

TEACHER'S STRATEGY IN TEACHING SPEAKING

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Abstract

In this article the researcher focus on teacher's strategies in teaching speaking at SMK Trisakti Baturaja. This study is aimed at portraying teacher's strategies in teaching speaking to students and recognizing students' response towards the strategies in teaching speaking by the teacher. The sample of this study are an English teacher and eleventh grade students at SMK Trisakti Baturaja. The method employed in this article is a descriptive method with qualitative approach by drawing a conclusion from the analysis of the strategies by the teacher's used. Data was collected by observation and interview. As the result of this study is the strategies of teaching speaking that the teacher used were small group discussion, dialogue, games, and drilling. Students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak. The teacher also must use strategies of teaching speaking in accordance with students' characteristics and level of proficiency, and use the materials that can make students to be active by using available media of the implementation of teaching speaking.

Keyword: *Speaking, teacher strategies*

Introduction

In the era of globalization, English is indispensable. English is an instrument or a very important communication tool. Therefore, English skills must be further improved. Speaking is one aspect of the four language skills. Speaking is the way to communicate to each other. According to Efrizal (2012:127), speaking is a speech or utterances with the purpose of having intention to be recognized by speaker and the receiver process the statements in order to recognize their intention. Speaking is one way to communicate which ideas and through a message orally. Woodrow in Burn and Siegel (2018:17) said that "Speaking is a highly complex interactive skill that has the added complexity of being very anxiety provoking for learners of another language". It refers speaking; students should always be improves to raise the enthusiasm of students in speaking. Speaking is one of skill that students may be developed not only in a formal educational institution but also in a private learning institution such as English language course based on the 2013 Curriculum. The 2013 Curriculum stated that, teaching speaking skill at the English languagecourse is started by introducing a variety of English text types (e.g. report, narrative, and analytical exposition) in daily habits activity (Depdiknas, 2013).

In speaking what needs to be considered is not only speaking fluently, but must also pay attention to the method of delivery which can also be done by short, concise but clear. Haidir and Salim (2012), states the word strategy is often interpreted by technique or method, which is a way to convey a message in this case subject matter to students to achieve the stated learning goals. According to Bashir at all (2011: 39), speaking strategies used by teachers consist of using minimal responses, recognizing scripts, and using language to talk about language. Realizing the importance of English in the present and in the future, then English learning must be given and applied in a good and interesting way. However, as the focus of speaking is to improve the oral production of students, it is teacher's

strategies to provide students a turn to speak. This implies that it is teacher's responsibility to make students able to speak English by employing suitable teaching strategies of speaking. Besides, teachers attempt to create good learning atmosphere to make students experience the learning process by using both appropriate materials and teaching strategies delivered by teachers. The strategies which are used by the teacher have to match for the students' ability and condition. The speaking strategies help the teacher to conduct teaching speaking better such as digital storytelling (Anggeraini, 2020). Moreover, Anggeraini (2018) stated that the teachers may provide some digital technologies in language learning.

Based on previous study done by Saliha (2017). The researcher found the strategies applied by the teacher are not only recognizing script, using minimal response, using language to talk about language, but also the writer found the new strategy, that is drilling. Consequently, teacher's strategies in teaching speaking to the students are really important. It is interesting to the researcher to study about these strategies implemented by the teacher, because it is considered that teaching strategies influence the quality of students' English learning condition and finally the students' ability in English. That is the reason why the researcher chose this title to be used as research.

Methodology

This research used descriptive qualitative. Then for the design the researcher used case study. This study is aimed to describe the teacher's strategies in teaching speaking to students and recognizing students' response towards the strategies by English teacher's. The population of this study was an English teacher and eleventh grade students of SMK Trisakti Baturaja. According to Saryono (2010), qualitative research is research that is used to investigate, find, describe, and explain the quality or privilege of social influences that cannot be explained, measured or described through a quantitative approach. Ary (2010: 424) said that, "In qualitative studies, the human investigator is the primary instrument for the gathering

and analyzing of data.” It means that the researcher act as instrument human and collect research data.

For collecting the data, the writer used observation and interview. On observation, the researcher did the observation to know teachers’ strategy in teaching speaking at SMK Trisakti Baturaja. The researcher observed teachers and students’ activities and events that happened in speaking class. Then from the interview, the researcher made list of questions to find the main data based on the purpose of this article. After the data had been collected, then the researcher analyzed it. To analyze the data, the researcher followed steps proposed by Miles and Huberman (2014). The data analysis is divided into three stages; they are data reduction, data display, and drawing the conclusion. After observing the process of teaching English in the class, the researcher did cross-check by the theories.

Finding and Discussion

Speaking is the most important skill. Teacher’s strategies in teaching speaking is very important, it can help the students to speak English well. The strategies used should be based on students’ needs. The research got the data through observation and interview. The researcher collected the data by making observations while the teacher was doing the learning process on Tuesday October 19, 2021, Tuesday October 26 2021. And the researcher interviewed the teacher and the students on Thursday October 21, 2021, Wednesday October 27, 2021. The researcher analyzed the strategies used by the teachers’ in the process of learning English at SMK trisakti Baturaja. Based on the results of data collection and analysis, the researcher found several strategies used in the speaking learning process, they are as follow:

| No | Class | Strategies in Teaching Speaking | Observation I | Observation II |
|----|---------------------------------|---|------------------|------------------|
| 1. | XI Teknik Komputer dan Jaringan | a. Small group discussion b. Dialogue c. Games d. Drilling | √ √ - - | - √ √ √ |
| 2. | XI Administrasi Perkantoran | a. Small group discussion b. Dialogue c. Games d. Drilling | √ √ - - | - √ √ √ |
| 3. | XI Akuntansi | a. Small group discussion b. Dialogue c. Games d. Drilling | √ √ - √ | √ - √ √ |

Tabel 1. Teacher's strategies in teaching speaking

From the result of teacher's strategies is different from the theory belongs to Bashir et al. The strategies that found in this research is Small group discussion, Dialogue, Games, and Drilling.

The first, small Group Discussion. A discussion can be held for various reasons. When doing discussion, the students can share ideas, find solutions and arrive at a conclusion. Almost all of students like for doing discussion in the classroom. Small group discussion does not seem like recitation in which the conversation belongs to only teacher and certain students, but small group discussion encourages and emphasizes students to

interact each other. Cohen & Lotan (2014) define that, students work together in a small group to participate in a clearly assigned learning task. Arends (2007, p.430-431) define that, small group discussion is a situation in which students exchange and share informations with their group to find solution of task given. Therefore, it can be concluded that in the small group discussion, students are involved in the conversation with other members of group, and also working in a group allow students to exchange their opinion which will make it easier for them to complete the task given. Here the teacher answer the researcher's question about it. She gave a complete opinion about this strategy.

"I usually used discussion model based on the material which will be taught. For example about asking and giving opinion, exactly we used discussion model. After I explained the material, I divided them in group, then I gave some question and then they discuss about it".

The second, dialogue. One of language teaching techniques suggested for developing speaking skill is by using dialogue. Dialogue is a kind of strategy that used by the English Teacher in teaching English especially speaking skill. Tornbury (2005:72), dialog practice also provides a useful change of focus from teacher led classroom interaction. Dialogue is a conversation between two or more person. It is a verbal exchange of ideas between people, and such fits the standard vision of how dialogue would function in the classroom. Dialogues are very useful technique once an initial set of vocabulary is understood. Teaching by using dialogue can help students to develop their conversation skill in common practice in most English classes. The advantages of dialogue is that the students not only know the meaning about the words of English but also the correct English rules. For this question, the researcher asked about the reason why the teacher used this strategy.

"Actually, there are many strategies that can be used, but the teacher must be considered is the condition of the class and the students".

The third, games. Game is activity that has rules and aims its fun and amusing. According to Jill (cited in Deesri, 2001), mentioned that game is an activity with rules, a goal and element of fun. In Educational environment, Games usually use as learning media. Cailonas (cited in Garris, Ahlers & Driskell, 2000) also has argument that game is an activity that is voluntary and enjoyable. Moreover, Games activity that used in classroom which help students to learn better, sometimes called Educational Games. Games are good media to help students learn better because games will make them study in fun and relax way, it is because games is activity not only amusing activity but also can enhance their ability in every skill. Poulsen (2010) states, "playing a game is an activity that enhancing skill use to solve the obstacle and playing a game is also basically a learning experience". Games also teach students other things that they do not get from usually way learning activities. Smith (2008) in her article also agrees that games help students to overcome their anxiety and enhance their skill, she said "Games can also help students master the skills useful throughout life, such as: teamwork, competition, strategy, problem solving, victory, and retention". To make students to have some fun and enjoy learning in the class uses game. She explained the implementation games in her teaching practice:

"First, I managed the students. So the students were asked to mention vocabulary based on the last letter of the previous vocabulary. For example, if the last letter of a vocabulary is U, then the next students need to mention another word initiated with an letter U".

The fourth, drilling. Drilling is a technique that consists of some practices in order to achieve the goal of learning. There are some definitions of drilling which is almost same based on the experts. At its simplest, Tice (2004) stated drilling can be said as practices. It means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. It is done for several times. According to Thornbury (2005:63), drilling is imitating and repeating words, phrases, and even whole utterances. This is likely to be particularly useful in gaining control

of short functional chunks and their associated intonation patterns. It also can make the learner become familiar with what is learned. Based on the explanation above, it can be concluded that drilling is an activity of practicing in speaking and repeating which is done for several times and highly controlled. Here, the teacher explained how she implemented strategies in her teaching:

"In drilling, I gave material to students. Then, I asked them to pay attention to me how to read it, after that they repeat again. Then I ask them to keep practicing until they know how to pronounce it".

Based on the analysis of the data collected above, the researcher explained some brief and clear description focusing on data, which had been acquired through the observation and interview. This article focuses on teachers' strategies in teaching speaking. The researcher found that teachers' strategies in teaching speaking had some varieties way, namely, small group discussion, dialogue, games, and drilling. Those strategies help them to face the students. Student's response are very good. They like with teachers' strategies in teaching speaking, but dialogue is a bit difficult for some student to deal with it. Regarding the strategies used by the teacher, the overall result shows positive feedbacks on the strategies used by the teacher.

Conclusion

Having analyzed and portrayed teacher strategies in teaching speaking. The conclusions derived from findings and discussion of this article is the strategies of teaching speaking that the teacher used were small group discussion, dialogue, games, and drilling. Students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak. The teacher also must use strategies of teaching speaking in accordance with students' characteristics and level of proficiency, and use the materials that can make students to be active by using available media of the implementation of teaching speaking.

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