

**TEACHERS' STRATEGIES IN TEACHING SPEAKING (A CASE STUDY
OF AN ENGLISH TEACHER IN SMA NEGERI 1 TORAJA UTARA)**

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ABSTRACT

Matius Ganna. *Teacher's strategies in teaching speaking (A Case Study of an English Teacher in SMA Negeri 1 Toraja Utara)*. (Supervised by Haryanto and Kisman Salija)

This study is aimed at portraying teacher's strategies in teaching speaking to students at Senior High School and recognizing the impacts of strategies used by the English teacher by involving an English teacher and also the first grade students of the class CIBI which consist of 30 students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking. The result revealed that the strategies used by the teacher were discussion, simulation, and communication games. The impact of speaking strategies used by the teacher are make students more active in learning, creating learner's be more positive thinking and increasing the learner's motivation. Among the three of teacher's strategies, almost all of the students like the communication game as the strategy in teaching speaking, because they regard communication game can improve their speaking ability, built their motivation to speak, and make the teaching-learning process become more fun.

Keywords: teaching strategies, teaching speaking

INTRODUCTION

The teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral language. Moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes. Regarding strategies for teaching speaking, it is ironic that, based on experience of the researcher during studying in high school, most of students of secondary school were not able to speak English. Furthermore, those 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).

The students often confuse how to practice their English skill especially in speaking. The students are afraid to start the conversation or express their idea in English. Whereas the important thing to master the speaking ability is practice it every day. By mastering this skill the student can compete in this globalization era.

The ability to speak is not influenced by a single factor, but a number of factors. Those factors are linguistics knowledge, which consists of genre knowledge, discourse knowledge, grammar, vocabulary, and phonology, and extra linguistics knowledge, which includes topic and cultural background, knowledge of the context, and familiarity with the other speakers (Thornbury, 2005).

As Reiser and Dick (1996) argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It is correspondingly asserted by Cole (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt. These imply that it is teachers'

responsibility to make students speak English by employing suitable teaching strategies of speaking.

Given that teacher's 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 (Brown and Yule, 1999), these become the focus of the study. Considering those explanations, this research is conducted to find out strategies employed in teaching speaking to students of a senior high school in Toraja Utara and the impacts of using strategies for students.

LITERATURE REVIEW

Definition of Teaching Speaking

Teaching has basic meaning as the process to give information to students. When doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. Many experts have differently defined the word teaching. According to Feiman-Nemser and Buchmann (in Ball and Forzani, 2009) define teaching as the work of helping people learn "worthwhile things," which, as they pointed out, adds an explicitly moral dimension. Furthermore, Cohen (in Ball and Forzani, 2009) stated that teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly.

Thornbury (2005) give the definition of speaking as interactive and requires the ability to cooperate in the management of speaking turns. According to Thornbury speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Kayi (2006) added that speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

According to Nunan in Kayi (2006:1), teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social

setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Strategies of Teaching Speaking

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are simulation, communication games, drilling and discussion. Simulations are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005). Discussion resemble real-life tasks as Solcova (2011) asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language (Thornbury, 2005).

METHOD

This research used descriptive qualitative. Then for the design the researcher used case study. The population of this study was an English Teacher and consist of 30 first grade students of SMA Negeri 1 Toraja Utara in academic year 2017/2018. The school is located in Jalan Wolter Monginsidi No. 65 Malango', Rantepao. The researcher applied the purposive sampling technique in getting data. In relation to the subject, the teacher has experience more than 8 years in teaching English and officially certified as professional educator from the government in 2013. He is also as vice principal since 2010 and English debate and speech trainer for high school

The main instrument of this study was classroom observation and interview to identify the strategies of teaching speaking. There are several stages had been

completed in order to collect the data of this study. The first was preparing the materials to conduct the observation such as: paper, pen and camera or mobile phone. After that, the researcher was joining in the classroom. The next step was observing teacher's strategies in teaching speaking ability. This method is used to get any information about the teacher strategies in teaching speaking ability in SMK Negeri 1 Toraja Utara. The last stage was recording or video during teaching speaking process from the beginning to the end of the class.

The technique of data analysis also consisted of three stages, namely data reduction, data display, and drawing conclusion or verification. Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions. The second stage, data display is the second element or level in Miles and Huberman's model of qualitative data. Data display goes a step beyond data reduction to provide an organized, compressed assembly of information that permits conclusion drawing and action. The data displayed or presented. A display can be an extended piece of text or diagram; chart or matrix that provided a new way of arranging and thinking about the more textually embedded data.

The last stage Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification integrally linked to the conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions. In this stage, the researcher noted irregularities, patterns, explanations, consequences, and possible ways to configure data.

RESULT AND DISCUSSION

(Djamarah and Zain 2010). Stevick (cited in Dornyei and Mazderez, 1997, p 67) maintains that the success of teaching language depends less on materials, strategies, and linguistic analyses and more on what goes inside and between the people in the classroom.

It can be said that the strategies that are used by teacher in teaching speaking are very useful and helpful for the students and the strategies are very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in speaking.

In teaching speaking, the teacher mostly uses some strategies discussion, role plays and simulations, and games. It can be enjoyable experience for both teacher and student. There were many students joined the class enthusiastically. They paid attention to the lesson improved their speaking skill after being taught by the strategies. Pair work in language class is a cooperative activity, during which students share aims and responsibilities to complete a task assigned by the teachers in pairs (Johnson, Johnson & Smith, 1991: 15).

Burling in Bruner (1986) states that simulation develops fluency. Learners acquire language in an amusing way, which enables them to speak it. In the process, they develop their hearings for what sounds right. As the result, they learn how to speak the language that way, whether it sounds right or not to them. This process closely resembles that of the first language acquisition.

Brown (20013: 15) states that teachers set up activities and then get out of the way that many students can be talking at the same time. There is another research by Ur (1996) noting that the use of group work activities can create many opportunities for students to practice speaking fluency. In grouping the students, the teacher used random selection or student self-selection. However, Johnson, et al (1991) believes that there are two ways for assigning students to groups and pairs: student-selected and teacher-selected.

Students' speaking skill increased as well as their motivation in speaking and they were interested speaking through discussion, role plays and simulations, games and pair work. Result of the research show that the students improve their speaking skill efficiently and effectively.

The strategies the teacher used help and encourage students to speak English as speaking activities need to maximize the production of language to provide the best conditions for autonomous language use and effective for improve students' speaking ability (Brown, 2001; Thornbury, 2005). This also implies that the strategies for speaking require students to produce the language orally. It is also supported by Brown's principle (2001) of criteria for speaking activities, which is to encourage the use of authentic language in meaningful contexts.

Agung Ginanjar (2013). He found that the English teachers in Madrasah Aliyah used some strategies in teaching speaking they are cooperative activities, discussion, and role play. He stated that these strategies are effective for improve students' speaking ability.

Anjaniputra, (2013) and Artini, Ahmad, Seken (2013) both of them are doing research in the same case that is looking at the importance of strategies used by teachers in teaching speaking. Anjaniputra (2013) found that appropriate strategies would make the learning process run effectively and improve students' speaking skill. Meanwhile, Artini et.al (2013) found that the student who gives positive attitude toward the strategies would help them to speak.

The last is Abdul Mufid (2015). He found that role play is effective strategy and can help students to improve their speaking ability.

In the meantime, regarding the strategies used by the teacher, the overall result shows positive feedbacks on the strategies used by the teacher. The impact of speaking strategies used by the teacher is make students more active in learning. For instance, the interaction between students to another students share the lesson or the students was more active to look for the information outside the class.

As stated in the description above, game, simulation, discussion and pair work that used by the teacher make students more creative confidence with these strategies, in this research, active learning refers to situation when the students was effective in the process of seeking resources of learning or practicing the language in speaking. For example, she/he is involving in the process of discussion in the class.

The second impact for students is creating learner's more positive thinking. Positive thinking is concept of affective strategy. Positive statement was the way to improve her/his motivation in learning English. The students always be positive thinking to reduce their anxiety during the speaking process. It was supported by Seo et al (2004) showed people in positive feeling states are more likely to focus on exploring and obtaining anticipated outcomes.

The third impact is developing student's self-confidence. One of the most important influences on language learning success or failure is probably the affective side of the learner, Oxford (1990). Based on data found, the implementation of speaking strategies in learning influenced the learner more confidence. For instance, the learner's presentation in front of class in English it needs to be confidence. As stated the data description above, to improve the learner to speak has to be confidence in practicing with her/his friends. In this research refer to braveness when the learner asks or practice the target language. For example she/he able to expresses her/his idea in discussion.

The last impact is increasing the learner's motivation. Motivation is the first factor that influences the learner in learning. The research found that the learner was feeling motivated by thinking about her/his parents and her/his friends who was better than her/his. This is in line with Gardner orientations stated that motivation refers to the set of reasons for which and individual studies the language; whereas, motivation refers to the driving force which involves expanding effort, expressing desire and feeling enjoyment. Furthermore, theory lay down by Piaget "motivation is perceived as a build-in unconscious striving towards more complex and differentiated a development of the individual's mental structures" (Oxfords & Shearin, 1994)

CONCLUSION

There are two main research questions that had been tried to explore. From the data analysis it was found that the teacher strategies were discussion, game and simulation. While, the impact for the students made students are creative active learning, creating learner's more positive thinking, developing learner's self-confidence and increasing the learner's motivation. Thus, it is suggested that teachers use strategies of teaching speaking in accordance with students' characteristics and level of proficiency, and provide materials involving students to be active by using various available media for the implementation of teaching speaking.

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