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SPEAKING TEACHING STRATEGIES ON SECONDARY SCHOOL ENGLISH TEACHER

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Abstract

The aims of this research is to find out the strategies used by teachers in speaking teaching to students in secondary school and the teachers' perception on the method. This research involved by ten English teachers in several secondary schools in north Sumatra. To collect the data, the researchers distributed questionnaires in the form of google form. This research was conducted to find and identify the teachers' strategies in teaching speaking. From the research was finding that the strategies used by English teachers were information gap, communicative language by real life situation, brain storming, picture describing, discussion, story-telling, role play, daily conversations in learning process, speech and games. Meanwhile, the teacher's response to the strategy resulted in a positive attitude because their perception answered that the strategy they used was satisfying and effective to help students to increase their speaking skill.

Keyword: *teaching speaking, speaking skill, secondary school*



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Abstrak

Tujuan dari penelitian ini adalah untuk menemukan strategi yang digunakan oleh guru dalam pengajaran berbicara kepada siswa di sekolah menengah dan persepsi guru tentang metode tersebut. Penelitian ini melibatkan sepuluh guru bahasa Inggris di beberapa sekolah menengah di Sumatera Utara. Untuk mengumpulkan data, peneliti menyebarkan kuesioner dalam bentuk google form. Penelitian ini dilakukan untuk menemukan dan mengidentifikasi strategi guru dalam mengajar berbicara. Dari penelitian ditemukan bahwa strategi yang digunakan oleh guru bahasa Inggris adalah information gap, communicative language by real life situation, brain storming, picture describing, discussion, story-telling, role play, daily conversations in learning process, speech and games. Sedangkan respon guru terhadap strategi tersebut menghasilkan sikap yang positif karena persepsi mereka menjawab bahwa strategi yang mereka gunakan memuaskan dan efektif untuk membantu siswa meningkatkan keterampilan berbicaranya.

Kata kunci: mengajar berbicara, keterampilan berbicara, sekolah menengah

Introduction

English is currently a normal language. Students can learn English at school, but they can also learn English in non-formal teaching. In Indonesia English is taught as the second language. The Indonesian government is adamant that the education and learning purpose of english in Indonesia is that students can achieve something useful with the language. Speaking skills are very important for student language skills to develop.

Speaking teaching is one of the main elements for students in learning english. According to Iskandarwassid (2010), speaking skills are a skill in producing the flow of the articulation system sounds to convey wishes, needs, feelings, and desires to others. This skill is also struck by confidence to speak naturally, honestly, and is responsible for eliminating psychological problems such as shame, low self-numbing, heavy tongue, and other than.

The purpose of speaking is generally due to the desire to convey a thought or idea to others (who is talking to). As the specific purpose is to encourage people to be more excited, affect others to follow or accept an opinion (idea), deliver information to their opponents, pleasing others, giving an opportunity to others to think and evaluate ideas. Speaking intimately with the realization; many of the impression about people come from what they say and how they say it. Therefore, speaking teaching must be able to provide its contributions to improve students' ability.

Speaking is the most basic part of communication and hence to be a good communicator one should speak competently and fluently, using appropriate grammar and vocabulary and apply proper social and cultural etiquettes apt to the situation (Tsabita Ananda Harahap 2021). The target of speaking teaching skill is to make the learner speak fluently, confidently, and interactively. This means, all learners should be able to communicate well, encourage themselves to practice it with all their capability.

Speaking teaching has high attention in many language programs and undeniable strategy is a factor that affects teaching results. The strategy used to achieve writing skills and speaking would be different from the goals of each skill is unequal. The first related to the ability to produce a written language, while the second focused on the production of spoken language. In addition, the strategy to teach English skills must be made in accordance with each skill to achieve the expected results. Regarding the teaching strategy, ironically, based on the experience of researchers when learning English at high school, most high school students cannot speak English. In addition, those who graduated from secondary school do not have sufficient ability for English speaking as the teaching of English in Indonesia is considered unsuccessful (Anjaniputra A. G. 2013) Therefore, the researcher conducts this study because the researchers argue that learning is still very bad in secondary school and therefore problem-solving is needed. This is due to various factors, one of which is the lack of student interest in learning speaking. Thus, researchers researched English teachers by collecting data, namely a strategy used by teachers who are considered successful in speaking.

Based on the explanation above, the learning benefits that will be obtained for students in this study, namely as a source of information to solve their problems in understanding the lessons of speaking; for teachers: as a reference that can be used to improve their teaching strategies in teaching speaking; and for researchers: as a source of information to solve their problems in understanding the teaching speaking. This provides additional information and experience in education, especially in teaching and speaking for prospective English teachers.

When studying a foreign language a few students use special strategies so long as they job for them. Oxford (cited in Murrieta and Hernández 2012, p.15) for instance, points out that those students who analyze without difficulty use a extremely good quantity of gaining knowledge of strategies. This means that the responsibility of teachers is to design an effective and efficient strategy based on the needs of students' education, with the overall goal of communicating using

the language studied. This shows that the role of the teacher to encourage students to speak English by using effective speaking strategies. Teachers use teaching strategies in education to address these issues.

In line with that is reiterated by Cole (2008) that was the teacher's role to provide an effective plan/strategy in meeting the educational needs of students, which the goal is generally to communicate using the studied language. It implies that it is the responsibility of the teacher to make students speak English by using the right speaking strategy.

The Previous research showed a teacher's strategy in teaching speaking and involved 22 high school students. (Anjaniputra A. G. 2013) conclude that the strategies of teaching speaking that the teacher used were cooperative activities, creative task, role play, and drilling. 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.

The advantage of this study is that this study used ten English teachers as participants in North Sumatra who taught the secondary school students with different strategies by making ten questions which were divided into three groups, they are:

A. Teaching Preparation

1. What are the target of speaking learning? mention briefly!
2. Sources of speaking materials:
3. Students' speaking activities:

B. Teaching Practice

1. What methods of teaching are used to teach speaking skills?
2. How do you apply the method?
3. What are the steps to perform the method?
4. Teacher perception on the method:

C. Evaluation

1. How do you assess your students' speaking skills?
2. The result of your teaching strategy:
3. What are your suggestions to teach speaking skills?

Given that the strategy applied by teachers is vital to achieve the subject goal of lessons, which affect the state of teaching and speaking skills is usually a sign of success of language learning (Brown and Yule, 1999), this has become research focus.

Considering the explanation, this research was conducted to determine the strategies used in teaching speaking to secondary school students, the challenges they faced when implementing the strategy to practice, the assessment which a teacher can do to students and a teacher's response to the strategy.

Research Methods

This research was conducted using a qualitative descriptive method. Qualitative research is a research using methods such as participant observation or questionnaire by using google form. Which is a study method that describes the phenomenon of teaching and learning naturally. The purpose was to describe words and clauses systematically, factually and accurately. Whole of them was explained based on fact that was found in the field. Based on data and data sources needed in research, this research is classified as descriptive because the researchers is directly involved in the field to collect the data needed in the study.

Qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an evolving model that occurs in a natural setting that allows researchers to develop a high level of engagement of actual experience (Creswell, 1994). Descriptive studies begin with question and try most exploratory research using qualitative data.

According to Neuman (2014:38) descriptive research is research whose primary purpose is to "paint a picture" using words or numbers and to present profiles, type classifications, or outlines of steps to answer questions such as who, when, where, and how. In general, qualitative research tends to be more open to using a variety of evidence and finding new problems. Researchers used descriptive design in the study because the study focused on specific phenomena in the school environment.

The data sources in this study were from ten English teachers in North Sumatra with three males and seven females. The age of the participants was from twenty-six to fifty-one years old.

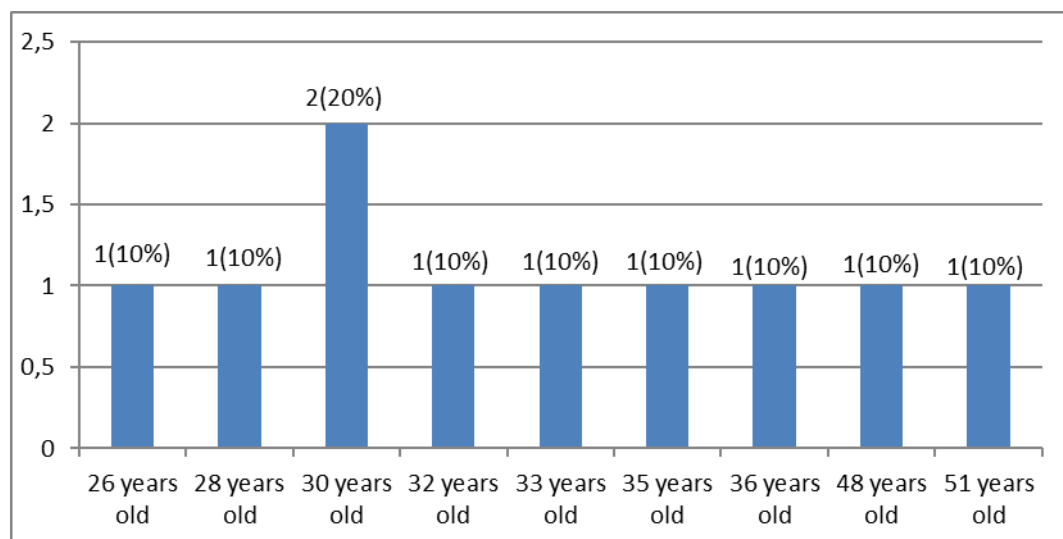


Diagram 1. The ages of the respondents

The educational background of the respondents is from a bachelor's degree in English education, a bachelor's degree in English literature and also from a master's degree in English applied linguistics. In the procedure for collecting data, it was carried out using a questionnaire instrument through a google form with ten questions divided into three parts; teaching preparation, teaching practice and evaluation.

For collecting the data, the researchers will do some procedures. The procedures are: the researcher make the instrument questionnaire through google form, the researchers make ten questions, the researchers shared the google form to English teachers, the researchers got the answers from the English teachers. The technique of data analysis used interactive analysis that consists of three component, data reduction, data display, and conclusion (Miles & Huberman, 2007:16-20). The three steps defined as:

1. Data Reduction

Data reduction becomes the first steps to do in analyzing the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

2. Data Display

The second steps data display. According to Miles (1994:11), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.

3. Conclusion Drawing

After finished in doing data reduction and data display, the last steps to analyze the data in this research is drawing conclusion. According to Miles (1994:11), final conclusion may not appear until data collection is over, depending on the size of the of field notes and overall data.

Results and Discussion

Based on the data collected, the authors describe the results of the questionnaire:

Teaching Preparation

In preparation for teaching, teachers have some targets that can be achieved in implementing the methods they use. The teacher's targets in teaching speaking are:

1. The students can speak personal communication (transfer the idea) in English well
2. To develop the students' ability to speak fluently, confidently, and interactively
3. To enrich the students' knowledge of using the language items such as vocabulary, English grammar functions
4. The students can communicate effectively. This means, all learners should be able to communicate well, encourage themselves to practice it with all their capability.

The sources of teaching material that used by teachers in teaching speaking are text books, student creation and teacher creation of media. The following the researchers draw the figure of source of teaching material and the responses of the participants.

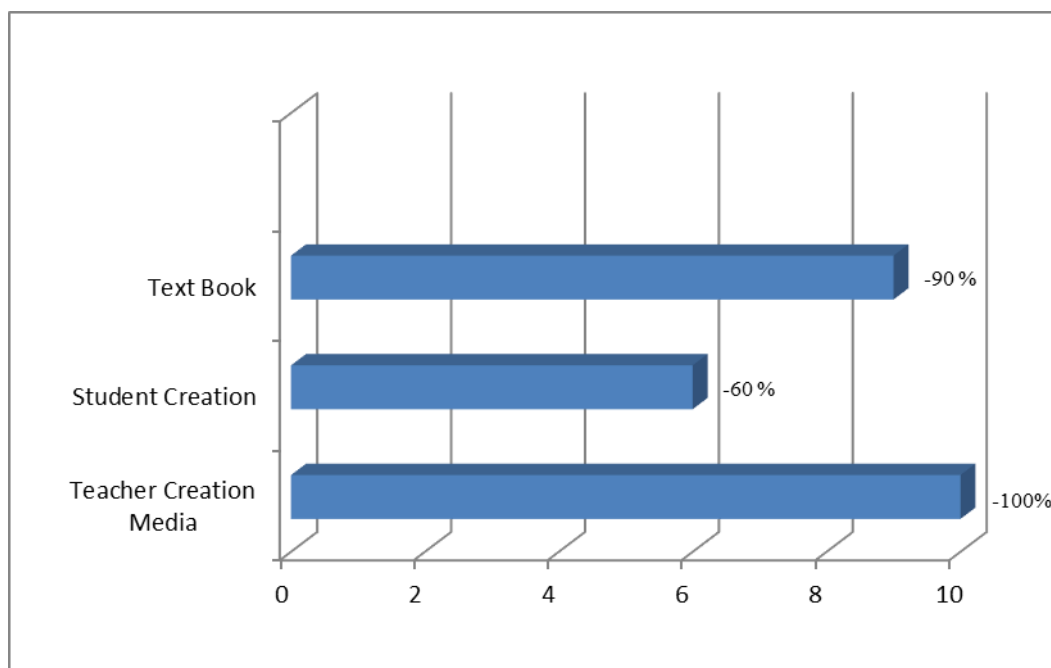


Diagram 2. Teachers' responses from source of teaching

While the activities that used by teachers in speaking teaching are monologue, dialogue and discussions..

Teaching Practice

The strategies that teachers can be used in teaching speaking, they are:

1. Information Gap

In this activity, students practice with their groups or in pairs using information resources that will be shared or exchanged with other members. Gap information activities serve many purposes such as solving problems or gathering information. Furthermore, each partner plays an important role because the task cannot be completed if the partner does not provide other required information. The step to perform this strategy is give some information and tell it.

2. Communicative language by real life-situation

The best option that can be given by the teacher is to give students a real communicative context because students can exchange actual information, so that language and phrases will appear according to the situation. Jeyasala (2014) asserts that teachers should encourage students' communicative competence all the time, and apart from their limitations to use language fluently and accurately, they should give them space to interact with others or to immerse them in speaking activities that enhance their ability to use target language.

The steps to perform this method are: giving reinforcement; give them lots of time to practice; always check for their understanding.

3. Brainstorming

Students discuss with their groups intensively to generate various ideas and conclude them or solve problems with limited time to find potential solutions. Brainstorming is part of design thinking. We can use it in ideation phase. These are very popular with design teams because they can expand in any direction. While the team has rules and facilitators to keep it on track, they are free to use out-of-the-box and lateral thinking to find the most effective solution to any design problem. With brainstorming, we can take a large number of approaches, the more, the better, rather than just exploring conventional ways and dealing with the associated obstacles.

4. Picture describing

This activity is based on several sequential pictures, students are asked to describe what it is in the picture by paying attention to the criteria given and by the teacher as a rubric. Rubrics can include vocabulary or structures they need to use when describe a picture.

5. Discussion

The teacher applies this method by inviting the students to discuss the material being studied and then giving the assignments in groups. Learning begins with a variety of interesting topics but it should be suitable with the needs and learning objectives. In order to improve students' speaking ability, the teachers can be used a discussion. This will invite the students to be involved in learning when they convey the ideas, ask questions, and give answer.

The steps to perform this method are; first, explaining the topic. Usually, a discussion will be based around a central topic. Events if the students know what that topic is, the teacher give them a refresher before the discussion begins. After that, the teacher introduces the topic. Then, ask questions so that the students feel engaged and to make sure whether they follow the topic. An open-ended question is good to begin. It is not the most important if the students have a right or wrong answer, as this will push students to begin the discussion. After finishing discussion, the teachers make the conclusion of the topic or give some students exercise which is related to the topic.

6. Story Telling

Story telling is used by requiring the teacher to adapt and master the learning contained in the book, by retelling it. With this method the teacher gives a fairy tale and assigns students to read it then the students retell the tale in front of

the classroom. The advantage of using story telling in teaching speaking is that it can grow and develop children's imagination, instill moral values from an early age and develop intellectually in children.

7. Role Play

In this activity, the teachers give the students some opportunities to practice the communication in different roles, by giving a problem to students, and they use the method to solve the problem. Besides of that, the role playing method can be applied to individual students in playing a character in drama and also the teachers can use dialogue text. This will make students have their each part to have the opportunity to practice their speaking and the students will be more daring to speak in public.

The steps to perform this method are; selection of problems; selection of roles; preparation of the stages of playing the role; preparing the observer; stage of acting; discussion and evaluation stage; drawing conclusions.

8. Daily conversation in learning process

In this activity, the teacher asks the students in daily conversation. By using this method, students' speaking skills will improve if this method is used every day.

9. Speech

Speech is a spoken expression of ideas, opinions, etc., that is made by someone who is speaking in front of a group of people. By using this activity students will be trained in speaking skills. Speeches can be held by the teacher when the flag ceremony is over on Monday or at a certain time by taking turns. By considering the title that will be raised when the speech will be held, for example drugs, the influence of social media on students, the influence of television on students, and so on.

10. Games

In this game, the teacher focused on one game that will be applied. E.g. teachers use playing cards, in this activity, students have to form groups of four. Each scenario will represent a theme and each student in the group will choose a card. Then each student will write five questions on the topic to ask the others in the group. However, the teacher must declare at the appropriate time. At the beginning of the activity the students cannot prepare yes or no questions, because using yes or no the students will get a little practice in the production of the spoken language. Instead of students ask each other open questions. Then, they responded with complete sentences.

Evaluations

Evaluation is a process that critically examines a program. It involves gathering and analyzing information about program activities, characteristics and outcomes. The evaluations that teachers can be used in their strategies are;

No	The Strategies	The Evaluations
1	Information Gap	Information gap is a learning technique that contains elements of the game. Learning that contains elements of the game can make students feel happy and excited during the learning process. In addition, students will more easily grasp the material in this way. learning to convey information with the information gap technique provides opportunities for students to practice speaking directly and individually so that students practice speaking. In addition, learning with the information gap technique using visual image stimulation can help students' memory. The assessment carried out in this technique is to practice with small group.
2	Communicative language by real life-situation	An approach in teaching foreign languages that emphasizes the concept of interaction, both in the process and in the objectives of the learning process. This is applying the method by doing some activities to promote students to speak, such as giving information, answer and giving question. The assessment carried out in this technique is by checking their ability to use grammar, vocabulary, pronunciation, fluency and conversational skill.
3	Brain storming	By making the group that consists of four or more students, all members of the group were given the opportunity to write a note on the diagram to comment on existing ideas. And the teacher assess from the pronunciation and the accuracy while they speak

4	Picture describing	<p>This provides the details about what someone or something looks like or contains a detailed description of an object. by providing an object information from general information to specific information. To assess this technique, the teacher focus on their fluency.</p> <p>The teacher focus on their fluency</p>
5	Discussion	<p>This presents a topic of problems that are discussed in various points of view that discuss a matter containing views of the pros and cons of that matter. The rules to perform the technique is give them topic, then modify the topic into conversation, story, explaining, etc. the assessment can be by making video and slide show.</p>
6	Story telling	<p>In this section students tell a story or legend, this method can also be used to convey certain messages. To assess this technique is by using rubric consist of fluency, pronunciation, accuracy, clarity, etc.</p>
7	Role play	<p>Role Playing is a learning activity that aims to develop students' imagination and appreciation. The development of imagination and appreciation is carried out by students by playing living or inanimate characters. This game is generally played by more than one person or a small group, it depends on what will be played. In this activity, each group demonstrates a scenario that has been prepared by the teacher. The teacher must be focus on their fluency, word choice, content and pronunciation.</p>
8	Daily conversation in learning process	<p>It is a conversation that is practiced every day by students, in shaping one's ability to function a language according to the circumstances or the learning process. To assess this activity, the teacher focus on their fluency, grammar, and</p>

		pronunciation.
9	Speech	Speech is a speaking activity carried out to express opinions in public. In this activity students state things that are worth discussing, such as the negative effects of drugs, positive and negative impacts of watching television, and so on. By making speech as project, the teacher assess from how the students construct the sentence and the pronunciation they use.
10	Games	In this game the focus is on one game, namely playing cards. By using playing cards activities, it can help students to more easily understand and remember the material taught by the teacher. To asses this method, the teacher always pays attention to their pronunciation, rhythm of sounds and their confidence.

Conclusion

Based on the discussion above, the researchers conclude that in teaching speaking skills the target is needed that must be achieved by teachers in speaking teaching. The target is to communicate effectively. This means, all learners should be able to communicate well, fluently, encourage themselves to practice it with all their capability. Besides of that, it is important to enrich the students' knowledge of using the language items such as vocabularies and English grammar functions. Learning strategy is also needed in speaking teaching. The researchers found the strategies that English teachers used in speaking teaching, they are; gap information method, communicative language by real life-situation, brain-storming, picture describing, discussion, story-telling, role-play, daily conversation in learning process, speech, games. Meanwhile, the results of the strategies implemented by the teacher is satisfying

Speaking skill is one of the most important skills that students can master. They can get it by process of learning. Thus, this section suggests: the teacher need to try to find out good news to develop and improve their speaking skill by encouraging and giving them an opportunity to practice the language through an intensive speaking interaction in a conversations, not only in a classroom but also out of room, because speaking is a communication. The teachers can create a lot

of fun activities to encourage the learners to speak up; do not correct student's pronunciations very often while they are speaking; reduce teacher's speaking time in a classroom, while increasing student speaking time; provide vocabularies beforehand that the student need in speaking activities. Therefore, it is suggested that teachers use speaking teaching strategies by paying attention to steps to perform the method.

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