monday, February 17, 2020	
Questions	**Teacher's Answer**
What techniques do you use in teaching speaking?	There are several techniques used; discussions, brainstorming, drill, question and answer, and story completion.
Why do you use those techniques when you teach speaking?	All of the techniques used have been adapted to the subject matter. So, the learning objectives can be achieved and make it easier for students to understand the material.
What are the advantages of techniques that you use in teaching speaking?	Students became easier to understand if the teacher can adjust the technique used.
How the students respond when you teach using those techniques?	The use of the games in learning makes students more enthusiastic. Students' response is very good.
Do you always use the same techniques in every meeting?	Not always, everything depends on the material. But there are indeed some techniques that are almost always used; brainstorming, question and answer, and drill.
Teacher : MTS	
Date : Monday, February 17, 2020	
Questions	**Teacher's Answer**
What techniques do you use in teaching speaking?	The teacher used several techniques, such as; discussions, brainstorming, drill, question and answer, story completion and communication games.
Why do you use those techniques when you teach speaking?	Because according to the material that will be used, so students more easily understand.
What are the advantages of techniques that you use in teaching speaking?	Students became easier to understand if the teacher can adjust the technique used.
How the students respond when you teach using those techniques?	The use of the games in learning makes students more enthusiastic. Their response is good. Especially if there are games.
Do you always use the same techniques in every meeting?	There are several techniques that are always used, but in every material there must be other techniques used, so students can understand well.

For the first teacher, technique was the most crucial thing in teaching. The utilization of appropriate techniques was able to assist and aid students in comprehending the material. She utilized several techniques, such as; brainstorming, discussions, question and answer, and drilling. The

techniques often employed within the class were brainstorming, question and answer, as well as drilling. Brainstorming was utilized to initiate the lesson. In the middle of the session, the teacher usually employs question and answer techniques. Before the class was concluded, the teacher implemented drilling technique to aid students memorizing the obtained new vocabularies during that day.

The second teacher implemented discussions, brainstorming, question and answer, story completion, as well as communication games. The techniques that were frequently utilized were discussion, question and answer, and communication games. The teacher was contented when the material became a discussion topic within her EFL pupils. It made them capable of developing their knowledge regarding the material being discussed. Communication games were used for attracting students' attention when they seemed bored with the lesson. The employed game had to be in accordance with the discussed lesson. At the end of the lesson, the second teacher conducted a question and answer session for ensuring that students could comprehend the material well.

Based upon the interview result with the teachers at Rumah Inggris Banjarmasin, the techniques that teachers utilized in teaching speaking for public group were:
1. Discussions
2. Brainstorming
3. Story Completion
4. Drill
5. Question and Answer
6. Communication Games

Every implemented technique during the class had their respective advantages. The teachers mentioned that the appropriate technique could aid students to easily comprehend the material being given. The most important and pivotal thing to be considered in the technique implementation was the students comfortability and views toward the technique.

Discussions

As previously stated, the aim of the study was for discovering the techniques that employed by the teachers in teaching speaking at Rumah Inggris Banjarmasin. The utilized study design was descriptive qualitative. The analyst employed observations along with interviews as the study instruments. The observations took eighth times while the interviews took twice.

Based upon the study results, the analyst could perceive that the EFL tutors at Rumah Inggris Banjarmasin implemented several techniques while the teaching process being carried out. The techniques were discussions, brainstorming, drill, story completion, question and answer, as well as communication games. Some utilized techniques were included within Kayi's techniques (2006). The way the teachers applied various techniques in teaching was with intention that the students could easily comprehend the material well, thus they finally capable of speaking fluently. It was in accordance with Sunardi (2017) who had statements that the big goal of the teacher in teaching speaking is for making the EFL learners could increase their fluency and language mastery.

Each technique possessed its own advantages. In addition to ease students in comprehending the material, techniques are also employed for motivating students for being able to utilized their knowledge in problem solving. In various subject matter, there were conditions which requiring the EFL pupils for exchanging opinion with other students, such as discussing current hot issues which was occurred within the society where they lived in. Students were also enquired to be capable of responding the issues critically, such as by exchanging ideas with their peers hoping to acquire a conclusion. For this condition to be emerged, the appropriate technique to be implemented was the

discussion. According to the study result, the teachers at Rumah Inggris Banjarmasin also employed this technique within the study session.

Torky (2006) said that speaking is a means for learners to communicate with others for attaining certain goals or for conveying opinions, expectations, and view point. Based upon that opinion, discussion is a suitable technique for students in expressing their thoughts and opinions correlated with the issues discussed, also guessing what will happen. And this is done by the teachers at Rumah Inggris Banjarmasin. They enquired each student for expressing their opinions, thoughts, or feelings. Furthermore, they were enquired to ask each other some questions.

Beside discussion, a technique that was also utilized within teaching speaking at the study setting was brainstorming. The brainstorming technique was almost employed to initiate each each lesson. The teacher slipped light questions and the students were enquired to be responsive in responding to their tutor's questions. Students had to think regarding what material would be discussed at the meeting spontaneously based upon some clues.

This brainstorming technique is one of the effective techniques for students in issuing creative ideas regarding the topic to be discussed. This technique could pressure students for speaking spontaneously and freely. At a glance, the brainstorming technique is almost similar to the discussion technique due to its similarity in solving problems. However, the problem in this technique was briefly identified, hence there was no rebuttal to the other students' opinions.

While conducting the brainstorming technique, the study subjects who were the Rumah Inggris Banjarmasin's teacher found it easier to know which students had a good responsiveness as well as a lot of knowledge. This technique really aided the teacher well in attracting the students' attention. The EFL pupils were enquired and expressed their opinions regarding a question or topic. This technique could be considered as among the most encouraging techniques for students prior to the learning process.

Another technique was story completion. According to Kayi (2006), this technique is similar with a game. The Rumah Inggris Banjarmasin's teacher gave a keyword for a student and then enquired other students for connecting sentence by sentence in turn. The students responded well. The excitement in the class was visible, due to the fact that when there were students who failed to do the task, they had to be punished in accordance with the prior agreement.

The story completion technique is a fun technique where their imagination was aiding in composing sentences. Students may also add new characters and events in each sentence by adjusting to the latest sentence uttered by other students. Besides being fun, the teacher also provoked students to lengthen their sentences when they made sentence too short. The situation forced students' adrenaline to speak. When the students faced difficulties when uttering their thoughts, the utilization of phone for looking for references were allowed by the Rumah Inggris' teacher.

Drilling was the next employed technique widely used by the first study subject (subject DA). The teacher employed this technique when she heard her students saying the words wrong when they spoke. Each word was repeated 5 times or until students were capable of pronouncing it well. The teacher mentioned that drilling was one of the most suitable techniques to aid students in remembering, memorizing, and adding various vocabularies. Furthermore, the teacher felt that this technique's effect was very visible, it was proven when students encountered the same word and capable of pronouncing it well.

In her study, Kayi (2006) defined speaking as a crucial part of ESL learning. Someone had to be brave in expressing opinions for improving and upgrading the speaking mastery. One among techniques which was suitable with this statement is question and answer. The Rumah Inggris Banjarmasin's teachers who were focused on teaching in public groups always implement this technique by the end of lesson either for improving the pupils' thinking capabilities, honing their speaking mastery, or ensuring that students comprehend the material well. Each student was required

to ask at the end of the lesson regarding the topic had been discussed. Additionally, other students might also answer other students' questions if they know the appropriate and correct answer.

Other ones were communication games. This technique was utilized when students seemed to bored with the lesson. The teacher slipped a game correlated to the topic. It was compulsory for all students to participate in the game. One among the games mostly employed was the guessing object game. It was carried out by the teacher by citing an object's characteristics, then enquired students for predicting what object possess these characteristics. After that, each student was enquired to do the same thing in turn. Students who were capable of answering correctly, received a reward which provided by the teacher. The classroom's atmosphere was very pleasant during the games. Also, a lot of vocabulary could be obtained by employing this technique. The teacher felt that this technique was one among the best techniques for attracting the students' attention.

Based upon the explanation above, it could be settled that the EFL tutors at Rumah Inggris Banjarmasin used various techniques within teaching speaking as stated by Kayi (2006), such as brainstorming, discussion, along with story completion. Besides all those techniques, based upon the observation, it was also discovered that the study subjects were also implemented other techniques, such as drill, question and answer, and communication games. They mentioned that these are all the techniques that often implemented when they were teaching speaking.

All utilized techniques within the classroom also seemed suitable for each material being taught to the students. There were always activities where the EFL pupils were invited to share opinions, express themselves, attempts to speak whatever they can utter according to the material. And when the students seemed to be bored, games utilization was the appropriate attempts to be carried out. The implementation of those techniques can be recommended for teachers who are still face difficulties regarding making classroom atmosphere less boring as well as making students more active.

The Rumah Inggris Banjarmasin's EFL tutors always remind their pupils to communicate by using English as much as possible. It was done to build the students' confidence as well as making them be more actively engaged with their peers. As mentioned by Anurada in Hussain (2017), teachers should let the learners for actively speaking and uttering their thoughts with whatever English knowledge they possess.

CONCLUSION AND SUGGESTION
Conclusions
Based upon the previous chapter, in the study results the analyst concludes that the Rumah Inggris Banjarmasin's teachers employed several techniques while they were teaching speaking, there were:

1. Discussions, the teachers implemented this technique by dividing them into several groups for discussing an issue or solving a given problem.
2. Brainstorming, this technique was used by the teachers at the beginning of learning process by asking short questions correlated with the material to be discussed or to initiate the study session well.
3. Story Completion, the students were enquired for completing the story by connecting each sentence. Students were also allowed to add new things, such as characters, events, or settings.
4. Drill, the EFL pupils were enquired to pay extra attention toward their tutor and follow what they said and asked.
5. Question and Answer, the teachers enquired students for discovering the extent of their comprehension. The EFL learners were also allowed to ask when they failed to comprehend the given material well and the teachers ought to answer by giving a decent explanation.

6. Communication Games, this technique was employed by asking students to connect words one by one until make a decent sentence. The sentence made must contain material that has been discussed.

The techniques used are very diverse. From the observations and interviews too, the techniques used by the teacher in the classroom suitable for each material and for the students. Technique is an important thing in teaching, in order to achieve learning targets. In this case, the teacher must be able to choose what techniques are in accordance with the material will be discussed, to be more effective and on target.

Suggestions
Based upon the conclusion, the analyst would like to propose several suggestions.
1. For the English teacher
Technique is a very pivotal component when the educational process were being carried out. Thus, the technique implementation must not be missed out. Choosing the appropriate technique is emphasized so that students were capable of easily comprehend the material and learning targets could be achieved as well. The utilization of various techniques is also crucial, so that the students do not get bored when learning process was taken place.

2. For the further analysts
To other analysts who attempt taking the similar topic regarding teachers' techniques in teaching speaking for adding various instrument and read more regarding the material correlated with the speaking skills techniques. The analyst also had expectations that this thesis can be additional and extra reference for future research attempts.

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