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by Yuli Astutik

Teachers' Teaching Strategies For Teaching Speaking Skills At Junior High School

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Abstract

A teaching strategy is defined as a set of activities carried out to achieve a learning goal. This study aims to analyse the strategies implemented by the teacher for eighth grade students at one of Junior High School in Pasuruan, East Java. Furthermore, this study looks into the teacher's motivations for using the strategies in teaching speaking skills. This research used qualitative research with a case study design. The instruments used in this research were observations and interviews. The results of this research show that the teachers implemented the teaching strategies proposed by Thornbury. Moreover, the teacher was known for applying other strategies such as reading aloud, repetition drills, and modelling cooperative learning as they aligned with the students' competencies. These research findings indicate that the teacher successfully implemented her strategies in teaching speaking skills, which can be proven from the students' responses that they are motivated to learn English, especially speaking skills.

Keywords: Teaching Speaking, Teaching Strategies, Teaching Speaking Strategies

1. INTRODUCTION

Teaching is defined as a learning process that involves a teacher and a student A(Helda & Syahrani, 2022; Marasi et al., 2022). The teacher with a lot of knowledge and ideas becomes one of the crucial parts of teaching because they are the ones who will make the class alive, and the students communicative. Some experts stated that teaching is not an easy thing (Assulaimani, 2019; Astutik et al., 2021; Calle Espinoza, 2011; Saeed Al-Sobhi & Preece, 2018). According to Lengkoan & Hampp (2022), Avia & Astutik (2018), and Rahmah & Astutik (2020), the teachers have to make the students grasp the lessons in a way that is quite typical and fun, so that they enjoy and feel pleased. However, the most significant way to support the teaching and learning process is the strategy used by teachers. The teacher who is teaching in the class always sets different strategies used by other teachers(X. Huang et al., 2022). It is because the teacher will deal with students who have a dissimilar background in life in the process of learning and teaching. By doing this, every teacher in the class is able to achieve the goal of teaching and learning according to the strategies used.

In fact, learning English as a second language has become one of the languages that you need to master, especially speaking skills (Liando & Tatipang, 2022). According to Listyani & Kristie (2018), English as a second language has become one of the languages that you need to master, especially speaking skills. Nowadays, being able to speak English is needed since it is the most prevalent language in the world. Besides, speaking also becomes one way to communicate and convey ideas so that either the speakers or the listeners can enrich their knowledge through sharing with one another. According to Anizar et al. (2019) speaking is a process of sharing and establishing meaning through the use of verbal and non-verbal symbols. People produce thousands of words per day which might happen in the speaking class. The teacher and the students make the situation more communicative (Astutik & Purwati, 2021). However, what the teacher expected does not always match the situation in the classroom (Sibomana, 2022). There are many reasons why the students are still unconfident in conveying their ideas, such as: they are afraid of being mistaken, they are short on vocabulary and they are afraid of missing pronouncements. It corresponds to the difficulties encountered by students in the second grade at one of Junior High Schools in Pasuruan, East Java. Thus, its is necessary to adjust proper strategies in the teaching and learning process to overcome the most common cases in learning English, such as boredom and uninteresting teaching methods because students are unfamiliar with their daily lives.

As a result, the researchers conducted the study on teaching strategies in order to investigate the strategies used by the teacher in teaching speaking. Several studies have discussed strategies for teaching speaking skills, such as Bahrani & Soltani (2012)who stated that the success or failure of students in learning speaking skills was influenced by the English teacher's teaching skills. If the language teacher can properly and effectively implement the strategy, students will be assisted in their learning. Additionally, Hussain (2017) highlighted how language skills teaching strategies are carried out in the classroom. Hussain found that beliefs about speaking skills; the principles of teaching speaking skills; activities and tasks related to speaking skills are very important factors to assist students in learning this productive skill. Apart from Bahrain and Hussain, Avia & Astutik (2018) in their findings also stated that the teaching strategy used by the teacher teaching speaking skills can be said to be successful if students can actively participate in learning. Therefore, the writer is intrigued to conduct research on this topic for her research. Furthermore, the researchers carried out two research questions as follows:

1. What are the strategies used by teacher in teaching speaking English to Junior high school students?
2. Why does the teacher apply that strategy to teach speaking English to Junior High School students?

2. METHODOLOGY

This research is descriptive and qualitative. The researchers concentrated on the methods of teaching speaking. Descriptive qualitative research is defined as a type of study that focuses on comprehending the meaning of an individual or a group as well as investigating social or human problems. The researchers concentrated on the methods of teaching speaking. Descriptive qualitative research is defined as a type of study that focuses on comprehending the meaning of an individual or a group as well as investigating social or human problems. According to Creswell et al. (2007), descriptive qualitative is a research method based on the philosophy of positivism used to examine the object's natural condition where the researcher is the key to instrument data collection. This study meant that the data collection process was describing and analyzing the object based on reality. Also, qualitative research focused on the whole picture rather than breaking it down into numbers. The reason why the researchers used descriptive qualitative to analyze the teacher's speaking strategies

since the researcher wanted to concern more on the process of teaching rather than the result or the outcome.

The subject of the study was the eight-grade teacher at one of junior high school in Pasuruan, East Java. Subsequently, the researchers used two techniques of collecting the data, such as classroom observation and interviews with the teacher as the primary data and the students' opinions as the clarification. The data from the observations was gained from the observational checklist to verify the research problems towards the teaching speaking skills process. The researchers transcribed the video into paragraphs to know the obvious results, and the data from the interview was obtained from interrogating an English teacher in eight grades.

4. FINDINGS

4.1 The strategies implemented by the teacher in teaching speaking English at one of Junior High School in Pasuruan, East Java.

One of the ways to achieve the aims of teaching is through the implementation of strategies. Many strategies can be implemented to enhance the teacher and the students' learning language. As per the strategies proposed by Thornbury (2005), there are 3 types of strategies that can be implemented in teaching speaking, such as awareness-raising activities, appropriation activities, and towards autonomy ,and those three aspects have aspects. The detailed results of the study are explained in the table 1.

Table 1 The strategies implemented by the teacher in teaching speaking

No	Aspect	Sub- Aspect	Results		
			M1	M2	M3
1	Awareness Raising Activity	Recording and Transcript	-	-	-
		Live Listening	✓	✓	✓
		Noticing the gap activities	✓	✓	✓
2	Appropriation activities	Drilling and chants	✓	✓	✓
		Writing task	✓	✓	✓
		Dialogues	✓	✓	✓
		Communicative Task	✓	✓	✓
3	Towards Autonomy	Presentation and Talk	✓	✓	✓
		Stories	✓	✓	✓

	Roleplay	-	-	-
	Theatre	-	-	-
	Discussion and Debate	✓	✓	✓
	Outside Class Speaking	✓	✓	✓
4	Modeling using Cooperative Learning	-	✓	✓
5	Reading Aloud (RA)	-	✓	-
6	Repetition Drill	-	✓	-

From Table 1, it can be seen that the strategies used by the researchers were applied implicitly by the teacher in teaching English in eight grades at one of the state junior high schools in Pasuruan. It was during the first meeting that they realized the verbs were changing from infinitives to past tense. Even though the researchers found some strategies were not implemented in the first observation, such as recording and transcripts, roleplay, and theater, However, it was found that the teacher implemented live listening, noticing the gaps through activities such as drilling, writing tasks, dialogues, communicative tasks, presentations and talks, stories, discussions, and outside-class speaking. The speaking strategies above were implemented subsequently by the teacher from the time she began to finish the class, even when she was around the school environment. It was proven when the teacher greeted the students outside the class by using English. Despite the fact that she said simple things like "Hello, Good Morning, what are you doing?" and so forth.

Evidently, the teacher implemented other strategies besides using the Thornbury framework in meeting 2. Those strategies are such as: modelling using cooperative learning. According to Jolliffe (2007), using cooperative learning may result in more interactive classes. Since the students are motivated to learn and work together with the team. Furthermore, modelling using cooperative learning could encourage the students to take a responsibility for working together. The teacher declared clearly that the students are taught to be responsible for their assignments at a certain time. She also stated that the students are separated into some groups, consisting of capable and incapable students, so that everyone is on duty.

For instance, when the teacher asked the students to make groups consisting of 4-5 students, It can be seen from the transcript below.

Teacher   : Please everyone, make a group that consist of 4-5 students. *Mas ini ke kelompok ini ya*. Because they are only 3 students.

Students   : (making group)

(Then the teacher gave them a learning material)

Teacher : OK class, today we will learn about Recount Text *hari ini kita akan belajar Recount Text*. Do you know about it? *Ada yang tau?*

Students : No mom (shaking the head)

Teacher : OK no problem. Now take a look at the paper. *Coba sekarang lihat kertas yang sudah kalian pegang*. (The teacher was explaining)

Teacher : OK guys, now you can repeat after me. Last week, I went to Mount Bromo.

Students : Last week, I went to Mount Bromo.

(Until the teacher finished reading the example of the text and the teacher asked them to comprehend the text).

Moreover, the students agree with the strategies implemented during the learning process. They concluded that the strategies may help them learn English, especially speaking. The students stated as follows when they were interviewed:

Interviewer: What do you think if your teacher reads the learning materials before doing it? *(Bagaimana prndapat kamu apabila guru kamu membacakan materi sebelum kamu mengerjakannya?)*

Student : I like it. Because I can understand more and pronounce better. *(Suka kak, saya jadi lebih faham dan bisa melafalkan dengan lebih baik).*

Interviewer: What about working in group during the class room activities? *(Bagaimana menurut kamu apabila kamu harus bekerja secara kelompok di dalam kelas?)*

Student : It is fun. Because we can finish the work fast. We can help each other. *(Seru kak. Soalnya kita bisa menyelesaikan pekerjaan dengan cepat. Kita bisa membantu satu sama lain).*

Next, reading aloud and repetition drills. The teacher declared that those strategies could support them to be more interested in learning English, especially speaking skills. She is convinced that reading aloud can be used as a guide for the students to pronounce every word correctly. This is also supported by Costas (2002) findings that Students may correctly pronounce the words by reading aloud, which involves stress patterns of phrases as well as interactions between the word ending and beginning. Supraba et al., (2020) also stated that reading aloud can significantly improve students' speaking abilities. However, Huang (2010) argued that RA may slow down reading speed, it merely provides students with a few opportunities to practice, and they quickly become shy.Furthermore, based on the students'

arguments, they agree if RA can increase their pronunciation in uttering the words and sentences and the lessons become more understandable.

4.2 The teacher's reasons for implementing teaching speaking strategies to students at one of Junior High School in Pasuruan, East Java.

Classroom activities that help students improve their communication skills need to have a goal, a lack of information, and different ways to express themselves. Students need strategies that will help them have fun when they learn how to speak. As a result, the teacher must think of new ways to improve teaching strategies. Besides, it is also necessary to know what the students like in terms of learning activities. Based on the results, the teacher conveyed that by using strategies, teaching speaking in the eighth grade could be practical, and students easily grasped the lessons. It was proven that many students could finish the task given at a specific time determined by the teacher. Even though some students struggled to complete it, in this case, the teacher recognized the students who needed more concern. However, the teacher does not always apply all strategies in every meeting. It depends on how far the students have learned the lesson and what they need.

5. DISCUSSION

The data gathered above is then combined with expert theory about teaching speaking strategies in this section. The detailed explanation is given below. The study found that the teacher's strategies for teaching speaking included reading aloud, modelling with cooperative learning, and repetition drill. She was convinced that reading aloud could help students pronounce every word correctly. Costas (2002) supports this by stating that students may pronounce the words correctly by reading aloud, which involves the stress patterns of phrases as well as the interactions between the word ending and beginning. This is also consistent with a study by (Supraba et al., 2020). They claimed that reading aloud can significantly improve students' speaking abilities. Even though Huang (2010) argued that RA may slow down reading speed, give students a few opportunities to practice and they quickly become shy. Furthermore, based on the students' arguments, they agree that RA can improve their pronunciation of words and sentences, making the lessons more understandable.

Following that, modeling cooperative learning was used to encourage students to take responsibility for working together. The teacher clearly stated that the students were taught to be responsible for completing their assignments on time. She also stated that the students are divided into groups of capable and incapable students so that everyone is on duty. According to the teacher, "the strategy that the students like the most is cooperative learning." Because

each group and student have their own power structure, "So that they can learn how to work well in groups, and many of them are motivated by their peers."

Learning by using cooperative learning is in line with a study conducted by La Hanisi et al. (2018). They declared that cooperative leaning might help the students interact one another and develop group work in real life. The previous study Namaziandost et al. (2020) agreed that cooperative leaning can enhance the students' ability in learning speaking. This is also supported by the students' statement. They become more motivated and easily share among the students in one group.

Additionally, the students' capability can be increased by using repetition drill. This is in line by a study conducted by Aini et al. (2020) which showed that by implementing repetition drill in teaching speaking, the students speaking skill can be improved. Kuliahana & Marzuki (2020) stated as well that through repetition drill, students can develop their skill in speaking. Furthermore, according to the teacher in the class, students become understand more after they imitate the teacher. Even though, the strategies used by the teacher were slightly dissimilar, but they are suitable with the students' capability of eight grades there. As a result, the students became more enthusiastic, and the class was more alive in participating in the class toward the teacher's strategies for teaching speaking, because she provided equal opportunity to participate in classroom activities. Furthermore, teaching speaking using strategies that are compatible with the students' learning styles will improve their English learning skills, particularly their speaking skills.

6. CONCLUSION

In short, the findings of this research are that in addition to implementing the strategies proposed by Thornbury's framework, teachers also apply other strategies that are in accordance with student competencies. These strategies include reading aloud (RA), repetition exercises, and cooperative learning. This study shows that mastery of various speaking skills learning strategies by English teachers greatly determines the quality of learning in the classroom. Speaking skills require that both teachers and students be active orally so that English classes come alive. In addition, with the right strategy, students can capture lessons well and achieve their learning objectives properly. Finally, the researcher hopes that the findings will make a significant contribution to teaching and learning English in junior high schools and will be useful for students, teachers, or readers. In addition, the findings of this study should be useful and provide a lot of information for future researchers.

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