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An Analysis of Strategy in Teaching Speaking for Tenth Grade Students

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Abstract—This study aimed to find out the strategies used by teachers in teaching speaking, the dominant types of strategies used by teachers in teaching speaking and the responses of the tenth grade students of SMAN 1 Kedungadem. This study uses a qualitative descriptive method which provides insight into the analytical strategies used by teachers in teaching speaking to tenth graders and responses to the teacher's strategies used in teaching English. In collecting data, class observations were conducted to identify strategies teaching speaking, interviews were conducted to find out students' responses to the strategies implemented by the teacher and documentation was used to obtain data. The results revealed that the strategies used by the teacher were discussion groups, practice and exercise (drilling) and the question-answer relationship. Meanwhile, students' responses to the strategy resulted in a positive attitude when they responded to the strategy helping them to be able to speak English.

Keywords—Teacher's strategies, teaching, speaking

Abstrak—Penelitian ini bertujuan untuk mengetahui strategi yang digunakan oleh guru dalam mengajar berbicara, jenis strategi yang dominan digunakan oleh guru dalam mengajar berbicara dan tanggapan siswa kelas sepuluh SMAN 1 Kedungadem. Penelitian ini menggunakan metode deskriptif kualitatif yang memberikan wawasan tentang strategi analisis yang digunakan oleh guru dalam mengajar berbicara kepada siswa kelas sepuluh dan tanggapan terhadap strategi guru yang digunakan dalam mengajar bahasa Inggris. Dalam mengumpulkan data, observasi kelas dilakukan untuk mengidentifikasi strategi pengajaran berbicara, wawancara dilakukan untuk mengetahui tanggapan siswa terhadap strategi yang diterapkan oleh guru dan dokumentasi digunakan untuk mendapatkan data. Hasil penelitian mengungkapkan bahwa strategi yang digunakan oleh guru adalah kelompok diskusi, praktek dan latihan (drilling) dan hubungan pertanyaan-jawaban. Sementara itu, tanggapan siswa terhadap strategi tersebut menghasilkan sikap positif ketika mereka menanggapi bahwa strategi tersebut membantu mereka untuk dapat berbicara bahasa Inggris.

Kata Kunci—Strategi guru, pengajaran, berbicara

INTRODUCTION

Language is an important means of communication in life, through language humans can communicate with another. It is used to deliver messages or ideas from the speaker to the listeners or the writer to the reader in the interaction among themselves. Communication will be easy if the sender and the receiver understand the information delivered. Without language, a human cannot hitch interaction with each other in lifestyle or learning one thing. People's activities cannot run well without language.

In learning English, there are four abilities ought to we all know and down by students, like listening, speaking, reading, and writing. Out of the four skills, speaking is the most significant one. In line with (Bailey & Nunan, 2005), speaking consists of manufacturing systematic verbal utterances to convey which means. It means to convey associate data, idea or thought there will be a communication. Spoken language is one of every of the foremost basic and pervasive types of human interaction (Bailey & Nunan, 2005).

One of the requirements to be a good speaker is fluency. This statement is supported by (Nunan, 2003), who says "Use the language quickly and confidently with few unnatural pauses, which is called as fluency". From that statement, fluency is the key to make speaker called good speaker, even speaker has many variations in vocab but in oral the speaker uses long pause it's not a good speaker. While, in speaking there are four aspects that teacher can notice those are fluency, grammar, vocabulary, and pronunciation. (Nunan, 2003) states that to master the speaking skill students must be able to understand the grammar, pronunciation, vocabulary and fluency" Those aspects should be mastered by students in order to make a good speaking.

The students are afraid to start a conversation or express their ideas in English. Even though, the most important thing to master speaking skill is to practice it every day. By mastering these skills students can compete in this globalization era. The ability to speak is not influenced by one factor, but several factors. This factor is linguistics knowledge, which consists of genre knowledge, discourse knowledge, grammar, vocabulary, and phonology, and extra linguistics knowledge which includes topic and cultural background, knowledge of the context, and familiarity with the other speakers (Thombury, 2005). It is correspondingly asserted by (Cole, 2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learned. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking.

In this case, the teacher usually has different strategies to teach their students and improve their students' speaking skills. Anjaniputra (2013) reveals that appropriate strategies would make the learning process run effectively and improve students' speaking skills. Also, (Brown, 2000) stated that several factors affect student speaking performance such as; anxiety, nervous, and lack of self-confidence. So, the teachers must have a strategy to improve all of the factors that affect students' speaking.

The students are often ashamed to speak English because they have a low of speaking ability. It is important to build the self-confidence of the students to speak. The teacher should make the class atmosphere becomes more fun to build students' motivation in speaking. Based on this explanation, this research was conducted to find out the strategies used in teaching speaking and the influence of these strategies on students.

METHOD

Research Subject and Object

The subjects of this research were English teachers who were teaching at SMAN 1 Kedungadem, Bojonegoro. Before the researcher chose the subject, the researcher considered the criteria of the English teacher who suited this research's characteristics. After the researcher investigated the entire English teacher in the school, the researcher found that one English teacher was appropriate to this research because the teachers applied several strategies in teaching speaking. The object was the strategies that used by the teachers in teaching speaking in the class- room.

Technique of Data Collection

Instruments in this study were list of questions compiled and prepared by the researchers, tape recorders and mobile phones. After preparing the research instruments then continued with data collection techniques. The collection of data is a systematic procedure to obtain data on the research problem to be solved. The data collection techniques in this study are:

1. Observation

Observation is one of the most important research methods in social sciences and at the same time one of the most diverse

2. Interview

The researcher adds the document by interviewing with the English teacher and Students of SMAN 1 Kedungadem recorded using an audio recording. The researcher ask the teacher about the condition of the class and how does the learning process occurs. On the other hand, asks the teacher about the process of teaching and make a list of question which correlate with this research to get the data, the interview of this research focus on teacher's strategies in teaching English Speaking such as the material, the media, and the technique used by the teacher and also the problem faced by the teacher and the students.

3. Documentation

Documentation is a technique of data collection by gathering and analyzing documents. Documents are mainly written texts which relate to some aspect of the social world.

Technique of Data Analysis

In analyzing the data the researcher used the descriptive method to describe the teacher's strategies in Teaching English Speaking, according to Miles and Huberman (Moleong, 2007) principally, data analysis is based on the positivism paradigm. Data analysis is conducted as follows: (1) the researcher collects data through observation, interviews and documentation. Then, researchers select, identify, and focus on data with reference to formulate research problems. (2) After selecting the data, the researcher displays the data into good sentences. (3) After displaying the data, conclusions are drawn.

FINDINGS

Speaking is the most important skill and mastery of speaking skill in English is very important for learning a second and foreign language. But, in the actual learning process, most students are still passive in every conversation or discussion in speaking lessons. They feel shy and afraid to answer questions from the teacher. They feel insecure to speak English, and do not have high motivation in every speaking activity. Some of the strategies used in teaching speaking are such cooperative activities as discussion groups, practice and exercise (drilling) and the question-answer relationship (Zulfian et al., 2018). From the use of strategies in teaching speaking, the researcher finds 3 strategies of speaking.

The following table shows the result of the observations and interview:

Teaching Strategies of Speaking	Source
Discussion Groups	Observation
Drilling	Interview
The Question Answer Relationship	Observation

Table 1. The Strategies used by English teacher in Teaching Speaking

In discussion groups, teacher asks students to make several groups, the teacher then gives instructions regarding further learning activities, namely students are directed to carry out small discussions independently.

In drilling, students look for generic structures from examples of text that have been made by reading it repeatedly and reading it in front of the class. Then the teacher gave a simulation to students by asking several questions.

In question answer relationship, teacher gives questions to students from the material that has been taught during English learning. Then the students answered the questions given by the teacher.

The influence of teacher in teaching English strategies for the tenth grade students can be viewed in table 2.

Student	Students' opinions
A	I like the way the teacher delivers the material because it is easy to understand
B	I really like the method used and like in the middle she was teaching about English material. She will relate to perhaps his personal stories or his experiences, so the children don't get bored
C	I have always liked English, with the teacher's method now my vocabulary has increased
D	every meeting we are asked to speak English and I easily accept what the teacher has said
E	I like the way the teacher delivers because it's easy to digest
F	I like the way the teacher conveys and I am very happy that I am getting used to speaking English
G	every meeting we are asked to speak English and I easily accept what the teacher has said
H	I like the way the teacher delivers because it's easy to digest
I	I like the way the teacher delivers because it's easy to digest

Table 2. The influence of teaching strategies for the tenth grade students

CONCLUSIONS

Based on the findings and discussion, it can be concluded that teaching strategies used by teachers are discussion groups, drilling, and question answer relationship. While the student response to the strategy express a positive attitude when they respond that the strategy helps them to talk, as well concerned with the oral production of students whose participation is emphasized. So, it is suggested that teachers use teaching speaking strategies according to students' abilities, characteristics and level of proficiency, as well as providing material that engages students to be active by using a variety of available media for the implementation of teaching speaking.

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