

TEACHER STRATEGIES IN TEACHING SPEAKING ABILITY AT SEVENTH GRADE IN SMP NEGERI 2 MARTAPURA TIMUR

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ABSTRACT

Speaking has the important role in our life. By having good speaking skill, the students will be able to communicate each other and develop them to be wise speakers both in the class and daily life. There are many kinds of strategies that can be applied by teacher in teaching speaking. But the teacher should select the strategy that appropriate with the students need and material. The strategy for teaching greatly affects the students' understanding in a process of learning. This research aimed (1) To identify the strategies which are used by the teacher in teaching speaking to the students, (2) To find out the students' responses toward the strategies which are used by the teacher. The researcher used descriptive qualitative. The techniques of data collection used were observation, interview, and documentation. The researcher utilized the seventh grade English teacher and several students as data sources. In this research, the data was analyzed used by Miles and Huberman (1984) in Sugiyono theory namely data collection, data reduction, data display, and Verification/withdrawal conclusion. Based on the results, strategies to improve students' speaking abilities, because this is the main goal in learning English. Teaching strategies very important since they determine the success of the teaching process. Strategies used by teachers should be interesting and can capture students' attention. The difficulty of the longer the question is given to students, the students are a little slow in answering, especially since covid-19 pandemic factors hamper face to face interviews are held online through WhatsApp messages. The conclusion, teaching strategies is the most important, teacher should select the strategy that appropriate with the students need and material. And the speaking ability is a part of daily life that we take it for granted. Without talking each other we cannot communicate.

Keywords: Speaking Ability, Teacher Strategies, Qualitative

1. INTRODUCTION

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal. Speaking becomes an essential skill because it is needed in daily life for communicating efficiently and effectively. Speaking is the most critical skill, and the mastery of speaking skills in the English language is essential for second and foreign

language learners. When someone speaks, they interact and use the word to express their ideas, feeling, and thought. They also share information with other people through communication. Speaking is one of the crucial parts of teaching language also because it includes one of four necessary language skills.

To speak the foreign language to share understanding with other people who need attention to accurate the specific language. A speaker needs to find the most appropriate words and correct grammar to express meaning accurately and correctly and needs to organize the discourse so that the listener will understand. So, speaking is a fundamental skill that foreign language learners should master. So, teachers have a responsibility to prepare students to be able to speak in the real world. The result of an interview with an English teacher in SMPN 2 Martapura Timur, before teaching the teacher must be prepared well to teach students in front of the class. Then, teachers give exciting things to support students learning activities, mainly when teachers teach speaking. Speaking is one of the skills in English, which difficult for the students mostly, and that's why it is one of the teacher challenges to make the students become confident and can speak fluency. In the real learning and teaching process in SMPN 2 Martapura Timur, the teacher faced the problem that most of the students still passive in every conversation or discussion in speaking lessons. 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. Students who can communicate in English fluently with proper grammar, pronunciation, fluency, accuracy, comprehension, and appropriate vocabularies will be considered to have a skill in English.

However, achieving this highest target of English is not an easy thing because when speaking, students must speak and think about the components of speaking at the same time. Therefore, students should learn those components of speaking to become a good speaker. In this case, students should master those components of speaking in the process of learning speaking skills. Students, especially in every speaking activity to make them confident to speak. Moreover, the goal of teaching speaking is improving students' speaking skills when they are interacting with other people. The strategy is an important aspect of the teaching and learning process. In teaching and

learning process strategy is an activity that should be done both teacher and learner to get learning activity to become competent and efficient. Of course, the teacher who has the first obligation for designing strategy, and it followed the students in learning activities. As stated by Silver, (et al) The goal of teaching is to weave together a conversation that unites these disparate individuals around a common core of learning.

There are many strategies applied and developed in the teaching and learning process. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. Writing is a focus on the ability to produce written language, whereas speaking discussion on building oral communication. Moreover, the strategies for teaching English skills should be made appropriate for each skill to attain the expected outcomes. The procedures 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. The teachers' policies implemented in seventh grade will be different from the teachers' plans in eighth and ninth grade. The strategies in class which the students have high motivation also different from the class which the students have low students motivation. The students can be said success in speaking skills when they have reached some points in the speaking activity.

Looking at the indicator of the speaking is a success or not and the teachers have an important role in providing some strategies in teaching speaking to get the best outcome. Thus, this study is important to be conducted. It is because, in the English learning process, a teacher is the main source who provides the strategies to the students.

2. METHOD

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires ,e.g., to further investigate their responses. (McNamara,1999). The interview research design being chosen because the researcher tried to know in-depth information of Teacher Strategies in Teaching Speaking Ability.

3. FINDINGS AND DISCUSSION

A. Description of the research results

1. The strategies are used by the teacher in teaching speaking to the students.

Teaching strategies are ways of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of the learners' characteristics, learning objectives, and instructional preferences of the teachers. Thus, it can be said that teaching strategies are how teachers treat students in the teaching-learning process. It is hoped that the goal of teaching can be achieved by using this strategy. In the

case of teaching speaking, strategies should make students able to communicate efficiently and effectively. Richards and Renandya (2005) say that since a goal of language teaching is to provide learners with communicative competence, classroom activities that develop learners' ability to express themselves through speech will, therefore, seem to be an important component of the language course, and teachers who design and administer such activities will then be more important. The researcher interviewed the informant to get the information about how his design for teaching speaking.

The informant said:

"Students feel happy because the teacher presents lessons using interesting learning media, the strategies I use also variation so, students tend to be active and not bored when learning in the classroom."

Teaching strategies very important since they determine the success of the teaching process. Strategies used by teachers should be interesting and can capture students' attention. From the above findings, the researcher asked more deeply about the strategies used in the teaching process.

The informant said:

"The strategies I used when the teaching process was learning strategy, and so students do not get bored I use various strategies."

Some terms in the learning strategy are methods, techniques, media, and assessment. It is part of the strategies that the researcher needs to explain as follows.

2. The method is used by the teacher in teaching speaking to the students.

The method is used for implementing plans that have been prepared in the activities real (in the learning process) so that the objectives that have been arranged achieved optimally. So the teacher must be able to choose the right and appropriate method. Besides, the teacher must be able to pay attention to conditions during learning. Based on the results of an interview with the informant as an English teacher at SMP N 2 Martapura Timur.

The informant said:

"The method that I used is the scientific approach and how to used or apply that method when learning is observing, asking, gathering facts to be communicated linking information about the text being studied with similar texts with different forms and then determining the facts to be communicated."

Furthermore, the researcher depth interviewed the informant to get the information on how to apply the scientific approach method.

The informant said:

"•Observe

Activities that maximize, see, hear, read, and watch. What was observed was material in the form of reading, video, recording, and sound.

- Ask

In the process of constructing knowledge through group discussions or class discussions, the questioning process must develop curiosity and critical thinking skills.

- Gather information

Activities to internalize knowledge and skills just learned, students practice expressing the material they have just learned to use abilities inside or outside the classroom.

- Associate

The process of developing the ability to group and compare various ideas and then put them into pieces of memory. Experiences that have been stored in the brain's memory interact with previous experiences.

- Communicate

Develop the ability to present all knowledge and skills that have or have not been mastered either orally or in writing. In this activity, students can describe the mastery of attitudes, knowledge, and skills."

3. The technique is used by the teacher in teaching speaking to the students.

Learning technique is a style of someone in implementing certain learning methods or techniques that are individual. As Anthony in Brown (2000) stated that techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. It can be concluded that technique is the more specific way that is used by the teacher to do the classroom activity.

Based on the results of an interview with the informant as an English teacher at SMP N 2 Martapura Timur.

The informant said:

"A technique that I used during the learning process usually vary, namely role play and question and answer. And how to apply the two techniques is different, for example, role-play is how to apply it students are told to play roles after which students discussed to answer questions from the dialogue and how to apply question and answer techniques like a new material that only taught it back either orally or in writing in the form of evaluation"

And from the results above, the researcher has not been able to conclude, the researcher interviewed informant again to get more valid info.

The informant said:

"When I apply role play in class, it's usually like the one below.

- 1) The teacher reads dialogue with speech, correct intonation.
- 2) Students imitate after the teacher reads the dialogue.
- 3) Have each student pair up for dialogue in turn.
- 4) Asking students to memorize.
- 5) By memorizing students will get used to communicating well.

And then, when I apply the question and answer technique the teacher usually asks what material has been taught when starting the lesson by using:

- 5W + 1H (Questions)

- Answer (Yes / No)."

4. The media are used by the teacher in teaching speaking to the students.

Media is every tool to convey information or messages from one place to another place. The teaching-learning process also use media to make the process run effective and interesting. As for the definition of teaching, media mean all tools which may be used by the teacher to deliver teaching material to students in the teaching-learning process to reach certain learning goals. The researcher interviewed the informant to get the information on how the apply media in the learning process.

The informant said:

"The media that I used during the learning process are real objects and flashcards and how to use or apply the media:

1. **Real object:** from the students' themselves when going to teach about the comparison.
2. **Flashcard:** ask students' to say the word on the flashcard."

After getting the information the researcher asked again in more depth about the application of real object media and flashcards, to obtain more extensive information.

The informant said:

"• To apply real objects

The teacher asks for students to point at things in class like the point at the whiteboard, lamp, window, etc. And students work on and mention the designated word.

- To apply for a flashcard

- Show the picture to the students then the students say in a sentence."

5. Teaching Assessment to Develop Students Speaking

In planning the assessment of learning it is necessary to understand the teacher that learning educates contains two key words namely, learning and educating. The word learning has an active connotation because students actively carry out learning activities in learning situations designed by the teacher, while the word educate contains connotations of the process of becoming a student comprehensively, both pedagogically (academically) and personally (personality), professional (vocational), and socially (citizenship).

Based on the results of an interview with the informant as an English teacher at SMP N 2 Martapura Timur.

The informant said:

"In the assessment of speaking skill, that needs attention is Pronunciation, intonation, fluency, and accuracy. To

determine the aspects asses above, there must be criteria with a score from the students”.

From the information above, the researcher asked again how the process of applying from four skills that the informant had mentioned.

The informant said:

“When I apply the assessment when the learning process is divided into four skills to improve the quality of speaking of the first student.

For Pronunciation and Intonation

Criteria	Score
1. Almost perfect	5
2. There are some mistakes but they don't interfere with meaning	4
3. There are some errors of meaning and disturbing meaning	3
4. Many mistakes and disturbing meaning	2
5. Too many mistakes and disturbing meaning	1

For Fluency

Criteria	Score
1. Very smooth	5
2. Smooth	4
3. Pretty smooth	3
4. Substandard	2
5. Not smooth	1

For Accuracy

Criteria	Score
1. Very thorough	5
2. Thorough	4
3. Quite thorough	3
4. Less thorough	2
5. Not thorough	1

6. Students Responses to The Strategies Used by The Teacher in Teaching Speaking Abilities in Class

The researcher interview 17 students in VII D graders about the teaching strategies in teaching speaking ability, The researcher interview 17 students in VII D graders about the teaching strategies in teaching speaking ability. Based on the interview with students of SMP N 2 Martapura Timur.

According to the student named Arihna Faiza:

“Strategies used by the teacher when learn about speaking in the class is good and we like it and also students are involved in active learning in the class. Students can comprehend, learn, and retain new information from the used teacher strategies.”

According to the student named Jehan Ahmad Marsyal:

“When the learning process the teacher can control the student as a whole so that the atmosphere in the classroom is conducive and my response to the strategies used by the teacher is good, my friends agree and like it, students can improve the quality of pronunciation and finds new vocabulary in learning speaking strategies and also can make students remember new material”.

The researcher also interviews students who don’t like it. So this is responses students.

According to a student named Anung Wibowo, representing a student who doesn’t like the strategies used by the teacher when learning:

“From the strategies used by the teacher in learning to speak, I don’t like it because it is boring, students actively in class are not stable because students lack focus and ultimately students don’t understand the learning material. As for the obstacles faced by students in learning speaking because they can’t talk directly with the teacher or friends.”

B. DISCUSSION

1. The strategies are used by the teacher in teaching speaking to the students.

In world education, learning strategies can be interpreted as containing planning about a series of activities designed to achieve educational goals certainly. As stated by (Cropper in the Wiryawan and Noorhadi 1998) said the learning strategy is the selection of various types of exercises specific following the learning objectives to be achieved. He stressed that every behavior expected can be achieved by the students in learning activities that must be practiced. Students have a lot of opportunities to practice speaking and have active involvement in speaking. Students who have good speaking skills will easily convey ideas or opinions, activities that we often do in life every day is talking. Speaking is the ability to pronounce articulation sounds or words to express and convey thoughts, ideas, and feelings (Tarigan Novi Resmini, 2008: 16).

To get broader information the researcher asks about what strategies the teacher uses in teaching speaking.

The informant said:

“The strategies I used when the teaching process was learning strategy, and so students do not get bored I use various strategies.”

Based on the findings above, in the speaking learning process, the teacher used a learning strategy. Learning strategy is a series of planned activities that include the use of methods and the use of various resources or strengths in learning. Learning strategies is arranged to achieve a certain goal. Learning strategies include approaches, models, methods, and specific learning techniques. As stated by David in Gulo (2002) teaching-learning strategy is a plan, method, or series

of activities designed to achieve a particular educational goal.

2. The method is used by the teacher in teaching speaking to the students.

approach. This explanation describes that method is the implementation of the selected approach.

Based on the results of an interview with the informant as an English teacher at SMP N 2 Martapura Timur.

The informant said:

“The method that I used is the scientific approach and how to use or apply that method when learning is observing, questioning, gathering information, associating, communicating, and linking information about the text being studied with similar texts with different forms and then determining the facts to be communicated.”

Based on interviews, the teacher used the scientific approach in learning to improve students speaking. In learning curriculum 2013 presents a new method of learning called the scientific approach. This approach adopts the stages of scientists in researching new things using scientific methods.

Furthermore, the researcher depth interviewed the informant to get the information on how to apply the scientific approach method.

The informant said:

“•Observing

- Questioning
- Gathering information
- Associating
- Communicating

From some of the above opinions, it can be concluded that the scientific approach is a student's centered approach to students actively construct concepts, laws or principles through stages of observing, formulating problems, proposing or formulating hypotheses, collecting data with various techniques, analyzing data, draw conclusions and communicate concepts, laws or principles which was found. The scientific approach is central to the students. As Majid (2014: 211) mentions that the scientific approach in learning includes observing, asking, trying, processing, present, conclude, and create. These opinions are in line with what was expressed by Daryanto (2014: 59-80), namely:

- a) Observation
- b) Ask
- c) Reasoning
- d) Try
- e) Communicating

3. The technique is used by the teacher in teaching speaking to the students.

The selection of this technique was based on the belief that the question and answering technique provided them an opportunity to ask by imitation. Lighbown and

Spada (2001) stated that learning by imitation is one way to study a foreign language. Besides, it benefits these give answers because they can express, develop, and their ideas (Harmer, 2001). Based on the results of an interview with the informant as an English teacher at SMP N 2 Martapura Timur.

The informant said:

“A technique that I used during the learning process usually vary, namely role play and question and answer. And how to apply the two techniques is different, for example, role play is how to apply it students are told to play roles after which students discussed to answer questions from the dialogue and how to apply question and answer techniques like a new material that only taught it back either orally or in writing in the form of evaluation”

And from the results above, the researcher has not been able to conclude, the researcher interviewed informant again to get more valid info.

The informant said:

“When I apply role play in class, it's usually like the one below.

- 1) The teacher reads dialogue with speech, correct intonation.
- 2) Students imitate after the teacher reads the dialogue.
- 3) Have each student pair up for dialogue in turn.
- 4) Asking students to memorize.
- 5) By memorizing students will get used to communicating well.

And then, when I apply the question and answer technique the teacher usually asks what material has been taught when starting the lesson by using:

- 5W + 1H (Questions)
- Answer (Yes / No).”

The following disadvantages of using role-playing:

- 1) Requires creativity and high creative power on the part of the teacher as well as students, and this is not all teachers have it.
- 2) Not all subject matter can be presented through this method (Djumingin, 2011: 175-176).
- 3) If the implementation of sociodrama and role-playing fails. Not only can give a bad impression but also means purpose teaching is not achieved (Santoso, 2011).

Question and answer technique is an activity in which asking and answering take place between the students and students and students with their teacher. Most of the teachers spend a large percentage of classroom time asking questions because questions are very important for a teacher to know whether the students have understood the lesson or not. For the students, asking questions is also important to ask something that they don't understand or ask for some information that they need from the teachers and also to their friends. As stated by (Pasty and Nina 2001: 102) in

their book “How Language is Learn questions can be divided into two basic types: display questions and genuine questions. The difference between the two is that display questions are those to which the ones who asked the questions know the answer in advance, while the genuine questions are those questions which the answers are not known in advance by the ones who asked the questions. Examples of both question type are presented as follow: Display question: Are you a student? (Asked a student in a classroom) Genuine question: Where does your uncle work? (Asked a student when discussing families in the class.

Overall, it can be concluded the use of role-playing and question and answer technique in learning speaking can improve the quality of students speaking and increase their vocabulary insights

2. The Used of Teacher Media in Improving Speaking Ability

The media is a means to convey information from a source, where the means here can be anything that can provide or be a source of information. The same thing also expressed by Smaldino, Lowther, and Russel, who revealed that the media is a plural form of intermediaries (medium), which is a means of communication on anything that carries information between a source and a recipient (Smaldino & Russel 2011: 7). From this statement, what can be a media or an intermediary is anything that can help the teacher to convey information to children, this media can be in the form of objects, events, or humans.

Based on the results of an interview with the informant as an English teacher at SMP N 2 Martapura Timur.

The informant said:

“The media that I use during the learning process are real objects and flashcards and how to use or apply the media:

1. **Real object:** from the students’ themselves when going to teach about the comparison.
2. **Flashcard:** ask students’ to say the word on the flashcard.”

Based on the findings above, the teacher used real objects and flashcards media. The real object is shown from the students themselves so that students can feel, see, and feel so students get direct experience of the learning process. As (Ruis 2009: 5) stated “Media real objects as contrasted with other media are not substituted by the artificial objects or event” The opinion implies that the realia media cannot be replaced by artificial objects or an event. This shows that the realia media must be a real object that can be touched, seen, felt by the child, and provides direct experience for children. Direct experience given to children will affect the effectiveness of the learning process because it can be enjoyed by children visually. As (Zaman & Elyyawati 2010:36) argues that realia media is a visual aid in education that provides direct

experience to children. Direct experience given to children will have a positive impact on children's interest in learning material.

After getting the information the researcher asked again in more depth about the application of real object media and flashcards, to obtain more extensive information.

The informant said:

“• To apply real objects

The teacher asks for students to point at things in class like the point at the whiteboard, lamp, window, etc. And students work on and mention the designated word.

• To apply for a flashcard

• Show the picture to the students then the students say in a sentence.”

The use of realia media has benefits for both children and teachers. (Byrd) stated "Realia help provide direct purposeful experience, which is at the bottom of Dale's cone of experience. Therefore they are ideal for introducing students to a new subject. They give real-life meaning to otherwise abstracts words. "That opinion can be concluded that realia media helps provide direct experience to children. Realia media is ideal for introducing children to new subjects and helping to clarify the true meaning of abstract words. Based on some of the opinions above, it can be described that the realia media are real objects or actual objects that come from the environment around children. The use of realia media makes learning more meaningful because children can experience it directly by touching, seeing, and hearing it, and can stimulate the learning process, accelerate the mastery of knowledge, and skills.

Flashcard is one of the media to improve students' abilities, especially in vocabulary mastery. Din and Wienke (2001) cited in Komachali and Khodareza (2012) said that the flashcard used as an approach is an effective training and learning method for high school teachers and students in chemistry study and also flashcard can be used to effectively help teachers teach, students learn and comprehend. Besides, the use of flashcards can also make vocabulary learning becomes enjoyable and interesting.

Flashcard can be an excellent medium to used because from the researchers' view that there are many students interested in the flashcard. In flashcards, they can stimulate their imagination to develop their ideas and they can learn and find new vocabulary. It is clear that there are four language skills (listening, speaking, reading, and writing) and they are supported with at least three language components, i.e. grammar, vocabulary, and pronunciation. Therefore, vocabulary as one of the language components in English skills plays important role to be successful in improving the quality of learning and teaching English. Richards and

Renandya (2002) cited in Fahrurrozy (2015) said that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is one of the problems for us in learning a foreign language. Without vocabulary, we will not be able to master the language well. Furthermore, Thornbury (2002) said that even without grammar people could convey a message, but without vocabulary, people have nothing to convey.

3. Teaching Assessment to Develop Students Speaking

Generally, the learning process is said to be successful determined by the assessment in which the teacher must prepare several strategies. Further, Fulcher (2003) stated that the success of a learning program is commonly determined by the result of the assessment. Based on the results of an interview with the informant as an English teacher at SMP N 2 Martapura Timur.

The informant said:

“In the assessment of speaking skill, that needs attention is Pronunciation, intonation, fluency, and accuracy. To determine the aspects asses above, there must be criteria with a score from the students”.

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“When the learning process the teacher can control the student as a whole so that the atmosphere in the classroom is conducive and my response to the strategies used by the teacher is good, my friends agree and like it, students can improve the quality of pronunciation and finds new vocabulary in learning speaking strategies and also can make students remember new material”.

Overall, determining the strategy in learning speaking is very important for achieving the learning objectives, because the strategy can affect the situation in the classroom and the speaking ability of the students themselves. (Brown and Yule, 1999) stated, given that teachers 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.

The researcher also interviews students who don't like it. So this is responses students.

According to a student named Muhammad Syahrani, representing a student who does not like the strategies used by the teacher when learning:

“From the strategies used by the teacher in learning to speak, I don't like it because it is boring, students actively in class are not stable because students lack focus and ultimately students don't understand the learning material. As for the obstacles faced by students in learning speaking because they can't talk directly with the teacher or friends.”

4. CLOSING

The conclusions are presented based on the findings and discussion of chapter IV, the following results are shown below:

1. English teacher at SMP N 2 Martapura Timur applied learning strategy, the teacher also uses a variety of strategies so that students do not feel bored while learning takes place the strategy used by the teacher is role-playing.
2. Based on the findings of the results, the researcher summarizes several parts namely the method, the English teacher at SMP N 2 Martapura Timur used the scientific approach method by using it such as observing, questioning, gathering information, associating, communicating.
3. The researcher found a technique used by the English teacher in learning is the role play and question and answer. And how to apply the two techniques is different, for example, role play is how to apply it students are told to play roles after which students discussed to answer questions from the dialogue and how to apply question and answer techniques like a new material that only taught it back either orally or in writing in the form of evaluation.

This method is the teacher's favorite way because students must be prepared with questions given by the teacher, also train students' hearing about English vocabulary.

4. In the process of learning the media is very helpful for teachers when teaching speaking, English teachers at SMP N 2 Martapura Timur use two media, namely real objects and flashcards. Because the teacher's goal to use real object media is to make teaching and learning meaningful because students can experience it directly by touching, seeing, listening, and can stimulate the learning process. Use flashcard media to stimulate the imagination and students can find new vocabulary.
5. Researchers also find results about the way the English teacher assessment students speaking skill in the learning process of speaking is pronunciation, intonation, fluency, and accuracy.

6. Regarding the responses from students about the strategies used by the teacher, the researcher interviewed 7D grade students who were 17 students. From the 17 students the researchers summarized more students were happy with the strategies that the teacher used than those who were not happy. For example, if increase 99% is happy and 1% is not happy.

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