An Analysis of Teacher's Strategies in Teaching Speaking

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Abstract

Speaking plays an important role in communication. This study is aimed at analysing teacher's strategies in teaching speaking skill at SMP Negeri 2 Binjai. This study is conducted to show the types of teaching strategies in teaching speaking, the problems and solutions were faced by the teacher in learning process. This study is a qualitative study. The subject of the study is the teacher at SMP Negeri 2 Binjai. Interview was used in this study to collect the data. The technique of data analysis was interactive model analysis that is adopted from Yin, those are: compiling, disassembling, reassembling, interpreting, and concluding. The result showed that question and answer strategy was the only technique used by the teacher in teaching speaking. Its became the appropriate strategy due to the number of students in the classroom and the limited time in English learning. The problem faced by teacher in teaching speaking was a huge number of students in a class made him hard to control their speaking ability. Then, as a foreign language in Indonesia English becomes hard to learn by the EFL learner due to the lack of vocabulary. The solution of the problems is giving more English practice to the English learners and create students in group discussion.

Keywords: Teacher's Strategies, Speaking.

I. Introduction

Teaching becomes challenging activity by the teacher due to the different students' characteristics. They have their own way in learning English with different intelligence. The students mostly choose to work cooperate with their friends rather than being competes. Besides, it is difficult to attract their attention and make sure that the teacher gets their attention during the classroom learning process(Hassan, 2020). Teaching refers to the activity which is designed by the teacher to teach the material for the students. In teaching and learning process, teacher plays an important role in teaching the students. Teaching skills become special abilities which are connected to teach

becomes challenging activity by the teacher due to the different students' characteristics. They have their own way in learning English with different intelligence. The students mostly choose to work cooperate with their friends rather than being competes. Besides, it is difficult to attract their attention and make sure that the teacher gets their attention during the classroom learning process. Teaching refers to the activity which is designed by the teacher to teach the material for the students. In teaching and learning process, teacher plays an important role in teaching the students. Teaching skills verbal utterances to deliver the meaning to the listener. Speaking is the ability to speak fluently and focus on the knowledge of language features as well as the capability to process information and language at that time (Riski, et al., 2018). During the speaking activity, the speaker needs to speak fluently, able to pronounce every phoneme correctly, apply appropriate stress and intonation (Harmer, 2007). There are some important components in speaking such as the speakers, the hearers, the message, and the response. They also need to have an ability in pronouncing the words, use proper intonation and stress to make the listener understand the topic being discussed and easy to get the message (Yunus., et al., 2021). Therefore, spoken fluency is needed to achieve the goal of the conversation between the speaker and the listener.

Speaking becomes one of the fourth language skill in learning English at school and University. The aim of teaching speaking is to make the students able to communicate communicatively. They need to minimize confusion in every message due to the faulty of pronunciation, grammar, or vocabulary as well as pay attention on the social and cultural rules in every context of communication. According to Nunan (2003), there are some important point need to be noted in teaching speaking such as: the ability in producing the English speech sound and sound patterns, apply some words and sentences stress, intonation patterns, and the rhythm, the ability in using an appropriate words and sentences based on the social setting, audience, situation and subject in speaking activity, the ability in managing their thoughts in meaningful and logical context, the ability to use language in to express pressing values and judgments, and fluent as well as confident enough in using a language. However, in teaching speaking there are some principles in designing the speaking strategies such as focus on students' fluency and accuracy based on the objectives, give intrinsic motivation, make the students are able to use authentic language in meaningful contexts, give feedback and correction, give a link between the speaker and listener and give an opportunity to the students in order to speak and develop their speaking strategy. Every strategy in teaching speaking need to follow this principle to make an effective learning process.

However, in teaching speaking, there were some problem faced by the students and teacher. As a foreign language in Indonesia, the students looked not confidence enough to speak and lack of vocabularies. They also preferred more to speak in group rather than individual. They felt hard to pronounce a correct pronunciation in some English words and applying good stress as well as its intonation. They also faced some problem in words structure. Then, they looked afraid in communicating because they usually feel insecure about their level of English. Teaching speaking need more time to practice but due to the huge number of students in a class thus, the teacher needs to find a good strategy. It is hard for the teacher to manage the students during the speaking class. There are some researchers did the same study to analyse the teacher's strategies in teaching speaking like Febrin (2019) entitled An Analysis of Teachers' Strategy in Teaching Speaking at SMAN 2 Mandau. This is qualitative study and the result showed that the English teachers applied five strategies in teaching speaking at SMA N 2

Mandau, the strategies were discussion, small group discussion, questioning to check under- standing, board game, and role play.

In conclusion, this study is focused on the teaching speaking skill which were done in the eighth-grade students. Therefore, the researcher was conducted a research entitled "An Analysis of Teacher's Strategies in Teaching Speaking at SMP Negeri 2 Binjai in the Academic Year of 2022/2023". The problem in this study as follow: what are the strategies used by the teacher in teaching speaking skill in the eighth-grade students at SMP Negeri 2 Binjai in the Academic Year of 2022/2023

II. Literature Review

The teaching of speaking skills in second language acquisition has garnered significant attention within the realm of language education. Effective strategies employed by teachers to facilitate speaking instruction have been explored in various educational contexts. This literature review aims to synthesize existing research on teaching strategies for speaking skills, shed light on the challenges faced by educators in this domain, and highlight potential solutions to enhance the quality of speaking instruction.

Teaching Strategies for Speaking Skills

Numerous studies have investigated the diverse range of teaching strategies employed by language instructors to enhance speaking skills among learners. Approaches such as task-based language teaching (TBLT) have been praised for their ability to promote authentic communication and foster learner engagement (Willis & Willis, 2007). Similarly, communicative language teaching (CLT) emphasizes interactive and contextualized language use, allowing students to practice speaking in meaningful contexts (Richards & Rodgers, 2001).

Challenges in Teaching Speaking Skills

Educators often encounter challenges when imparting speaking skills to language learners. One recurrent challenge is class size, as larger groups may limit the opportunities for individualized speaking practice and meaningful interaction (Ur, 2012). Additionally, learners' anxiety and fear of making mistakes can hinder their willingness to engage in speaking activities (MacIntyre & Gregersen, 2012). Furthermore, the teaching of English as a foreign language in non-English-speaking contexts can present obstacles related to limited exposure to authentic language use (Nation, 2001).

III. Research Method

The type of this study is a descriptive qua- litative study which is aimed at knowing the strategies used by the teacher in teaching speaking skill in the eighth-grade students at SMP Negeri 2 Binjai in the academic year of 2022/2023. In qualitative study, the study will focus on understanding social phenomena of human and adding verbal description of settings, situations, and participants (Ary, 2010). The characteristics of qualitative research is that it has the natural setting as the direct source of data and researcher becomes the key instrument in the study. Sugiyono (2008) states that in qualitative study, the data collected is mostly in the form of words of pictures rather than number. In this study, qualitative study is used due to the two main reasons such as the researcher only focused to know the type of teaching strategies used by the teacher in speaking activity and did not develop the teaching speaking strategy. Then, the researcher also observed some phenomena found during the speaking activity in the

classroom learning process. Based on this statement, the researcher observed and found some information about the strategies used by the teacher in teaching speaking skill in the eighth-grade students at SMP Negeri 2 Binjai. Thus, qualitative study became appropriate to be used in this study.

The technique of data collection used in this study is interview. The interview was done with the English teacher in SMP N 2 Binjai. The interview was done to get and enrich the researcher's knowledge about the data obtained in this study and make a clear information related to the strategy is speaking activity during the learning process. In order to clarify the information, the data in this study was collected. Mukhtar (2007) mentions that there are two techniques to collect the data in qualitative research namely, classroom observation and interview. In this study, the interview was used and made based on some point by Gall, et. al. (2007), which involves (1) the informal conversational interview, (2) the general interview guide approach, and (3) the standardized open- ended interview. The interview was done by the researcher in the school. Then, there are five- phased in analysing the data in this study such as compiling, disassembling, reassembling (and arraying), interpreting, and concluding (Yin, 2011).

IV. Result and Discussion

This study was done in September 12th, 2022. The researcher did interview to the English teacher in SMP N 2 Binjai. There are 12 questions asked by the researcher to the teacher about the teaching process in speaking activity. All of the questions were made related to the teaching strategies used by the teacher in teaching and learning process. Teaching stra- tegies used by the teacher is useful for the students to make them easy in understanding the material as well as improve their speaking skill. By having time to practice speaking skill and become active in learning process due to the strategies used by the teacher. The students can be categorized good in speaking when they can speak fluently based on the context. However, they faced some problems in speaking activity, so the teacher needs to find some strategies to solve the problem faced by the students in learning process.

In the eighth-grade students in SMP N 2 Binjai, some students faced problems in speaking activity. They looked not motivate during the learning process. They also seemed not confidence enough to speak individually. Then, they also faced problem in pronouncing some words. Another problem faced by the students is the intonation that was used in pronouncing words. They also seemed lack of vocabulary and it made them hard to speak in English. In this part, the research finding is presented according to the information that is gathered from the interviews. It is related to the strategies used by the teacher in teaching speaking skill in the eighth-grade students at SMP Negeri 2 Binjai. After the researcher collected the data, the data is formed into twelve substantive themes. The themes focused on the element teacher strategies in speaking activity. The result can be seen as follows:

1.Types of Strategies Used by the Teacher in Teaching Speaking

During the classroom learning process, the teacher used question and answer in speaking class. The teacher used English and Indo- nesian during the learning process due to the students' lack in vocabularies. In Indonesia, English is a foreign language. The teacher asked the students about their daily activity. The teacher used this strategy to

improve the students understanding about the question that was asked. Hana & Setiawan (2018) also mentioned that question and answer was good to be implemented in order to help the students improve their speaking ability.

2. The Dominant Strategy Used by the Teacher The researcher also asked about the

Strategy that was mostly used by the teacher. The teacher asked that the strategy that was usually used by him during speaking learning process was question and answer strategy. He did not only used English in explaining the material, he also used Indonesian language to make sure the students understand the material. He also translated English into Indonesia so, the students directly learned some words in English and knew its meaning.

3. Question and Answer Strategy were Applied Before the teaching learning process

conducted by the teacher in the class, the teacher arranged the strategy that was appro- priate to be implemented. The teacher also

V. Conclusions

This study is aimed at analysing teacher's strategies in teaching speaking skill at SMP Negeri 2 Binjai. This study was a qualitative study and the subject was the teacher at SMP Negeri 2 Binjai. Interview was used to collect the data. Based on the interview, question and answer strategy was the only technique used by the teacher in teaching speaking. The problem faced by the students was due to the limited vocabulary have by the students. It might them hard to express their idea. They seemed have low motivation to speak English and afraid to make mistakes. Besides, the teacher also found some problems especially in handling and managing the students in the class. Due to the limited time in English learning and the students need to have an opportunity to speak, it would be hard to be done. Thus, the teacher needs to find other strategy or combine the strategy with other to make sure that the students can be active in learning. Then, the teacher can use learning media with the help of technology.

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