



The Strategies Used by English Teacher in Teaching Speaking at SMPN 8 Rokan IV Koto

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Abstract :

Speaking has the important role in life. All of students also need to know the importance of English speaking skill. By having good speaking skill, the students will be able to communicate each other and it developed them to be wise speakers both in the class and daily life. There were many kinds of strategies applied by teacher in teaching speaking. But the teacher might select the strategy that appropriate with the students' need. The strategy for teaching greatly affected the students' understanding in a process of learning. The main purpose of this research was the teachers' strategies in developing speaking skills of the students and the reasons why students find it difficult to learn speaking. Researchers conducted the data by using observation and interview methods. From this study, researcher found that that the strategies used by teachers in teaching speaking were role-play, group discussion and doing creative task.

Keywords: Teaching speaking, English teacher's strategy, Speaking skill

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1. Introduction

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal. Speaking becomes the most important skill because it is needed in daily life for communicating easily and effectively. Speaking is the most important skill and the mastery of speaking skills in English is importance for second and foreign language learners. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other people through communication. Speaking is one of important parts in teaching language also because it includes one of four basic language skills.

Teaching speaking is one of the important things in the process of teaching and learning. The objective of teaching spoken

language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production (Hughes, 2003). Therefore, the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Kayi, 2006).

Based on the interview with the English teachers of SMPN 8 Rokan IV Koto, the researcher found that the teacher prepared speaking teaching material well but in real leaning process only a few students pay attention to the lesson. Beside that, the teacher faced the problem that most of the students still passive in every conversation or discussion in speaking lesson. They feel

shy and afraid to answer the questions from the teacher. They feel unconfident to speak English, and don't have high motivation in every speaking activity. Based on the phenomena above, the researcher want to conduct the research in order to know the teaching strategies that can be used in class and it also contains the reason why student does not want to talk in speaking class.

2. Method

This research applied a qualitative approach. For qualitative research, the purpose of phenomena can be understood carefully if conducted through interaction with the subject by deep interview. Besides, it can do through observation to the location of phenomena. A qualitative research study is needed to explore this phenomenon from the perspective of distance education students. The data would be collected by observation and interview and it will be analyzed by qualitative analysis

2.1 Procedures

The step of this qualitative research was conducting data from observation and interview. First, the researcher observed the class that will be sample of the research. Then, the researcher focus on how the teachers allow speaking in class or teacher strategy in teaching speaking. Third, the researcher asks some questions to the teacher related to the research question. Last, the students answer the question in questionnaire list

The setting of the study was in SMPN 8 Rokan IV Koto. The campus is located in Rokan Hulu district. The participants of this study were students who had registered on 2019 academic year and the English teacher. This study was done in seven and eight grade student with total number 40 students. They studied English in this class for an hour per meeting.

2.2 Data Analysis

The researcher used content analysis to analysing the data. Data analysis could be done after the data was collected from the observation and interview. Content analysis is used to present the result of interview

3. Findings And Discussion

3.1 Teacher Strategy in Teaching Speaking

This chapter contains finding and discussion of the research done at SMPN 8 Rokan IV Koto. This part explained the strategy used by teacher and students problem in speaking English in class while learning. From the data collected, the researcher found that The strategies used by teacher while teaching speaking were: According to the data derived from Mrs. A as English teacher of seven grade at SMPN 8 Rokan IV Koto in interview, she said

"When the students study English with the topic instructional text, they are asked to make conversation and present in front of class. The teacher does the strategy to allow them speak up in class. For instructional text, I ask them to do discussion group to make a conversation concept after that they will come to class to act that concept in Role play."

In addition, "According to the data derived from Mr. H as English teacher of eight grades at SMPN 8 Rokan IV Koto in interview

"Then I give a drill which they then practice to their friends in front of the class when I teach of the vocabulary of English for supporting the students ability in speaking". Mrs. V as also English teacher of eight grades at SMPN 8 Rokan IV Koto in interview, she said "The strategy is that I like to play a role/ roleplay because they have their respective responsibilities and it also make the students happy to come to the front of class"

The teachers' problem in applying the strategies were according to the data derived from Ms. A, students had such a low

motivation to study English especially speaking. Then students are shy to speak English in class because they are afraid that the grammar isn't good. They don't know grammar well enough to make them embarrassed and afraid to speak English in class.

3.2 Student's Problem in Speaking

Based on the finding from interview result, the students had less confidence in speaking English because they were afraid of making mistakes and they felt that it was unnatural to speak in English. This finding is supported by Ur's statement that students are often inhibited about trying in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Moreover, they are still difficult to differ in pronouncing vowel and consonant. It is because in pronouncing vowels and consonant between Indonesia and English is different. So, it made them confuse to pronounce vowel and consonant in English.

Another problem is related to their mother tongue. They felt difficult in pronouncing the words because they did not use English in daily communication. So, it made them felt unnatural in speaking English. This finding is supported by Ur's idea that in class, the students share the same mother-tongue; they may tend to use it; because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they felt less 'exposed' if they were speaking their mother tongue. It makes them felt nervous and unconfident when they spoke English in class. They felt shame if their friends laughed at them because they felt that their mother tongue still affected their speech.

Teaching speaking is the action of guiding the students to be able to communicate and show any interaction to another person involved in the conversation. Thus, in teaching speaking skill it is necessary to make the students have clear understanding involved in speech. Teaching speaking can be defined as an interaction of oral communication between teachers and

students in the classroom. Byrne (1997:30) states that the main goal of teaching speaking is to enable the students to communicate in English Fluently. In addition, Brown (2001:86) states that teaching speaking provides speaking skill such as fluency, accuracy and interaction.

It requires teachers to be creative in the classroom by creating a warm classroom atmosphere and providing the students with opportunities to speak in the classroom. In teaching speaking, the teachers have a big responsibility to create a good classroom situation to make the students more active and creative in the classroom. According to Bailey (2003:49)

Speaking is an important part of the basic English learning process. Although it is important to consider what is done over and over again there is no point if the method given for teaching is wrong and it should take in right position. More teachers in Indonesia when teaching speaking only uses rote dialogue without making an English discussion and the teacher just follow what take place in lesson plan. Learning systems that make our English less effective and English speaking learning system must prioritize students' communication skills, because by making students will be able to communicate themselves, they can learn to use the rules of English when communication. Among others, the strategies of teaching speaking are discussion, role-play, creative tasks, and drilling, and also retelling

4. Conclusion

Based on the results, the researcher concludes that speaking skills are the skills in English that are most difficult to be applied by students of SMPN 8 Rokan IV Koto because of a lack of student vocabulary, shy to speak and low motivation in speaking. English teachers at SMPN 8 Rokan IV Koto have a special method for delivering speaking material to students, by doing role play and group discussion.

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