

TEACHERS STRATEGIES IN TEACHING SPEAKING TO STUDENTS AT SECONDARY LEVEL

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Abstract: This study is aimed at portraying teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English teacher and a class of 20 students. In the mean time, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. The purpose of this research is to find what strategies are suitable for use by teachers at secondary level. This research is a case study and uses qualitative methods. To obtain data, the authors conducted research for 3 days. The instruments used to collect data in this study were classroom observations, interviews and questionnaire. It aims to find out strategies that are suitable for the teachers in teaching speaking to students at secondary level. The data shows that, a suitable strategy to be used by teachers in teaching speaking at secondary level in SMA Negeri 1 Pekanbaru is improving student discussion and storytelling. By using strategy, teacher will be more easy in teaching and student easy to understand what the teacher will be given. Meanwhile, without strategy student will get bored and difficult to get the lesson. In the meantime, regarding the strategies used by the teacher, the overall result shows positive feedbacks on the strategies used by the teacher. It is evident that 40% students strongly agree, 20% students agree with the strategy used by their teacher and they are very interested in the strategy. and 40% of the students on the day I shared this question were absent.

INTRODUCTION

This chapter consists of research background, the problem of the research, research objective, research significance, scope of study, definition of key term, and organization of the study. Each of them will be explained as follows.

The teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to

write and speak would be different because the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral language. Moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes. Regarding strategies for teaching speaking, it is ironic that, based on experience of the researcher during studying in high school, most of students of

secondary school were not able to speak English. Furthermore, those who graduated from secondary school do not have sufficient ability for English speaking as the teaching of English in Indonesia is considered unsuccessful (Education & Program, 2013) (Education & Program, 2013) (Nur, 2004; Renandya, 2004; as cited in Cahyono and Widiati, 2011)

These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking. Given that teacher's strategies are important to attain the lesson objectives, which affect the teaching learning circumstances, and speaking skill is typically a sign of successful language learning, these become the focus of the study. Considering those explanations, this research is conducted to find out strategies employed in teaching speaking to students of a senior high school in SMA N 1 Peukan Pidie and students' responses towards the strategies.

While, students' responses towards the strategies reveal positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. Thus, it is suggested that teachers use strategies of teaching speaking in accordance with students' characteristics and level of proficiency, and provide materials involving students to be active by using various available media for the implementation of teaching speaking.

This research only focuses on the teacher strategies in teaching speaking to students at SMA N 1 Peukan Pidie (Blangkula). In general the students responded positively to their teacher strategies.

Some students, especially Senior high school students, seldom speak English in their daily conversation. They often use their local languages in the classroom or out of the classroom. This is due to several problems: the students were lack of practice speaking English, they were afraid of making mistakes, they did not have self-

confidence, and they could not keep the interaction going. To solve these problems, the teachers have to find an appropriate way or strategy to encourage them to speak.

Referring to the explanation above, researches think that each teacher must have strategies for teaching and learning especially for Senior high school at SMA N 1 Peukan Pidie (Blangkula). Because, they are not familiar with foreign language, which latter will make them bored because they do not understand the meaning. Therefore, researchers want to do research with the title: ***“Teacher’s Strategies In Teaching Speaking To Students At Secondary Level”***.

In this study, the writer would give some clarification of the key term of the title:

Speaking

Speaking is the action of conveying information or expressing one's thoughts and feeling in spoken language. The word of “speaking” it's self-mean the utterances that are made to form words and phrases such as bye-bye or go bye-bye. In this research speaking means students' ability in describing someone or people.

Strategy

The word strategy as cited in Silver, Strong, and Perini (2007) as the next term comes from two ancient Greek roots: Stratos, meaning “multitude” or “that which is spread out,” and again, meaning “to lead” or, we might say, “to bring together”. According to Bryson (2004) a strategy is defined as a pattern, of purposes, policies, programmes, actions, decisions, or resource allocations that define what an organisation is, what it does, and why it does it. These explanations give the meaning of strategy as the step to decide what will do in an activity. Furthermore strategy that used in teaching (teaching strategy) that is mentioned by Smith in Aggarwal (2014) refers to a pattern of teaching acts that serves to attain certain outcomes. According to David in Gulo (2002) teaching- learning strategy is a plan,

method, or series of activities designed to achieves a particular educational goal.(Speaking, Teaching, & Speaking, 2009)

Based on these explanations strategy that is used in teaching is the plan of activity which is designed to achieve the educational goal. It can be concluded that strategy in general is the plan of an action. Furthermore strategy that is used in teaching (teaching strategy) is the plan of activity that is used by the teacher to teach the students in order to achieve educational goal. In teaching, the term of strategy and method are the most commonly used.

Based on the explanation, the term of strategy also can be called as method. Because both of these terms can be used as interchangeable to make the planning process of teaching and learning become easier. After we know about the terms above, furthermore, there are some activities which can be implemented to teach speaking. According to Kayi (2006) there are some activities to promote speaking those are:

- Discussion
- Role Play
- Simulations
- Information Gap
- Brainstorming
- Storytelling
- Interviews
- Story Completion
- Reporting
- Playing Cards
- Picture Narrating
- Picture Describing
- Find the difference

Student's at secondary level

Secondary level same with secondary school. So, a secondary school is both an organization that provides secondary education and the building where this takes place. Some secondary schools can provide both lower secondary education (level 2 and 3 of the ISCED scale), but these can also be provided in separate schools, as in the American middle and high school system.

Secondary schools typically follow on from primary schools and lead into vocational and tertiary education. Attendance is compulsory in most countries for students between the ages of 11 and 16. The organizations, buildings, and terminology are more or less unique in each country.

Regarding the teaching of speaking to students at secondary level, teachers should bear in mind that treating students fairly, impartially, and with respect is a must for teachers since the students need an adult in charge of the classroom (Rowley and Hart, 1998; Brown, 2001). Moreover, people's perception on them could influence their performance (Brown, 2001). As a result, any small mistake can make students embarrassed so that working in group can ease their burden on a task (Brown, 2001; Flemming and Stevens, 2004; Hammack and Grayson, 2009). Thus, feedbacks should be delivered in a way that does not obstruct students' utterances, for instance after students' performance and without pointing out to individual error (Brown, 2001; Harmer, 2001; Bailey, 2005; Linse, 2005; Thornbury, 2005; Nation and Newton, 2009). While constant interruption to student speaking in front of class can cause the loss of speaking fluency (Harmer, 2001; Thornbury, 2005; Nation and Newton, 2009). (Education & Program, 2013)

Teacher's strategies

Teachers' Strategies According to Santrock (2011) teacher's strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher.

RESEARCH METHOD

Research Design

In conducting a study, research design is quite essential to help a writer

determine research step that must be taken to get result finding proper with research questions. Sukardi (2003) explains that research design is all the process needed in designing and implementing research.

This present study employed a case study design. A case study was chosen because this study was to observe and to explore the teachers' strategies in teaching speaking and the student's responses toward their strategy used. The instrument of data collection in this research is classroom observation, interview and questionnaire.

This research is descriptive qualitative. Strauss & Corbin (1994) said that descriptive research is a research to find a kind of condition about what and how. How many and how far, that the characteristic is to explain and clarifies a phenomenon without statistic procedure. This research will conduct at SMAN 1 Peukan Pidie (Blangkula) to find out what are the strategies used by the teacher in speaking to students at secondary level of SMAN 1 Peukan Pidie in academic year 2019/2020.

Population and Sample of the Research

Population

The population of this research was an English teacher and consist of 23 second grade students of SMA N 1 PeukanPidie in the academic year 2018/2019. In this research, the researcher only took one of the classes.

Sample

The researcher used a purposive sampling in choosing the respondent of the study. The respondent of this research were all the students of science class (XI) at SMA N 1 PeukanPidieBlangkula, which the total number of respondent are twenty three students.

Research Subject and Object

The subject of this research were one English teacher and consist of 23 second grade students of SMA N 1 Peukan Pidie Blangkula. In this case, the researcher used

purposive sampling by limiting the subject chosen.

The object of this study is teachers strategies, especially in teaching speaking to students at secondary level.

Instrument and data gathering techniques

In carrying out this study, the research had to gather data in order to reach the final result of this research. Therefore, the research used three instrument to gather data. They are classroom observation, interview and questionnaire.(Antoni, 1992)

Classroom Observation

In this study, the researcher as non-participant observer (Fraenkel and Wallen, 2007: 450) conducted the classroom observation for a month period or four cycles for each participant. The first step, the researcher as a human instrument directly observed the teachers' strategies in teaching speaking and the students' responses toward their teachers' strategy. In expecting to get the valid data as a whole, besides writing the field notes, the researcher also had recorded by using audio-visual recorder all the events of teaching reading practice in the classrooms. In doing this activity, the researcher was helped by a volunteer assistance to record all the interactions by using a sonny handy cam or an audio-visual recorder.

Interview

In the similar vein, explains that most interviews use semistructured approach involving the asking of structured questions followed by clarifying unstructured or open-ended questions. He continues that the unstructured questions facilitate explanation and understanding of the responses to the structured questions. Thus, a combination of objectivity and depth can be obtained, and results can tabulated as well as explained. In the present study, there were two interviews which named as interview before classroom observation and the interview after classroom observation. Sometime, researcher calls with the first and the second interview.

The first interview was conducted before taking the classroom observation which applied to find out the teachers' concept on the strategies in teaching speaking. Then, the second interview occurred two months after the classroom observation. In this study, the researcher had made individual interview with all the respondents in the two interviews because the researcher believed that there was enough time to make individual conversation or interview.

Questionnaire

In the present study, the researcher had used *Likert Scale Questionnaire* since this method is simple, flexible and reliable (Dornyei, 2003: 36). Then, Dornyei (2003) also explained that Likert Scale consists of a series of statements all of which are related to a particular target with the respondents are asked to indicate the extent to which they agree or disagree with this items by marking one of the responses ranging from 'strongly agree' to 'strongly disagree'. Then after the scale has been administered, each response option is assigned with a number for scoring purposes; it is usually 1 until 5 for strongly agree and strongly disagree. The questionnaire was developed based on research questions. The data gather from questionnaire were used to support the main data that get from observation. The data taking from the student's answers were considered to confirm and to find out the students' responses toward their teachers strategies used in teaching speaking.

Technique Of Data Analysis

The research analyzed the data which were taken from the classroom observation, interview and questionnaire.

The first step was analyzing the data gathered from the field notes from classroom observation. The second technique of data analysis the data gathered from the interview and questionnaires. The second technique was used to observe the students' response about teacher's strategies and teaching speaking to student at secondary level. The researcher used Likert scale to analyze the

questionnaire. Notes that Likert scale is a scale with a number points that provide ordinal scale measurement (p. 183). The range of the response was from strongly agree to strongly disagree. The measurement was from the degree of agreement. There were score numbers for each degree of agreement that will be classified as follows: (4) strongly agree, (3) agree, (2) disagree, (1) strongly disagree.

For technique of data analysis, researchers use the following formula :

$$\frac{F}{N} \times 100\% =$$

Keterangan :

F : frekuensi jawaban dari responden

N : jumlah responden

100% : persentase frekuensi dari setiap jawaban responden

FINDINGS AND DISCUSSION (Times New Roman 12pt, Bold)

For the purpose of analysis, statements and questions in the classroom observations, interview and questionnaire were divided into two parts on the basis of their relation to the research questions. They are; whether the teachers strategies in teaching speaking to students at secondary level and how the students respond to the teacher's strategies in teaching speaking English at SMA Negeri 1 Pekanbaru Pidie.

Findings

The result of classroom observation

Based on the observation, the researcher describes the teacher's strategy which is applied in the teaching learning process. First, the teacher began opening in the class with greeting and asking the previous material and simulated the new material. For example, the teacher asked the students: "Good morning students, before we continue to the next material, researcher want to ask you again about the last material, do you still remember it?" Then, the teacher began to enter the new material.

Based on the result of classroom observation, it can be concluded that in the

classroom observation tables, the security measures are 75% as compared to lessons plan (RPP), of which 25% are adjusted to each school as well as to the facilities in that school.

The result of interview

In Question number one the teacher uses the strategies of improving students discussion and storytelling when the teacher uses both strategies researcher see 55% of students easily understand the lessons given and students are also happy when the teacher uses both strategies and 45% of students do not care about them.

In question number 2 related to those strategies, the media used in optimally teaching is real objects and the things are in the class so the students would understand the lesson easily. In question number three, the problem faced by the teacher in using strategy is that there are 70% students who cannot speak English, some are 25% quiet so it is difficult to interact and there is also a lack of confidence.

In Question number 4 the strategy most frequently used by teachers is improving student discussion and storytelling, because by applying this strategy, 85% students become more active than before even though there are still some students who are still shy and can't to speak English in front of the class. In question number 5 opinion about learning English process in the class, do students receive it weel? And the answer is yes, the students accepted it but some of them probably cannot master English.

In question number 6 is the problem that often faced in teaching learning process, students are difficult at mastering vocabulary, to-be, and in speaking. In question number 7 this strategies use in teaching English, especially in speaking, the teacher usually use method than strategy.

In Question number 8 about teaching using strategy and not using strategy. by using teacher strategies it is easier to teach and students also more easily understand what is conveyed whereas without using

strategies students quickly feel bored and difficult Capture what will be delivered by the teacher.

Based on the interview with the teacher, improving student discussion and storytelling is a strategy chosen by the teacher. The reason why it is chosen because the teacher thinks that the strategy can make the students active in class. The teacher can ask the students coopod to explaining the materials, answer the questions and problems in the speaking. The problems can be solved by discussion in the class.

The result of questioner

Question number 1. 15% (3) students strongly agree, 45% (9) students agree, 0% student Undecided, 0% student Disagree, 0% student Strongly Disagree. Question number 2. 10% (2) students strongly agree, 35% (7) students agree, 15% (3) student Undecided, , 0% student Disagree, 0% student Strongly Disagree. Question number 3. 0% students strongly agree, 20% students agree, 5% student Undecided, 45% student Disagree, 0% student Strongly Disagree. Question number 4. 0% students strongly agree, 30% (6) students agree, 0% student Undecided, 30% (6) student Disagree, 0% student Strongly Disagree. Question number 5. 10% (2) students strongly agree, 15% (3) students agree, 20% (4) student Undecided, , 15% (3) student Disagree, 0% student Strongly Disagree. Question number 6. 30% (6) students strongly agree, 30% (6) students agree, 0% student Undecided, 0% student Disagree, 0% student Strongly Disagree. Question number 7. 10% (2) students strongly agree, 40% (8) students agree, 5% (1) student Undecided, 5% (1) student Disagree, 0% student Strongly Disagree. Question number 8. 0% students strongly agree, 10% (2) students agree, 15% (3) student Undecided, , 10% (2) student Disagree, 25% (5) student Strongly Disagree. Question number 9. 40% (8) students strongly agree, 20% (4) students agree, 0% student Undecided, 0% student Disagree, 0% student Strongly Disagree. Question number 10. 0% students strongly

agree, 30% (6) students agree, 15% (3) student Undecided, 10% (2) student Disagree, 5% (1) student Strongly Disagree. Question number 11. 5% (1) students strongly agree, 50% (10) students agree, 5% (1) student Undecided, , 0% student Disagree, 0% student Strongly Disagree. Question number 12. 15% (3) students strongly agree, 40% (8) students agree, 0% student Undecided, 5% (1) student Disagree, 0% student Strongly Disagree. Question number 13. 0% students strongly agree, 15% (3) students agree, 5% (1) student Undecided, , 20% (4) student Disagree, 20% (4) student Strongly Disagree. Question number 14. 20% (4) students strongly agree, 35% (7) students agree, 5% (1) student Undecided, 0% student Disagree, 0% student Strongly Disagree.

In the meantime, regarding the strategies used by the teacher, the overall result shows positive feedbacks on the strategies used by the teacher. it is evident that 40% students strongly agree, 20% students agree with the strategy used by their teacher and they are very interested in the strategy. and 40% of the students on the day I shared this question were absent.

The result of classroom observations, interviews and questionnaire, that researcher got, the researchers concluded that a suitable strategy to be applied by the teacher in teaching speaking for secondary levels in SMA Negeri 1 Peukan Pidie is , improving student discussion and storytelling.

In SMA Negeri 1 peukan pidie, it is not possible for teacher to implement many strategies, the first elemeny is because the school is located in the middle of the village where the students' loyalty hardly masters almost all subjects, especially in English.

By using , improving student discussion and storytelling, teacher can great their teaching material well, aspecially when learning speaking. because by applying this strategy, students became more active than before, although there were some of the students who still embarrass to talk in front

of the class.

Discussion

The section presents the discussion of the research findings. There is problem statements proposed in this study and in the discussion only focused on the problem. As mentioned in the previous chapter, this aims of study are known strategies used by the teacher in teaching speaking in SMA Negeri 1 Peukan Pidie.

Based on interview and observation, the researcher found the strategies were used by the teacher in teaching speaking of Full Day class at the seventh grade of SMA Negeri ! Peukan Pidie.. The strategies were base used the group work, the activity on an easy language and keep the students target language. The improvisation of good and effective strategies will give positive effect to the quality of teaching and learning process. The teacher as the person who takes responsible in teaching leaning process has significant role in the classroom to make teaching strategies successful delivered in the classroom. It was related to the teacher's statement on observation in class that the teacher used the group work, the activity on easy language, give some instructions or training in discussion skills and keep students to speak the target language to teach Full Day class. By was using this strategies, the teaching learning process become more interested. The students at Full Day class liked to study by discussion in group. In teaching speaking, The teacher always reviewed the material has been given. It purposed to make the students remember the material that given before it also can make the students more active to speak during teaching and learning process. In the teaching speaking, the teacher need to choose appropriate strategies includes teaching method and technique that is interesting to students, so students will be active in teaching learning process.

CONCLUSION AND SUGGESTION

This chapter discusses some conclusions drawn from the research finding

as well as suggestions made for better teaching and learning process.

Conclusion

Based on the results of reseach, data analysis and discussion, it can be concluded. first, Based on the observation result, only one English teacher at SMA Negeri 1 Peukan Pidie used strategy in teachig speaking to students at secondary level, by applying this strategy, 85% students become more active than before even though there are still some students who are still shy and can't to speak English in front of the class. The data was gathered by doing observation on 16, 17 and 18 October 2019. Second, based on questionnaire result, the students of SMA Negeri 1 Peukan Pidie positively responded the using of Teachers strategies in teaching speaking to students at secondary level. They were highly interested in using strategy in teaching learning proscsess, especially in teaching speking to students at secondary level.

Suggestion

Based the result of the research findings, the researcher would like to give some suggestions for the follow people:

1. For the English teachers

Every student has very ability, creativity, characteristics, and interest. So, the teacher should understanding what the students need based on their different. The teacher much use suitable strategies in teaching speaking them to help her students to support their student' learning in order to become successful language learners.

2. For the students

The students are hoped to be more active, and creative in learning English, especially in learning speaking. They can try to some strategies that teacher has been taught in their learning speaking. Don't be shy and afraid to try something new.

For the researchers who want to conduct a research about teachers strategies, the result of the study can be used as an

additional reference for further research with different discussion domain of teachers' teaching.

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