

AN ANALYSIS OF THE TEACHER STRATEGIES IN TEACHING ENGLISH SPEAKING SKILL AT TENTH GRADE STUDENTS OF MAN 2 BOJONEGORO IN THE ACADEMIC YEAR OF 2019/2020

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Abstract: This study aims to determine (1) strategies in teaching English speaking skills; (2) teacher implementation in teaching English speaking skills; (3) and problem solving of the implementation of teacher strategies in learning to speak English for class X students. Qualitative research was carried out at MAN 2 Bojonegoro in the 2019/2020 school year. The research target of two tenth grade teachers. Data obtained from interviews and documentation collection. The data analysis showed the following findings: (1) the strategies used by the teacher to improve students' speaking skills were to familiarize themselves with, approach, add vocabulary, and make games; (2) the implementation of the strategy does not apply in every class, because the level of activeness and curiosity of students is different; (3) solving problems so that strategies can be effective, approaching students and providing rules, rewards and punishments, this is done so that students can be active, and can minimize failures in learning. Based on the findings, to improve students' ability in speaking English, (1) familiarize students with speaking English, encourage, give rules for students to be more active in speaking English without fear of mistakes, (2) future researchers can carry out the same type of research with different conditions.

Keywords: Teacher Strategies, Teaching English Speaking skill

Abstrak: Penelitian ini bertujuan untuk mengetahui (1) strategi dalam mengajar keterampilan berbicara bahasa Inggris; (2) implementasi guru dalam mengajar keterampilan berbicara bahasa Inggris siswa kelas X; (3) dan pemecahan masalah penerapan strategi guru dalam pembelajaran berbicara bahasa Inggris untuk siswa kelas X. Penelitian kualitatif dilaksanakan di MAN 2 Bojonegoro tahun ajaran 2019/2020. Sasaran penelitian dua orang guru kelas sepuluh. Data diperoleh dari wawancara dan dokumentasi. Analisis data menunjukkan temuan sebagai berikut: (1) strategi yang digunakan guru untuk meningkatkan keterampilan berbicara siswa adalah dengan membiasakan, pendekatan, menambah kosakata, dan membuat permainan; (2) penerapan strategi tidak berlaku di setiap kelas, karena tingkat keaktifan dan keingintahuan siswa berbeda; (3) pemecahan masalah agar strategi yang digunakan dapat efektif, melakukan pendekatan kepada siswa dan memberikan aturan, penghargaan dan hukuman, hal ini dilakukan agar siswa dapat aktif, dan dapat meminimalisir kegagalan dalam pembelajaran. Berdasarkan temuan, untuk meningkatkan kemampuan siswa dalam berbicara bahasa Inggris, (1) membiasakan siswa berbicara bahasa Inggris, mendorong, memberi aturan kepada siswa untuk lebih aktif berbicara bahasa Inggris tanpa takut salah. (2) peneliti masa depan dapat melaksanakan jenis penelitian yang sama dengan kondisi yang berbeda.

Kata kunci: Strategi Guru, Mengajar Keterampilan Berbicara Bahasa Inggris

BACKGROUND OF STUDY

English as an international language takes an important role in communication. Some countries such as England, the United States, South Africa, Canada, Australia use English as their first language. As stated by Chrystal (2003) cited from Hia (2016) “English is now the language most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process”. Because of that Indonesian is one of many countries that also require the society to learn it.

In terms of English as a foreign language for Indonesian speakers, the dominance of English, in general, is undeniable. Until now, English is still used as a language of diplomacy, business, tourism, education, science, entertainment, computer technology, and media at the international level. Besides, English is used as a tool for developing communication, technology, programming, and software. Currently, the use of English appears in foreign countries such as Indonesia, and English is becoming more popular for people in this country. In the context of developing the role of English in Indonesia, speaking seems to be a prime target for students even for everyone because of the issue of a free global market. That is why English becomes the main subject in the school curriculum in Indonesia (Kurikulum 2013). Because of this importance, Indonesian students must master this language especially the skill. In the English language, there is four skill that must learn and master by students. The four skill is listening, speaking, writing, and reading.

Based on Richard (2008:201) “Speaking is one of the elements of communication”. It shows that one of the effective skills of doing communication is speaking. According to Thornbury (2005) “speaking is an important component of the English art curriculum and provides the basis for the growth of other spoken skills such as its close association with listening”. It shows that speaking is a crucial part of a foreign language that has to be mastered by the students in order they can communicate well with others.

According to Nunan, (2003:48) “speaking is harder than reading, writing, and listening for two reasons. First, unlike you are reading or writing, speaking happens in real-time. Second, when you are speaking, you cannot edit and revise what you wish to say, as you can if you are writing”. It means that speaking comes naturally and there is limited time to set or to edit your speech during the conversation.

The students often confuse how to practice their English skills 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 to 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 some 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). 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 learned. 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.

In this case, the teacher usually has different strategies to teach their students and improve their students' speaking skills. Anjaniputra (2013) in his study reveals that appropriate strategies would make the learning process run effectively and improve students' speaking skills. Also, Brown (2000:143) stated that several factors affect student speaking performance such as; anxiety, nervousness, and lack of self-confidence. So, the teachers must have a strategy to improve all of the factors that affect students' speaking. The students are often ashamed to speak English because they have a low of speaking ability. It is important to build the self-confidence of the students to speak. The teacher should make the atmosphere of the class become more fun to build the students' motivation to speak. Considering those explanations, this research is conducted to find out strategies employed in teaching speaking to students of a senior high school in MAN 2 Bojonegoro and the impacts of using strategies for students.

Based on the reason above, the researcher believes that this research can be useful for students and lecturer because it can improve the quality of speaking skill in

speaking activity and also it can be a guidance for the lecturer to apply those strategies or it can be innovation to create the new strategy in teaching speaking. So, The writer is interested in conducting a research entitled "AN ANALYSIS OF THE TEACHER STRATEGIES IN TEACHING ENGLISH SPEAKING SKILL AT TENTH GRADE STUDENTS OF MAN 2 BOJONEGORO IN THE ACADEMIC YEAR OF 2019/2020" because the writer wants to analyze what are the strategies which are usually used by the teacher in teaching speaking to the students. Besides, the writer also wants to know the responses of the students related to the teacher's strategies in teaching speaking.

RESEARCH METHOD

The study was conducted in qualitative research. According to Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voetle (2006: 264) qualitative research focuses on the study of social phenomena and on giving point to the feelings and perceptions of the participants of the study. This is based on the belief that knowledge is derived from the social setting and understanding social knowledge is a legitimate scientific process. On the other side according to Gary Anderson and Nancy Arsenault (1998: 126) qualitative research is a form of inquiry that explores phenomena in their natural setting and uses multi-method to interpret, understand, explain and bring meaning to them.

So, in this research, the researcher used a qualitative research design. This research purposed to generate the theory. The type of qualitative research that used in this research is descriptive research. As stated by Kasasar (2009), descriptive research is used to describe a current situation that existed in the past or

existed now in the way it is. It is to gain information about the teaching strategy used in teaching speaking by the teacher in MAN 2 Bojonegoro. Using this design, the researcher wants to describe the strategies used by English Teachers to teach speaking and the researcher in this case as the main instrument.

RESULT AND DISCUSSION

Display data here liquid description presented to know the characteristics of basic data related to research conducted by researchers similar to the appropriate topic in the questions that researchers do and researchers observe in the research process. Exposure to the data, researchers obtained from interviews with two ten-grade teachers of MAN 2 Bojonegoro 2019/2020 school year, as well as the collection of documentation. It discusses the findings from the interview that has been described in previous chapters concerning *An Analysis Of The Teacher Strategies In Teaching English Speaking Skill At Tenth Grade Students Of MAN 2 Bojonegoro In The Academic Year Of 2019/2020*. Here, the researcher will discuss three matters; Firstly about the strategies which are used by the teacher in teaching speaking at MAN 2 Bojonegoro, secondly about the implementation of teacher's strategies in teaching English speaking to young learners at MAN 2 Bojonegoro, and then the problems of the implementation of teacher's strategies in teaching English speaking to young learners at MAN 2 Bojonegoro. The three matters are discussed as follows:

- a. The strategies which are used by the teacher in teaching speaking at MAN 2 Bojonegoro.

In addition to making a habit of speaking English in class and with English teachers as a tool to improve English speaking skills for tenth-grade students at MAN 2

Bojonegoro. Another strategy used is that the teacher creates a small discussion group, this activity aims to confidently express students' opinions and considerations to be expressed to their friends. The teacher also gives rules to students when the English learning process takes place, this is done to minimize all the obstacles that will occur.

This has been included in the research of Sari, and Lestari, (2019) Pulau Rimau State Elementary School, with the title *Improving Students' Speaking Ability in English*. In Facing the Revolution Era 4.0. Which in this study explains that language learning is a habit-forming process through activities: stimulus-response - reinforcement. This theory underlies the emergence of the popular audiolingual approach in the 50s and 60s, namely the English learning method that emphasizes drill or repetition exercises.

For example, by the way, the teacher pronounces a sentence, and students repeat the teacher's words several times. In other words, this method is to memorize sentence patterns or English conversations by saying them over and over again. The weakness of this method is the inability of students to make new sentences other than those that have been memorized. And in fact, very few people can retain their memorization for a long time.

As well as in the research of Isa Ismail, Achmad. 2014. with the title *"Improving the Eleventh Grade Speaking Ability of SMAN 12 Surabaya through a Small Group Discussion Strategy"*. The results of this study indicate that the use of the small group discussion strategy was successful in improving students' speaking skills because 100% of each group (low, middle,

and upper) students achieved the success criteria. Also, students are actively involved during the teaching process has been achieved, because student involvement reaches 100%. Also, more than 98% of students have a positive attitude towards the implementation of this strategy.

- b. To describe the implementation of teacher's strategies in teaching English speaking To young learners at MAN 2 Bojonegoro.

This section will discuss the implementation of teacher's strategies in teaching English speaking to young learners at MAN 2 Bojonegoro. The same strategy is not implemented in different classes, because students' responses differ in class. Students will enjoy more when students are given a question that can be discussed in a game. And the teacher must provide an simulation or practice something to lure students to dare to use English, without them being afraid of wrong. With this method, students are more enjoyable in the implementation of the teaching-learning process.

It is by the research of 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 Saluja). From the data analysis, it was found that the teaching 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 by 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.

- c. The Problems of The implementation of teacher's strategies in teaching English speaking to young learners at MAN 2 Bojonegoro.

The lack of vocabulary is one of the problems that students often encounter in terms of improving skills in English speaking. Therefore, the increase in vocabulary is done in many ways, among others: pasting several vocabularies on the wall that are periodically replaced, repeating vocabulary by way of a group, drill memorization to some vocabularies, approach students, and provide reward and punishment to students.

It is also by Gili Nur Indah Liyaningsih. 2017. "Teachers Strategies in teaching English Speaking to Young Learners (A Descriptive Study on Teaching Vocabulary at the Third Grade Students of MI Kedungharjo in Academic Year 2015/2016)".

CONCLUSION

Based on the result focusing on research problems, it can be concluded that teaching speaking is a little bit difficult. In this case, the lecturers guiding the students with several problems and skill's backgrounds. Based on the data found,

the researcher speculates that teaching English speaking by using the same strategy in every meeting is not good enough for the students. It can cause a monotonous atmosphere in the class. The monotonous strategy can cause low students interesting in the learning activity. So, needs analysis of students'

need become an important thing for the students and also the teacher. While the students who have difficulties in English speaking, it is a usual thing for Indonesian learners because English is not their L1 and it is not only that, the English language has the different characteristics with the Indonesian language. So that it is not easy to practice in speaking ability.

Based on observation and interview, the teacher also must have strategies that make students feel enjoy and feel helpful to master this skill. The students will easy to understand the topic if the teacher asks them to practice than to study theory. In this case, the teacher used a discussion and debate strategy to develop students' speaking. The purpose of using this strategy is to teach students to speak in their environment to build their confidence. By using these strategies, the teacher hopes the student will enrich their vocabulary and minimize their mistakes in speaking.

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