

## THE ANALYSIS OF TEACHER'S STRATEGIES TOWARD SPEAKING SKILL IN SECONDARY SCHOOL

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### Abstract

This research was conducted to analysis the teaching strategy toward students' speaking skill. The aims of this research is to know the strategies of teacher during teaching and learning process and know step by step of teacher did by using teaching strategy toward speaking skill. By using qualitative approach, source information for teaching strategy research include questionnaire, lesson plan and speaking students' scoring from 36 EFL students were aged 15 to 16 and 2 English teacher were aged 25-28 of rural background condition in one of secondary school in Banyuwangi, East Java. The findings reveal that the teacher used teaching strategy (games, role play and group investigation) during English learning process. The findings also confirm that, the students got good increasing in speaking skill an the teacher used the different steps to apply the teaching strategy.

### Keywords

*teaching strategy, EFL students', speaking skill*

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## 1. INTRODUCTION

In learning English language, there are four skills that English learners have to master namely; speaking, listening, reading and writing. Each skill has own challenges in learning and all of them has different characteristic. Speaking is one of the important learning in our life because it is tools of interact with other people. The purpose of speaking is to share information, to communicate each other and to build relationship. Because of that, speaking should be learned by learners.

Akkakoson S. (2016) said that Speaking is considered to be the most important language skill to be mastered, since English is in a powerful position as a medium for international communication therefore speaking considers as the most significant language skill. With regard to English foreign language learners, the students have to learn it. So developing speaking skill is extremely importance. It is because English is



important as an instrument for international communication. Through speaking we will understand what the people mean, we know what the people felt. Speaking is the main of our activity because without speaking we will get difficulty to get new information or another something. Speaking also has assessment which is able to measured that measurement can be used as a basis of how far students enhance speaking skill. The assessment of speaking skill, some of they are grammar, fluency, pronunciation and vocabulary.

There are various problems which the researcher found in MAN xyz Banyuwangi related to the students speaking skill. The students are derived into science and social class. The problems were found during the researcher teaching and learning activities that have been done few months ago. It was happened in secondary school of MAN xyz Banyuwangi. The first problems are, most of them dislike English lesson because they find many difficulties, exactly in speaking skill. That reasons make them passive students. Secondly, for students who are passive, it is action because they are rarely make is a conversation with their friend or teacher. Thirdly, the students just listen what the teacher said during learning process. Fourthly, this study found that the students' cultural difficulty and lack of English language competence in the classroom were the main causes of students' passiveness. Finally, they only read the textbook, if their teacher gives them the instruction or did the exam, in the-and they forgot what they have.

Since they are passive students, they have difficulty to practice in speaking, such as, they did not engage the conversation with their friends or teacher, they did not be able to answer what the teacher ask, moreover they did not ask the question for their teacher. In addition, because of the students' passiveness, they tended to escape from their mistakes without any fixes. To cover the problems above, the teachers need specific strategies to resolve it. Consequently, the researcher analyzes the teaching strategy of teacher during speaking class.

Teaching strategies are important to attain the lesson objectives, which affect the teaching learning circumstances, (Brown and Yule, 1999). Through teaching strategies, the teacher and the students will be easier in learning and understanding about the materials. Teaching strategies are also one of way to make the students to be active in class, such as be able to increase their interest and understanding and about the materials which the teacher be given.

There are many teaching strategies in learning process, specifically for speaking skill. In speaking skill, the teacher should use more than one teaching strategy, in order to the students do not feel bored and be more interested into the materials. A various

number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. When the researcher did research, the researcher found some strategies which the teachers used during teaching and learning process. Some strategies used are cooperative activities, role-play, group investigation and games. The researcher will find the good strategies that should be used by science and social class through analyze the teachers' data. So in this situation the teacher has a big responsibility that concerning about the learning successfully. The response of student was extremely important for teacher, because the good response from students be able to establish that the teaching strategies were successfully or not.

Based on the explanation above, the researcher will analyze the strategies which the teacher used by the teacher during teaching and learning process. The introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be reviewed carefully, and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research. References should be cited as (Kamba, 2018) or (Marchlewska et al., 2019) or (Cichocka, 2016; Hidayat & Khalika, 2019; Ikhwan, 2019; Madjid, 2002) or (Miller & Josephs, 2009, p. 12) or Rakhmat (1989). See the end of the document for further details on references. Technical terms should be defined. Symbols, abbreviations, and acronyms should be defined the first time they are used. All tables and figures should be cited in numerical order.

Speaking is one of language skills that is very important to be mastered by students. M. Liu and J. Jackson, 2009 declared that the most stressful among the four language skills is speaking, because in English speaking is important to be instrument for international communication. Not only to be international communication, but speaking is the main of activity, and get new information.

With regard to English foreign language learners, according to Akkakoson S., 2016 speaking considers as the most significant language skill, the students have to learn it. The students who graduated from secondary school do not have sufficient ability for English speaking as the teaching of English in Indonesia is considered unsuccessful (Nur, 2004; Renandya, 2004; as cited in Cahyono and Widiati, 2011). Consequently, the teachers who are teaching speaking should motivate their students to study hard to be brave. In this case the teacher used some strategies to apply in speaking learning

process. Additionally, it is to make the students interested, active and more be easy to understand the materials during the teaching and learning process in the classroom.

Speaking as one of the basic language skills requires communicative competence. According to Y. Rahmawati & Ertin (2014), there are some aspects that a person should consider when assessing students' speaking ability, they are pronunciation, fluency, vocabularies and grammar which are needed to build a good communication.

a. Pronunciation

Pronunciation is the act or manner of pronouncing words; utterance of speech and a way of speaking a word, especially a way that is accepted or generally understood. Y. Rahmawati & Ertin (2014) states that pronunciation deals with the frequent errors in pronunciation happen and the way pronunciation factor delays the communication. According to Luoma (2004) the criteria of pronunciation are speed, intonation, stress and rhythm. Americans usually pronounce the letter "r" by rolling their tongues back and close them to the roof of their mouths, whereas most English people do not pronounce "r" in words especially if they are at the end of the word.

b. Fluency

Fluency is basically one's ability to be understood by both native speakers and listeners. According to Rahmawati & Ertin (2014) fluency signs that the production of speech in a conversation is well delivered. Trough conversation with friends or teachers the students can improve fluency in speaking if they do conversation every day. So, the teacher should provide opportunities for students to practice and rehearse speeches and discussions before they take in class.

c. Vocabulary

Vocabulary is all the words of language that used by a particular person or group in forming sentence or oral communication and has meaning. According to Rahmawati & Ertin (2014) Using vocabulary features in a conversation used by test takers indicate the level of how proficient they are. The students who can enrich their vocabulary, unconsciously they can improve their speaking.

d. Grammar

Grammar is one of the rules for correct in speaking. The students need grammar to combine words in conversation and change the situation during their activity. According to Rahmawati & Ertin (2014) grammar is focus on the way they use

grammar appropriately and accurately, construct the sentences and to avoid grammatical errors in speaking.

Teaching strategy is the method that teacher use when learning process. Teaching strategy will make the teacher be easier to teach and inform about materials. Oxford (1990) defines learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed and more transferable to new situations.

a. Role Play

According to Porter-Ladousse (1987: 3), “role play activities range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios.” Generally, role play strategy is like conversation that they will play with the different character. In this strategy teachers hand can be successful tool because students more actively to interaction in the classroom.

b. Group Investigation

Johnson (1990) stated that cooperative learning techniques based on group investigation methods focus on problem solving tasks. In this task, the students gather necessary information; engage in exchange and interpretation of ideas. Arends (2008: 13) stated that Group Investigation (GI) originally designed by Herbert Thelen that there are six steps approaches to GI. Such as topic selection, cooperative learning, implementation, analysis and synthesis, finally is presentation.

c. Games

Game is the strategy that the teacher used to make the student more interest and not bored. Most of students more like games strategy than others, because they didn't need to think about materials but just focus in rules the games. Game can be a solution as it stated by prank that game is used for giving intense and passionate involvement in communication to the students so that they can feel enjoyment and pleasure in learning (mahmoud & tanni, 2014). Additionally, games will stimulate the students making interaction each other and give positive effective atmosphere in the classroom.

## **2. METHODS**

The research approach in this study is qualitative research. This study conduct to analysis the teachers' strategies toward speaking skill in secondary school. Oxford (1990) pointed out that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, self-directed and more transferable to the new situations. Furthermore, this research purposefully selected of teacher strategies that be used during learning and teaching speaking process.

In this study will carry out in MAN xyz Banyuwangi which have 7 English teacher, but the researcher just takes two teachers who teach in science and social class. Every of class has 12 male students and 22 female students ranging from 15 – 16 years old. The researcher decided to conduct the research in this school because of some considerations such as (1) the researcher got entry access to the school; (2) the school offered on focusing language program, the researcher have been did the teacher practicum program so make be easier to do the research; (3) the researcher have been observe the school. The researcher decided to use written document and questionnaire as data research. In written document such as lesson plan and scoring, while in questionnaire the researcher prepared two questionnaires, for teacher as data source and for students as adding data.

With purposive sampling, the researcher is able to choose the sample that representative and get represent of the population. The researcher used purposive sampling as sampling technique because the researcher just need some of criteria that relate with the research. This study used triangulation techniques for checking the validity of findings in the research. Methodological triangulation or mixed-methods research uses more than one kind of method to study a phenomenon. for examples qualitative data may be collected by using participant observation and interviews.

The researcher analysis the data into five steps, which are; exploring, describing, ordering, explaining and predicting. Later the researcher examining the topic then define the particular phenomenon to collect the information. After that the researcher organizing the data then explaining the data until got conclusion of the data.

### **3. FINDINGS AND DISCUSSION**

This analyzed process has been done in 20<sup>th</sup> May 2021. Therefore, the findings of this research are the narration by given of questionnaire, students score and teaching planning which has been summarized by researcher.

#### **1. The Result of Questionnaire**

This questionnaire consisted of 9 items for students and 12 items for teacher with added open questionnaire consist of 5 items.

##### **a. Questionnaires of Students**

“Do you ever speak in English to the teacher in the classroom?” When the respondents were asked whether they ever speaking English to the teacher in the classroom, 13 respondents (36.1%) said always, 18 respondents (50%) said sometimes and 5 respondents (13.9%) said rarely. There was no one of the respondents (0 respondents/ 0%) who said never.

“Do you ever speak in English to your friend in the classroom?” In the respondents who speak English to their friend, most of the respondents (30 respondents/ 83.3%) said sometimes, while

4 Respondents (11.1%) said always, and only 2 respondents (5.6%) said rarely. None of the respondents (0/ 0%) who's answered less speak English to their friends.

"Do the teacher ever use games in teaching and learning of speaking?" Dealing with the above question, it could be reported that most of the respondents (23/ 63.9%) said sometimes, 12 Respondents (33.3%) said always, when the researcher were asked about how often the teacher use games in teaching and learning of speaking. There are only 1 (2.8%) who said rarely. None of the respondents answered never (0%) to this question.

"Do the teacher ask you to make a group investigation to finish the assignment?" When the respondents were asked about the teacher ask to make a discussion group or not, 13 respondents (36.1%) said always, 23 respondents (63.9%) said sometimes and there were no respondents (0%) who answered both of rarely and never.

"Do the teacher ever ask you to play like a drama (roleplay)?" As the result of do the teacher ask to play like a drama, 8 respondents (22.2%) said always, most of them answered sometimes (25 Respondents/ 69.4%), 3 respondents (8.3%) said rarely. While no one who answered never.

"Does the teacher divide you to make group investigation?" In this question, most of the respondents (22 respondents/ 61.6%) answered always, 12 respondents (33.3%) answered sometimes, and 2 respondents (5.1%) answered rarely. None of them (0%) answered never.

"Do you ever get difficulty during teaching and learning of speaking without teaching strategy?" Dealing with the above questions, it can be reported that almost of the respondents (20 respondents/ 55.6%) answered always, 14 respondents (38.9%) answered sometimes and 2 respondents (5.5%) answered rarely and 0% answered never.

"Do the teaching strategy help you to speak English?" Based on the respondents' answering about how the teaching strategy can help to speak English. Most of respondents (21 respondents/ 58.3%) choose always, 14 respondents (38.9%) choose sometimes and only 1 respondent who choose rarely. None of respondents who choose never.

"Do the teacher use some strategy in the same time of teaching and learning?" As the result of do the teacher use some strategy in the same time of teaching and learning, almost of respondents (26 respondents/ 72.2%) said never, 6 respondents (16.7%) said sometimes and only 1 respondent said rarely. And 3 respondents (8.3%) said always.

## 2. Questionnaires of Teacher

"Do you ever speak English during teaching and learning of speaking?" Dealing with the above question, it could be reported that every teacher has two opinions. The first teacher chooses always answering, whereas the second teacher choose sometimes answering. The researcher took the conclusion that the teacher almost speaks up English during teaching and learning process.

"Do you ever ask your students to speak with their friends?" As the result of the question above. Both of teacher almost ask the students to speak with their friends. So, during teaching and learning process the teacher always tray and ask the students to speak up. There is no action that the teacher did not try the students to speak up.

“Do they understand what you said during teaching and learning process?” Based on the respondents’ answering about the students understood or not when the teacher said use English during teaching and learning process, 50% said sometimes 50% said rarely. Consequently, the teacher almost uses Bahasa during teaching and learning process.

“Do you use teaching strategy during teaching and learning speaking skill?” As the result of the question above, the teachers used teaching strategy during teaching and learning process. Both of them use teaching strategy depend on material or situation in class even tough students. So, use teaching strategy was recommended for teacher.

“Do you ever get difficulty when you are teaching without teaching strategy?” Dealing with the above question, it could be reported that every teacher has same opinions. Both of them will get difficulty if they did not apply the teaching strategy during teaching and learning process. They need teaching strategy to make the students more be active.

“Do you use games as strategy during teaching and learning process?” Based on the respondents’ answering about the games as strategy during teaching and learning process. The first teacher answered sometimes and the second teacher answered rarely, it could be said that games can be used as strategy in learning and teaching English process.

“Do you use role-play as strategy during teaching and learning process?” Based on the respondents’ answering about the role play as strategy during teaching and learning process. Both of them have a different answering. The first teacher answered sometimes and the other teacher answered rarely. So, the games surely be needed as strategy in teaching and learning English process.

“Do you use group investigation as strategy during teaching and learning process?” Dealing with the question above, both of teacher choose a same answering, they choose sometimes as their answer. It could be decided that the teacher often use group investigation as teaching strategy. It could be concluded also that group investigation strategy was the best strategy compared the other strategy.

“Do you ever use more than one teaching strategy during teaching and learning process?” Dealing with the question above, both of teacher answered sometimes. It could be concluded that the teacher used one more teaching strategy in class. For examples they use games combination with role play strategies. They choose the teaching strategy depend on material that will be explained.

“Do the students enjoy if you apply teaching strategy during learning and teaching?” As the result question above, the students enjoyed if the teacher use teaching strategy. The first teacher said sometimes and the second teacher said rarely. And if the teacher did not apply teaching strategy during teaching and learning process, surely the students were not understood and enjoyable in class.

“Do the students bored if you don’t apply the teaching strategy during teaching and learning?” As the result of the question above, about the students bored or not if the teacher did not apply teaching strategy. Both of teacher said always, so teaching strategy has big impact for teaching and learning process. Through teaching strategy also made the students were not bored again in class.



“Do the students be more active in speaking skill trough teaching strategy?” Dealing with the question above, the teachers have the same answering. Through teaching strategy made students were more active in class. It could be said that the students are more enjoyable and be brave to speak English in class. Teaching strategy also help the teacher to change the situation in class.

### **The strategy that the teacher usually used in teaching and learning.**

Based on the statement of teacher that they always use teaching strategy during teaching and learning process. Surely, they used a different teaching strategy, such as group investigation, role play, and games.

### **The benefit of teaching strategy for the teacher.**

According to statement of teacher, there are some benefits of teaching strategy for teacher and students. Such as; (1) the teacher can explain the lesson more clearly; (2) the teacher can change the situation in class; (3) the teacher can make the students more be active to speak in front of their friend.

### **The different between use strategy or not in teaching and learning process.**

Based on the answering both of teachers that using strategy more interesting and engaging, while not using, it is boring for the students. Applying teaching strategy bring huge impact in controlling the class situation, encouraging students to be active and finally engaging learning goals.

### **The reason teacher used teaching strategy in English class.**

Teaching strategy has many impact for students exactly in speaking skill. There are two answering for teacher. Firstly, “it is easier to make students more active and pay attention to the lesson”. Secondly, “it helps a lot in creating fun learning, exactly to be easier to speak up”. From duo statement above, the researcher concluded that the reason the teacher used teaching strategy just for students more be active and get fun learning so make them be easier to speak and improve their speaking skill.

### **How the teacher applied the teaching strategy during teaching and learning process.**

The teacher applied three strategies during teaching and learning in English process. They are; role play, group investigation and games. The teachers used group investigation to deliver material about “information text”. The teacher applied this strategy in middle stage, the teacher made the group, and then the teacher gave them that match with material. Finally, the teacher give evaluation for the group. The teacher applied role play to deliver “information text by telephone”. Before the teacher explained about the material, the teacher chooses two or three students to read the dialog that written in their book. In the middle stage the teacher asked them to make the example dialog about “information text by telephone”. If the students have finished their assignment, the teacher asked them to read or memorize their dialog. The teacher used games to deliver material about “text in brochure,

pamphlet, banner and leaflet.” For delivering this material the teacher made a lottery then ask to students to choose one of them. The lottery such as about topic, and number list. The teacher also prepared the empty paper, its mean that the students who got the empty paper, they didn’t work the assignment from teacher.

### 3. Lesson plan

Based on the first lesson plan the teacher use three strategies, including groups investigation, discussion and role play. They use that strategies on “information text by telephone” materials. In the second lesson plan the teacher also use three strategies, they are investigation, discussion and games on “text about brochure, pamphlet, banner and leaflet.” In the last lesson plan the teacher used two strategies, they are groups investigation and role play on “information text” materials. The researcher got conclusion that the teacher is not use one teaching strategy during teaching and learning process.

### 4. Student’s Scoring

The result research reported that the teacher took 2 type of speaking scoring of cognitive and psychomotor. In KKM of English lesson in MAN xyz Banyuwangi is 75, if the students who get less of 75 so that the students can be said has been not success and the teacher has been not success also to make the students speak English. Based on the data, the researcher indicated, in the first chapter the students who got cognitive score in over of KKM is 28 students from 36 students (77.8%), in the other hand the students who got the low scoring for about 8 students (22.2%). In the second chapter there is increase about the students score. There are 29 (81%) students who got score over of KKM, and just 7 (19%) students got less score of KKM. In the last chapter there is increasing also, 31 (86%) students got a good score and 5 (14%) students got a bad score. The results indicated that between first chapter until the third chapter the is increasing score if students.

## 4. Discussion

From the the teachers’ and student’s questionnaire the researcher knew that the teacher of MAN xyz Banyuwangi applied group investigation, role play and games as teaching strategy. Group investigation is the strategy that made the students more interested with the material so make them be easier to speak up in front of their friend. This result also be supported by Finaty Ahsanah (2015), She shows that group investigation method can make the students interactive in the classroom exactly in speaking learning. The teacher applied this strategy with deciding a group, then the student analyse and presentation about the topic that the teacher decided. Finally, the teacher gave evaluation result.

Role play is the strategy that always be used by teacher in English learning process, because role- play is the most strategy that can improve the speaking skill of students. This result also be supported by Junjun Muhamad Ramdani and Rahmat (2018) They show that role play can be used as an English teaching

strategy to enhance students' speaking performance. The teacher used role play to deliver their material about "information text by telephone". the teacher chooses two or three students to read the dialog that written in their book. Sometime the teacher asked them to read in front of class. Then, the teacher asked them to make the example dialog. In this topic the teacher combined two strategies, they are role play and group investigation. The teacher also used games in their English learning process. this strategy made the student more interest and enjoyable beacause the teacher during teach in learning process not be serious.

This result be supported by Ratna Sari Dewi<sup>1</sup>, Umami Kultsum & Ari Armadi<sup>2</sup> (2017). They show that games can be an alternative way to overcome students' difficulties in learning how to speak English. The teacher used applied this strategy to deliver the material about "text in brochure, pamphlet, banner and leaflet." For delivering this material the teacher made a lottery such as topic and number list, then ask to students to choose one of them. The teacher also prepared the empty paper, its mean that the students who got the empty paper, they didn't work the assignment from teacher. The students must analysis, then presentation about their discussion after that there are asking question section. Finally, the teacher give evaluation for the group.

## 5. CONCLUSION

Referring to the result of the data analysis and discussion in the previous chapter, both of teacher used teaching strategies as method in English learning process. Of course they used role play, games and group investigation during teaching and learning process. By implementing the teaching strategies as method in learning process the teacher can revive the situation in class, the teacher can change the situation that the first one died to be revived. Lastly, from findings of this research, it could be concluded that the teacher used teaching strategies in learning English process to improve the speaking skill of students in MAN xyz Banyuwangi. The findings of this research is able to be one reflection for further researcher as a reference dealing with similar issues and different design, such as the effectively the teaching strategy to increase the students speaking skill.

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