

Controlled Speaking Practices of Senior High School Students at SMA TA'MIRIYAH

Sudarmono

Institut Agama Islam Nahdlatul Ulama Bangil

Corresponding Author: sudarmonosudarmono210@gmail.com

Info Artikel

Submitted: 09 Februari 2026

Revised : 09 Februari 2026

Accepted: 14 Februari 2026

Published: 15 Februari 2026

Keywords: praktik terkontrol, praktik berbicara, siswa sekolah menengah atas

Kata Kunci: controlled practices, speaking practices, senior high school students

Abstract

This paper discussed the result of Controlled Speaking Practices of Senior Students at SMA. This teaching technique had a big contribution to improve accuracy and fluency in speaking. The study aimed to investigate the strengths and weaknesses of Controlled Speaking Practices and it was also to find whether Controlled Speaking Practices is effective in improving the speaking skill of senior students or not. The study took place at SMA TA'MIRIYAH Surabaya. The school carried out Controlled Speaking Practices in conversation class in the first grade of senior high school students. Qualitative descriptive approach and observation were applied in this study. The writer used recording and field notes as the techniques in conducting observation. The writer analyzed the strengths and weaknesses of controlled speaking practice which were according to three aspects: the result of practicing the task, how the teacher conducted the task, and the way students' talk in the class. From the data analysis, Controlled Speaking Practices also can indicate that this is the right technique to improve the students' speaking skill. The researcher concluded that Controlled Speaking Practices might be a tool of practice speaking English which can assist the students to achieve good speaking English.

Abstrak

Riset ini membahas hasil dari Praktik Berbicara Terkendali (Controlled Speaking Practices/CSP) pada siswa SMA. Teknik pengajaran ini memberikan kontribusi besar dalam meningkatkan ketepatan dan kelancaran berbicara. Studi ini bertujuan untuk menyelidiki kekuatan dan kelemahan dari Praktik Berbicara Terkendali dan juga untuk mengetahui apakah Praktik Berbicara Terkendali efektif dalam meningkatkan kemampuan berbicara siswa SMA atau tidak. Studi ini dilakukan di SMA TA'MIRIYAH Surabaya. Sekolah tersebut melaksanakan Praktik Berbicara Terkendali dalam kelas percakapan di kelas satu siswa SMA. Pendekatan deskriptif kualitatif dan observasi diterapkan dalam penelitian ini. Penulis menggunakan perekaman dan catatan lapangan sebagai teknik dalam melakukan observasi. Penulis menganalisis kekuatan dan kelemahan dari praktik berbicara terkendali yang menurut tiga aspek: hasil dari latihan tugas, bagaimana guru melaksanakan tugas, dan cara siswa berbicara di kelas. Dari analisis data, Praktik Berbicara Terkendali juga dapat menunjukkan bahwa ini adalah teknik yang tepat untuk meningkatkan kemampuan berbicara siswa. Peneliti menyimpulkan bahwa Praktik Berbicara Terkendali mungkin merupakan alat latihan berbicara bahasa Inggris yang dapat membantu siswa mencapai kemampuan berbicara bahasa Inggris yang baik.



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Publisher: Lembaga Penerbit Penelitian Nusantara

Introduction

In Indonesia, English is learnt and taught since elementary school. English has become a compulsory subject in education sector. Many Indonesian learners study English for specific purposes such as passing the test, a job requirement, or study abroad. Not all learners like to learn foreign language, especially those who feel that learning a foreign language means memorizing grammar rules and vocabulary and attempting to produce a perfect translation (Richards & Rogers, 1990, p.4). The same case, Indonesian learners tend to study any other skill but not speaking. Therefore, the learners never pay attention to the speaking aspect. Meanwhile, of four skills: reading, writing, listening, and speaking, speaking in a second or foreign language has often been viewed as the most demanding (Bailey and Savage, 1994, p.7). Speaking is essential because humans do it to communicate with each other. The learners think the goal of learning English is to be able to speak. If they are able to speak English, they would achieve their goal of learning English.

There are various methods to master speaking skills. Ferris and Tagg (1966) suggested that, in general, what academic EFL students need most is an extensive training to speak English in the class. Pulverness argues that learners' speaking skills can be developed by focusing regularly on particular aspects of speaking, e.g. fluency, pronunciation, grammatical accuracy, body language (2005, p.35). The writer would like to apply controlled speaking practice, this technique lead learners especially the beginner learn how to start speaking English with the correct grammar and vocabulary. This technique seems good because the learner can achieve either fluency or accuracy.

There are several related studies that analyze the speaking teaching techniques. Vilches (2000) applied TBLT (Task-Based Language Teaching) methodology in EN 10—an English bridging course at the Ateneo de Manila University in Philippines. The outcome showed development in speaking and writing because this study emphasis on the form of language. Jafrizal (2003) conducted the research about how to develop speaking skill by KWL techniques and game. The result of students' score was increased and students experienced improvement in their speaking English. The last researcher is Rosalina (2008), she conducted controlled-speaking practices of junior and senior high school students. The different gaps were observed, the writer applied qualitative descriptive observation to prove controlled speaking practices, and the conducive class by giving a chance for students to practice more in speaking, and the participants were senior high school students from the formal school.

The purpose of the study is to discover whether the controlled speaking practices can improve the students' speaking ability in doing role play. The writer also wants to see the

strengths and weaknesses of controlled speaking practices applied in their class. The writer wants to show that controlled speaking practices can be the right technique of teaching speaking. Obviously, the reason why controlled speaking practices are employed is EFL students still can not speak correctly. The writer hopes in the future, this method will be applied in some courses or institutions in order to have good English which has good structure as well as utterances of speaking English. This study is going to create EFL students who can speak either fluently or accurately.

Literature Review

The subject of this study, Pulverness, Spratt and William (2005, p. 66) defines there are many different kinds of activities and talks with different names and different uses. Some activities are named controlled/restricted practices because learners can only use certain items of language and they focus on accurate use of language (Spratt, 2005). Controlled practice here means a stage in a lesson where learners practice new language in a limited form. In speaking activities, controlled practices guide learners use the target language, new vocabulary, or language points given by the teacher. Pulverness and William (2005) emphasis controlled speaking practices which serve as an introduction to the fundamentals of the lesson's target structure. Students are prompted for the language for which there is only one correct response.

In controlled speaking practice, it tends to the form-focused activity because the students are expected to use a correct grammar and vocabulary. There are two focuses of the form-focused in language teaching such as place of grammar and vocabulary in language teaching. Brown (2001) said that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc). Grammar could be meaningful in language issue, when teacher applied specific grammar to oral conversation. Students will get some kind of grammar oral training and it is more advantageous than just applying in writing or test.

The writer applied role play in controlled speaking practice. The writer seemed it is the right technique to achieve controlled activity. Role play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying for specific purposes (Harmer, 2007). Students can brainstorm some recent issues and choose the topic that most interest to them. In role play, the learners will be given their own and they should be responsible to develop the role play based on the topic given. Role play is a

communicative activity in which the learners are given a task to complete and in order to ensure a lively and unpredictable course of the activity (Harmer, 2007). The students are expected to use role play in controlled speaking activity. The students would get target of learning by enriching vocabulary and producing grammatical utterances.

In the controlled speaking practices, the writer used the analytic scoring to assess students' performance. Speaking assessment can be like oral practice speaking which students must complete in the class. In the oral task aimed to test the progress of students' speaking skill and the achievement at the end of it. According to Thornbury (2006), a test of speaking is not a test of grammar because the need to test speaking through oral speaking practice. In assessment of speaking, it is divided into two ways of scoring such as holistic scoring and analytic scoring. Holistic scoring is a single score on the basis of an overall impression but Analytic scoring is a separate score for different aspects of the task (Thornbury, 2006). The writer uses analytic score which can score and describe the students' performance in detail. Based on (Thornbury, 2006, p.127) analytic scoring takes longer, but compels testers to take a variety of factor into account and, if these factors are well chosen, is probably both fairer and more reliable. The writer adopted the four categories from CELS (Certificate in English Language Speaking Skill) Test of speaking such as Grammar and vocabulary, discourse management, pronunciation, and interactive communication.

Here is the table of analytic scoring for assessment speaking.

Range	Vocabulary and	Pronunciation	Discourse Management	Interactive
	Grammar 30 %	20 %	30 %	Communication 20 %

<p>0 – 10</p>	<p>a. No coherence with the expression or structure given b. Speaking more than 10 words which are incorrect in the usage. E.g. I coordination with my group. c. Participants can utter 1 – 5 new, varied and creative words. a. Spoken utterances are not related to grammar</p>	<p>b. There are too many 3-second-fillers or even voiceless c. Speaking too slowly or too fast without being understandable d. Making some misspell or mispronounce of words</p>	<p>a. Making significant mistakes in arranging sentences in the right tenses b. Delivering very simple utterances but non-understandable words, phrases or sentences c. Do not understand what the teacher asks. Ask for repetition or answer with wrong answer</p>	<p>a. Still utter many Indonesian words b. Dominated with being nervous, silent, unprepared, or shy; having lack of self-confidence c. Making inappropriate interaction and unfocused with the partner</p>
<p>11 – 20</p>	<p>a. Still using a coherence of expression or structure b. Speaking 6 – 10 words which are incorrect in the usage c. Participants can utter 6 - 10 new, varied and creative words. d. Spoken utterances are related to grammar</p>	<p>a. There are few 3-second-fillers b. Speaking slowly but understandable c. Making less misspell and mispronounce of words</p>	<p>a. Making 5 mistakes in arranging sentences in the right tenses at the most b. Delivering simple utterances but understandable words, phrases, or sentences c. Understand what teacher asks. However, being unable to achieve the task and to answer correctly</p>	<p>a. Utter Few or no Indonesian words a. Dominated with being prepared; having full of self-confidence b. Making appropriate interaction and convincing eye contact with partner</p>

21 - 30	a. Using an exact coherence of expression or structure b. Only Speaking 1 – 5 words which are incorrect in the usage c. Participants can have much new, varied and		a. Making 3 mistakes in arranging sentences in the right tenses at the most b. Delivering well- organized utterances and understandable words, phrases, or sentences	
	creative vocabulary d. Spoken utterances are exactly related grammar		c. Understand what teacher asks and being able to achieve the task and to answer correctly	

Method

The writer used a Qualitative Approach as a techniques of data collection As stated by Woods (2006), Qualitative Research has main features such as a focus on natural settings, an interest in meanings, perspectives, and understandings, an emphasis on process, and inductive analysis and grounded theory. Qualitative descriptive has to focus on natural settings in order to enrich much data analysis. It is origin of the real situation and live experiences. Qualitative methodology also depends on the subject’s meaning, perspectives and understandings. Research which attempts to increase our understanding of why things are the way they are in our social world and why people act the way they do is called “qualitative research” (Marshall & Rossman, 1999). The writer would like to apply qualitative descriptive as the writer will get much richness of data interpretation of activity event process. Therefore, the writer thinks that this method is appropriate to analyze the controlled speaking practices applied to senior students at SMA TA’MIRIYAH.

The writer used several techniques in data collection which are observation, sample assessment of students’ performances, audio recording from students’ utterances, field notes from observation section, and questionnaire. The writer applied participant of observation as a technique of data collection. According to Adler (1994), Observation entails the systematic noting and recording of events, behaviors, and artifacts (objects) in the social setting chosen for study. The writer would like to record anything happened in the classroom such as students’

performance and interaction among students. The writer would like to apply classroom observation to assess teaching practice. In this case, the writer used audio recorder to record all the sounds which were produced by students or teacher. It is more sophisticated than just taking notes. The writer can play it back of what students said, it is easier to analyze the error that they have made. This approach is more intrusive than real-observation in case the writer forget about all the students' utterances. Observation can be done in education field such as classroom studies. In which the writer put the documents and describes actions and interactions happened in the classroom. This is another method to obtain data form students, the open questionnaire asked students about controlled speaking practice. The questionnaire could be an evaluation for the writer from students. There are some focuses on observation such as on ourselves as teachers, on our students, and on the context (Wallace, 1998). The focus of observation was on teacher and students. The focus on the teacher was like the way teacher teach, teacher deliver the material, teacher applied work of controlled speaking practice and also the work of treatment. The focus on students was about the way they work, they interact, they respond to our teaching, their on task and off-task behavior, and so on.

Data Analysis

Several procedures were required to analyze the data. As the data was formed in a recorded data speech, the first step of analyzing the data was the writer transcribed the data into a written form. After the writer finished transcribing the recording, the writer started to analyze word by word or sentence by sentence. The writer analyzed students' utterance by checking the written oral conversation which had been transcribed. The writer analyzed controlled activity emphasis on the controlled grammar and vocabulary. Then, from observation which the writer conducted, the writer set the sound recording to document students' performance. the writer not only focused on students but also on himself. Therefore, the writer worked with another teacher to help him to observe. Such a co-operation between teachers, it would be beneficial if teacher knew which scope must be observed. The data was coming from field notes and recording in the observation. Then, the writer identified field notes. Field notes showed the students and teacher's action or behavior that cannot be recorded in audio. Field notes can assist the writer to describe what was happening during the activity and to get richness of data analysis. The writer got field notes such like some evaluation from teacher after the class. The writer wrote field notes by doing discussion with the teacher. The writer analyzed the finding and interpreted

the finding by looking at the transcribed data and field notes. Lastly, the writer draws conclusion of what the writer has observed along the activity or research in the class.

Discussion

This part is divided into two which are finding and interpretation of finding. In the interpretation of finding, it discusses the finding in this study.

Findings

The results were found in the semi controlled practices activity. the writer found the strengths and weaknesses of this method of teaching speaking. Strengths and weaknesses were viewed as the result of practicing the task, how teacher conducted the task, and the students' talk during the task. This table

Aspects	Strengths	Weaknesses
The result of practicing the task	<ul style="list-style-type: none"> - The students focus on the certain target language and vocabulary - Controlled Speaking Practices enable students to feel secure and confident in their performances - Controlled speaking practices lead students to interact each other - The conversation of students carry out in the class makes the activity becomes "talk as transaction" 	<ul style="list-style-type: none"> - Controlled Speaking Practices are less interactive and not able to make creative talk - Students still felt inflexible because teacher's attention.

How teacher conducted the task	<ul style="list-style-type: none"> - Directed corrections from teacher assist students to be aware of structure of language - The vocabularies in the pre- teaching activity conducted by the teacher enables students to do their task - The teacher's guidance assists students' hesitation to talk 	<ul style="list-style-type: none"> - Students cannot have self-correction and be aware of their mistakes - The length of time needed for each activity is limited
The students' talk during the task	<ul style="list-style-type: none"> - Controlled speaking practices encourage the students to have 	<ul style="list-style-type: none"> - There are still ungrammatical conversation and some
	<ul style="list-style-type: none"> opportunities using English rather than Indonesian language - Controlled speaking Practices creates effectiveness of talking time in which the frequency of students' talking time is higher than teacher's - Students tend to make their own greeting in the beginning of conversation. 	<ul style="list-style-type: none"> error of pronunciation - The students' learning experience is different from other students.

Interpretation of findings

The writer found that some strengths in the result of practicing the task. First, the students focus on certain target language and vocabulary. At this point teacher gave some useful vocabulary and expression in pre teaching. It helped students when they performed the task. Providing some vocabulary and useful expression were advantageous for student in order to know new vocabulary and appropriate expression to say opinion or thoughts. Secondly, the students also felt secure and confident during the task due to pre teaching activity. They did not need to think about what they would like to say because teacher assisted them by some useful expressions. Those new vocabulary and expression made students avoided from

making mistakes. In addition teacher guided students during the task, students did not hesitate to express in the role play.

As it has been explained, controlled speaking practices only focus on one correct response and students just have limited form of language. They were still controlled in language form and target language. The last result which showed strengths of the task was about the conversation. Students had a chance to do role play to apply controlled speaking. Students had a kind of transaction talk during the task. At the point, students had a benefit to talk turn with the partner to practice speaking English. Some weaknesses appeared in the result of practicing the task, students could not create a creative talk. Students were restricted to make a creative or communicative talk because students are expected to had a good conversation based on correct grammar and useful vocabulary. The teacher led students to have transactional conversation, it was like a role play between student and partner, as a result students must follow sequence of the task. Students seemed to carry on the conversation which guided by teacher.

The strengths and weaknesses also came from how teacher conducted the task. For example, directed correction form teacher can assist students during the task. In this case, students sometimes were not aware of language form. They sometimes made misspell, mispronounce or ungrammatical sentence. They sometimes did not know the other vocabularies outside pre teaching. Students may forget about the appropriate vocabulary that must be used in talk. Thus, in this controlled practices need a teacher to guide students' activity. Then, pre teaching which conducted by teacher enabled to assist students to do performance well. Teacher has already provided some useful vocabulary, expression and also correct grammar that students can apply in the activity. Next, the problem was the students made some error in their utterances. Therefore, they hesitated to speak. They sometimes doubt to make mistakes, so teacher's guidance was really helped for students. During the task, teacher immediately assisted students to offer some related vocabulary and expression in order to make it smoothly. Yet, the weakness was they cannot make self-correction. They depended on the teacher's guidance, they could not learn how to improve themselves. Moreover, the length of time was not enough to command students performing. It is because the lesson time was divided into two sections, the first section was for the writer to run the activity and the last section belonged to the teacher who teaches in the class. So, the time was only 45 minutes for each task. The writer could not make it all performances. Therefore performances of student were taking turns in two meetings. Besides that, the writer just conducted the task in pair work.

The last analysis was about the students' talk during the task. The strengths showed that the students were encouraged to speak English instead of Indonesian language. They kept using English even though their English was not good enough. Teacher's guide helped students to speak English well. They had to speak English in practicing the task. As a result, the controlled speaking practices made students talk time more frequent than teacher. This means the task led them to practice developing speaking skill. However, there were some mistakes made by students in saying sentence or pronouncing the words. There were some students who were not enthusiastic to do the task because they have not had enough courage to move forward. It showed that the students learning experience is different from one to other students.

The data analysis was also from open questionnaire and field notes indicated that the techniques of controlled practices worked in the senior high school students. Some of them agreed that controlled speaking practices were the effective way to train speaking ability. In the practice, students not only had a target language or vocabulary which they had to utter according to the task but also they could achieve a good speaking English which is grammatical correct and vocabulary. Yet, it was still controlled and guided by the teacher. Controlled speaking practices encouraged students to use English during performance. That was effective to get them started to speak a good English.

The controlled speaking activities run a role play to the students. The result showed that students' role play was good because students can achieve the better score. Before the writer applied controlled practice, the students score was below the standard. First, in grammar and vocabulary aspect, the students could obtain many vocabularies that related to the material or topic. The students also could use the expression and correct grammar which they obtained in the pre teaching activity appropriately. In pronunciation aspect, the students showed some progress in the pronunciation, they could spell correctly. It is because the writer also taught how to spell the words and how to use the expression. Then, in discourse management aspect, the students were able to arrange a good sentence with the right tenses. They even could deliver the message of their talking. As a result, their partner understood what the students said. Lastly, in interactive communication, students enabled to interact with partner to exchange the information and students did a communication by asking answering question from the partner.

Conclusion

This study has examined semi controlled speaking practices, the tasks were applied in senior students. The tasks showed that many advantages can be obtained. In SMA TA'MIRIYAH, it is very effective to improve student speaking skill. Since the previous method which only stressed in the grammar or reading comprehension, the writer wanted to employ some practices in speaking. As problem identified, there was no speaking training in the senior high level. Thus they are not used to learn how to develop speaking skill.

In conclusion, the writer seemed certain that controlled practices could lead students in advance training. Since the practicing the task, students used certain language form or target language. They had learnt some useful vocabulary and correct grammar, it made students feel confident in performing the task. Eventhough they had to use some useful vocabulary or expression that related to the material, students also employed a correct grammar that was according to the material. Then, the way teacher conducted the task was not also influenced students to be aware of correcting mistakes but teacher's guide assisted students particularly in the pre teaching activity. Before the activity began, teacher did some pre teaching activity. It made sometimes the length of time limited. Students still were encouraged in doing the task and mostly uttered words in foreign language. So, the talking time of students was more frequently than the teacher. They occasionally made some grammatical error due to the different learning experience.

The writer found controlled speaking practice can be more effective way to improve English conversation in the classroom in doing role play. Most of students told in the open questionnaire that semi controlled practice is the way to make conversation smoothly. Guiding by the teacher and practicing the task directly were good combination. While students were practicing the task in front of the class, teacher was guiding them in case many error and mistakes occurred. Students said that it was really enjoyed after Students comprehended the material, they had to practice the task immediately. As a result, the writer hoped controlled speaking practice can be one of the techniques of improving speaking skill. The writer hope the technique of controlled practice will be useful in the future in developing students' speaking skill.

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