IJEAL (*International Journal of English and Applied Linguistics*)
Volume : 2 | Number 2 | August 2022 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v2i2.1569

AN ANALYSIS OF TEACHER'S STRATEGY IN TEACHING SPEAKING AT SMA NEGERI 9 HALTIM (Teacher and Students Perspectives)

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Received: 13/06/2022
Accepted: 21/07/2022
Publication: 03/08/2022

Abstract
This research is aimed at describing the strategies used by the English teacher of the students of SMA Negeri 9 Haltim in teaching speaking. Based on pre-observation, the researcher found that SMA Negeri 9 Haltim applied teaching strategies in the teaching and learning process, especially in speaking and it makes the students easier to understand speaking English. This study was conducted by using a descriptive qualitative design. The subjects of this research were the English teacher and the students of SMA Negeri 9 Haltim. The data was gained by observation, interview, and documentation. The results indicated that there are five strategies in teaching speaking which applied by the English teacher. They are drilling, simulation and role play, the portrait interview, creative tasks, and group work. There were also two principles applied by the teacher to develop vocabulary mastery and fluency, the first is the activity is meaning-focused, and the second is the learners take a part in activities where all the language items are within their previous experiences. The teacher applied those strategies to help the students become active so that they can understand the lessons and also enjoy the teaching and learning process.

Keywords— teacher's strategy, teaching Speaking, teaching

Introduction

Teaching strategies in speaking activities are very important to overcome students' difficulties in speaking. According to Rebecca L. Oxford in her book "Language Learning Strategies: What Every Teacher Should Know", strategies mean plan, steps, or conscious action toward achievement of an objective. Whereas teaching is guiding and facilitating learning, enable the learner to learn, setting the conditions for teach according to (Brown, 2000). Strategies in speaking can help students to improve their fluency and accuracy in speaking. Each teacher may apply different strategies to improve students speaking skills. However, it is very important that the strategy applied is relevant with their needs and interests.

(Brown, Principles of Language Learning and Teaching (4th Ed), 2010), strategies were the specific activities manifested in the classroom that were consistent with a strategy and therefore were in harmony with approach as well. Consequently, Teacher's strategies in teaching speaking to the students are really important. It is interesting to the researcher to study about these strategies implemented by the teacher, because it is considered that teaching strategies influence the quality of students' English learning condition and finally the students' ability in English.

Based on pre observation, the researcher found that SMA Negeri 9 Haltim applied teaching strategies in teaching and learning process especially in speaking and it make the students easier to understand in speaking English. Therefore, teaching strategy is important, because it influenced

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Volume : 2 | Number 2 | August 2022 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v2i2.1569

students in learning speaking English. Based on this condition, the researcher is interested to conduct a research entitle: An analysis of teacher's strategy in teaching speaking at SMA Negeri 9 Haltim.

Literature Review

Teaching Strategy

(Kasali, 1994) States that word a strategy are meaning about the winner, life or fighting spirit. The meanings are about unable or failure of the company or organization in conform the pressure or problem from inside and outside. Strategies are steps or action taken for the purpose of winning a war, other definition of strategy is an effort to achieve of success goal. In education context, J. R David in (Kusnandar, 2017) stated that strategy is a plan, method, or series of activities designed to achieve a particular educational goal.

So, the strategy are the plan long-term and as determinants in long-term and following activities to achieve special purpose. Strategy important to coordinate an organization to achieve a goal. In here strategy is like art that is art bring the army on the battle field with good position.

Teaching Speaking

One of the skills learned in language learning is speaking. Having the ability to speak is considered as the successful of language learning. The reason is because speaking may need courageous for language learners. It takes courageous because speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words. Speaking has some sub-skills and it also may become essential for learners in language learning. (Hughes, 2002) Stated that "Speaking is not a discrete skill." It cannot stand alone because some complex activities or sub-skills such as vocabulary mastery, grammar competence, and comprehension, inputs of language, phonology, and pronunciation are included.

People speak using words in which the words have meaning that the speakers have to choose and use them appropriately and of course this activity needs a skill in choosing and using the proper ones. Not only does the word order that people should notice, but the knowledge of how to pronounce words is also should be noticed in speaking. The reason of why pronunciation should be noticed because in speaking in foreign and second language the written form and the pronunciation are far different. Those sub-skills are merely needed for successful of communication activities.

Based on some opinion above, speaking is the activity to use language to communicate ideas in interactive situation, in doing the activity of communicating the speakers need to show their attitude, and taking turns which we said as having discourse management. The interactive situation itself includes the condition where there are several speaking interactions shown among the students, between students and their teacher in active English. The students' attitude should show the students' ability in speaking regardless that they found obstacles supported with discourse managements where the students and their teacher take turns when they speak and communicate during the learning-teaching progress taking place.

Teaching Speaking Strategy

Teaching speaking is not easy, because English is not a native language in Indonesia. Basically, people have many difficulties to learn it. That is happened because their environments do not speak English according to (Laksana, 2016). To achieve the great specific purposes, it needs to apply some activities in a classroom.

(Harmer, 2001) States there are five classroom speaking activities, as follows:

a. Acting from a script
   In this type of speaking the teacher asks the students to perform a play based on their dialogues they have written by themselves. It means teacher must help the students to go through the script as if he was teacher directors.
b. Communication Games

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A game is one of activities that can help students relaxed in learning the language. Speaking activities based in games are often a useful way of giving students valuable practice. Game based activities can involve oral strategies such as oral describing, predicting, and asking for feedback.

c. The Portrait Interview
The following speaking sequence shows how portrait can be used to provoke questions and answers which can develop into a very involved conversation. The amount conversation will, of course depend to a large extent the level of the students. This interview technique can work with any pictures of people, including portrait and photographs, it can also be employed when students have worked with students have worked with a reading text; they can interview the people that they have read about, ask them how they feel, what they do, etc. And of course this interview can be turned into written profile.

d. Problem Solving
Problem solving is done by getting the students to work in pairs or group. They share their problems, opinion, and feeling. In this case the teacher as the bridge to communicate among participants. Then, the students give a question and answer each other. This communication will help the students to practice and express their ideas in spoken language.

e. Simulation and Role Play
Simulation and role play can be used on encourage general oral fluency, or to train students for specific situation. Simulation and role play are popular activities in conversation or speaking group in which a group have to practice and try to carry out simulation as them or take the role of completely different character and express thoughts and feelings as they
doing in the real world. Role play is an excellent way to stimulate real
communication that is relevant to experiences outside classroom.

Research Methods

The research design in this study is descriptive qualitative research. The researcher used qualitative method because this study in natural settings used some theories and interpret the data through interviews, Observation, and Documentation.

This research of the study was conducted at SMA Negeri 9 Haltim. The subjects of this research were English teacher and the students of SMA Negeri 9 Haltim. To collect the data, the researcher used observation, interview and documentation. The step of analyze the data are preparing and organizing data, reducing the data and representing the data.

Results and Discussions

The researcher presents the data of teacher's strategies in teaching speaking for eleventh grade at SMA Negeri 9 Haltim which focused on vocabulary mastery and fluency. To know the strategies of teaching speaking, the researcher was done collected the data from interview, observation and documentation.

The data was analyzed by descriptive qualitative with theory from (Creswell, 2007). The researcher found the data through observation and interview to the English teacher, namely Mr. Rustam Menteto and also the eleventh grade students (there are six students). The observation was on May 24th 2022. Meanwhile the interview with the teacher was on May 26th 2022 and last interview with students was on May 28th 2022. The researcher found that there are some strategies which applied by the English teacher in teaching speaking. The data described below:

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4.1.1 Teacher's Strategies in Teaching Speaking

a. Drilling

The first strategy that applied the teacher in speaking is drilling. The teacher used drilling technique to recognize hard vocabulary such as irregular verb and also the expression of doing something like how to ask someone's opinion.

> *"I applied to the students to write down and memorize some vocabularies every day, especially irregular verb"* ***(Interview with the teacher on on May 26th 2022)***

Furthermore, when teaching learning process Mr. Rustam Menteto used mix language (English and Indonesia). But, students required speaking English for classroom language when the students want to ask/give permission, questions, opinion. Like he explained:

> *"I mix because the ability of the students is also varied. If I force to use full English, there is no one connect or feel uncomfortable anymore. The important one is they are communicated when they ask/give permission, questions, opinion."*

Mr.Rustam Menteto determined the main purpose to how the students could communicate, interact and tell others. And both speaker and listener understand about the message. As he states that:

> *"The purpose of teaching speaking to me that how students can be both communicated and told what others mean and they understand. That's the main point, so the message is delivered well."*

When explaining the topic, the teacher gives the examples by speaking aloud and repeat. For example, when he wants give example about asking and giving opinion he said:

> *'Alright everyone, repeat after me, ...what do you think about it. Once again… what do you think about it.***'(Observation on May 24th 2022).**

After the teacher gives the example, he calls one student to read an example of the expression. As student C argued:

> *"…with sir Rustam Menteto, usually he practiced it right away. He calls us, later he makes a scene or usually later he will tell one person to come forward and tell him what to say."*

Using drilling technique, the teacher should drill the students to use target language and make it familiar in order that the students can recognize and understand new vocabulary.

Besides, based on students' answers in interview, it can be conclude that the teacher is kind, nice guy, and the way his teaching makes the student feel comfort, fun, and enjoy in the class, such as practicing and giving some examples about the lessons what they are learning about.

No	Students	Students' opinion
1	Student A	*"In my opinion Sir Rustam Menteto is good. His teaching method is good, not boring. And it's easy to understand. Then the material being taught is always new, not being repeated. Usually there is something like that from elementary to high school that's how it is taught. So it's fun learning.*"
2	Student B	*"I personally think Sir Rustam Menteto is good and the way he teaches is easy to understand, because usually he immediately gives examples of how to use them."*
3	Student C	*Sir Rustam Menteto never makes it difficult for his students. He*

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		always supported us, like activities outside of class he supported. He's not burdensome. Even when in class he is not burdensome, but if we have other matters such as competitions or whatever, he is even more supportive. Yes he supports."
4	Student D	*"In my opinion, Sir Rustam Menteto interacts a lot with the class. So it's like being close to class. And how to teach it is also easy and comfortable."*
5	Student E	*"I think Sir Rustam Menteto is good. His way of teaching was more fun because he immediately practiced what was learned, for example when he was learning asking giving opinion, he immediately gave an example of a dialogue with one of the students by using an example sentence from asking giving opinion. So, the task is also not burdensome, because it is easy to understand when Rustam Menteto explains."*
6	Student F	*"For me, Sir Rustam Menteto is kind and close to the students. Always provide motivation so that we are all excited about learning English"*

b. Simulation and Role Play

Mr. Rustam Menteto often challenges the students to do exercise for stimulating them learning. Ten students who can do exercise early will get additional score. It also makes students more interested and excited to learn English.

> *"I often challenge them with this way, for the first ten students to collect the exercise to me, I give bonus score and then I also make them as a role model for the others. I told the students 'you try, if you want be better you can practice with A'. Well, besides who feel they are able and also have high confident will feel appreciated. And then, the students also learned with the colleague which is comfortable too."* ***(Interview with the teacher on May 26th 2022)***

> *"Yes maybe this is it, sir Rustam Menteto, there is, for example, he gave the task of speaking permission expressions, for example, 'what are the examples?'. So the first 5 or 10 people who can answer are given plus points. So we are like hurrying to get additional score, usually sir will say the additional score, for example 90 so. But we don't know the final score yet. And after that, later sir will say yes give feedback after the first 10 people answered earlier. Like it was good, then we continued to give more explanations if we were wrong."* ***(Interview with student C on May 28th 2022)***

As teacher argued that he does some activities lessons, one of them is role play. From all activities in the class, he states that role play is what many students are interested in.

> *"Inside the speaking there are many. There is a role play. Students usually interest in role play. Then, if they have better abilities, they are usually interested in debate."*

Before the students practice a conversation or role play with the others, this method involve conversation application named fun faria.

> *"In fun faria application, the level can be selected either intermediate or beginner. In this application there are also conversations which they can choose neither want to only listen nor did the dialogue with the native in the application. It can be full or in turn. The students can take X or Y, like they talk to the native in real. So the students know how to pronounce/articulate the utterance appropriately."* ***(Interview the teacher on May 26th 2022)***

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Volume : 2 | Number 2 | August 2022 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v2i2.1569

By doing this, the students feel enjoy and comfortable. Besides, the student can use to hear the native speaker, which is good for their speaking skill.

c. The Portrait Interview

In teaching learning process, Mr. Rustam Menteto always does teaching variation. He applied filling the form, and also interviewing the students about the contents in the form.

> *"Inside the speaking there are many. It can be filling the form, and then we do interview to the students about the contents of their form."*

Furthermore, if there is any student who comes late, he directly interviewed the students. It's one of his strategies to improve students' skill in speaking. As he said:

> *"Usually, if there are students who come late, I spontaneously asked 'why do you come late?' I usually ask many questions (in English) to the students who are coming late as the way of training their speaking too."*

More overall of the students love English. They love it with different reasons. Although their reasons are different, but some of them like English because of the teaching strategy from the teacher, it can be said that the teacher is success in making the students more love English from the way he taught.

> *"I'm just so, because I learned English from elementary school, then I often see it on social media so it's so. But because when studying high school, Sir Rustam Menteto, the English language material is always new, so it looks better and likes it. The point is that what is usually Sir Rustam Menteto explains material that other teachers don't usually give. Like from elementary until junior high school, the material is just that. If sir Rustam Menteto, it's fresh"* ***(Interview with student A).***

> *"I like it, because at first I saw that people who speak English fluently just like it. So I want to do it too. Besides that, now because Sir Rustam Menteto is teaching, it is easier and more enjoyable to learn."* ***(Interview with student E)***

d. Creative Tasks

Based on the data on interview, the teacher asked students watching movie using LCD projector and speaker. Because the teacher chooses the movie which is to be continued movie, so the students must guess the next story. First, they should write down the story and after that retell it in front of the class.

> *"There are also those who watch movies using an LCD projector and speakers. Then I often take films that will continue. Later they were asked to create what might be the sequel. The film is not too heavy, usually an animation. So it can be 2 skills, writing and speaking. They write about what will happen first, and then tell it again in front of the class like a retell story."*

Moreover, there are two principles applied by the teacher to develop vocabulary and fluency. The first is the activity is meaning-focused; the second is that the learners take a part in activities where all the language items are within their previous experience. In teaching speaking, Mr. Rustam Menteto determined the main purpose to how the students could communicate, interact and tell others. And both speaker and listener understand about the message. As he states that:

> "*The purpose of teaching speaking to me that how students can be both communicated and told what others mean and they understand. That's the main point, so the message is delivered well."*

The teacher always connects learning with daily life because the examples given are directly related to the daily events. Furthermore, in explaining material, the teacher starts with something familiar

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Volume : 2 | Number 2 | August 2022 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v2i2.1569

with. Besides that the teacher also relate to his experiences. So, that the students can better understand and enjoy learning.

> "Sir Rustam Menteto, for example, like in the middle he was teaching about English material. He will relate to perhaps her personal stories or her experiences. He has studied abroad, right? Or usually he will ask questions whether we have experienced this, but he told him to use the material. So the speaking isn't monotonous, but it's more of telling. Telling the story is our own, telling our own opinion but with good and correct speaking. So those really relate to daily activities or what we have experienced." ***(Interview on May 28th 2022)***

> *"If sir Rustam Menteto give the examples, it must be very relevant to our daily activities. Even he started from the things that we are familiar with."* ***(Interview with student B on May 28th 2022)***

Furthermore, Mr. Rustam Menteto also finds a good place and comfortable in order to make students easy to understand the topic lesson, such as under the tree, in the library, and pendopo. Such his explanation below:

> *"the variation (in teaching) in order to not be bored, before this pandemic I bring them learn to be out as under the tree, in the library, and also in pendopo. Yeah where the place that make them happy and also comfortable. Especially when afternoon is hot and also sleepy"*

e. Group work

The fifth strategy which applied by the teacher is group work. Based on interview Mr. Rustam Menteto made group work where each group consists of high and low ability students. So the students who have high ability can help the students who have low ability in speaking English. Furthermore, he also rolls the group in several times. The teacher also said that the smart students can be role model for the others. As he said on interview:

> *"Usually, I gather the students mix with the more capable students when grouping, because sometimes there may be a shame with the teacher. I also applied many grouping when learning. Usually, I roll the group because sometimes there are students like less comfortable with one of the group and I try to make up by putting them into other groups. Actually, the group also helps that the students may be not too interest in English"*

Furthermore, the students also more interested and really enjoy the class. It's one of their reasons they like learning English, like student F states:

> *"I like and enjoy the class because the activities in the class don't make us bored. It's like every week. It is fun, so sometimes we tell it, sometimes it's also a dialogue, and then there are groups that also roll out every few weeks."*

Besides, during learning activity, Mr. Rustam Menteto gives many motivations to the students so they feel enjoy and more diligent to learn English. He told about his experience with English and also told about their senior who success in studying abroad. As he said that:

"For difficult students, I make them do not be like forced. If they have no friends I can be their friends for instance in a role play. I keep giving motivation right, I give examples and say to the students about Prince Charles motto, 'if you mastered English, every country will be your mother land. And you can go anywhere, take anything and English is as your support. Then your skill can take you everywhere'. And I apply to myself and my friends, so that it can be a role model for them."

4.2 Discussion

One of language skills that should be learnt by English learners is speaking. Speaking is considered as a necessary skill because of its essential role in facilitating learners to master English.

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Volume : 2 | Number 2 | August 2022 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v2i2.1569

Teaching speaking must use strategies in order to make students interest and increase the student's ability with speaking English.

Based on the results of observation, interview, and documentation which was conducted in Senior High School 9 Haltim with the English teacher and also the eleventh grade students, there are some strategies which applied by the teacher such as drilling, stimulation and role play, the portrait interview, creative task, and group work.

The first strategy that applied the teacher in speaking is drilling. According to the observation on May 24th 2022, when explaining the topic, the teacher gives the examples by speaking aloud and repeat. For example, when he gives example about asking and giving opinion he asks the students, to repeat what the expressions that used when asking or giving opinion to someone either formal or informal. In this case, the teacher asks students together, after that one by one. Teacher used drilling technique to recognize hard vocabulary such as irregular verb and also the expression of doing something like how to ask someone's opinion. (Setiadi, 2006) states that drilling is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture when the language is spoken. Using drilling technique, the teacher should drill the students to use target language and make it familiar in order that the students can remember and understand new vocabulary.

The second strategy is simulation and role play. The teacher often challenges the students to do exercise for stimulating them learning. Ten students who can do exercise early will get additional score. It also makes students more interested and excited to learn English. As teacher argued that he does some activities lessons, one of them is role play. From all activities in the class, he states that role play is what many students are interested in. Moreover before the students practice a conversation or role play with the others this method involve conversation application named fun faria. By doing this, the students feel enjoy and comfortable. Besides, the student can use to hear the native speaker, which is good for their speaking skill. Based on (Harmer, 2001), he states that simulation and role play can be used to encourage general oral fluency, or to train students for specific situation. Simulation and role play are popular activities in conversation or speaking group in which a group have to practice and try to carry out simulation as them or take the role of completely different characters and express thoughts and feelings as they doing in the real world. Role play is an excellent way to stimulate real communication that is relevant to experiences outside classroom.

The next strategy is the portrait interview. In teaching learning process, the teacher always does teaching variation. He applied filling the form, and also interviewing the students about the contents in the form. Furthermore, if there is any student who comes late, he directly interviewed the students. It's one of his strategies to improve students' skill in speaking. As (Harmer, 2001) argues that the following speaking sequence shows how portrait can be used to provoke questions and answers which can develop into a very involved conversation. The amount conversation will, of course depend to a large extent the level of the students. This interview technique can work with any pictures of people, including portrait and photographs, it can also be employed when students have worked with students have worked with a reading text; they can interview the people that they have read about, ask them how they feel, what they do, etc. And of course this interview can be turned into written profile.

The fourth strategy is creative task. Resemble real-life tasks that students develop their fluency best if engage in tasks where all the concentration focuses on producing something rather than on the language itself. Story telling is one of example of a creative task for students in junior and senior high school. Students were given a topic and time to think and make a story as creative as they can, after that they have to present in front of the class ((Harmer, 2001)). Based on the data on interview, the teacher asked students watching movie using LCD projector and speaker. Because the teacher chooses the movie which is to be continued movie, so the students must guess the next story. First, they should write down the story and after that retell it in front of the class. Moreover, there are two principles applied by the teacher to develop vocabulary mastery and fluency. The first is the activity is meaning-focused. The

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Volume : 2 | Number 2 | August 2022 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v2i2.1569

learners' interest is on the communication of a message and is subject to the "real time" pressures and demands of normal meaning-focused communication according to (Brumfit, 1984). In teaching speaking, Mr. Rustam Menteto determined the main purpose to how the students could communicate, interact and tell others. And both speaker and listener understand about the message. The second principle is the learners take a part in activities where all the language items are within their previous experience. It means that the learners work with largely familiar topics and types of discourse making used of known vocabulary and structures. Based on the interview result, teacher always connect learning with daily life because the examples given are directly related to the daily events. Furthermore, in explaining material, the teacher starts with something familiar with. Besides that the teacher also relate to his experiences. So, that the students can better understand and enjoy learning. These kinds of activities are called "experience" tasks because the knowledge required to do activity is already well within learners' experience stated by (Nunan, 2003).

The fifth strategy which applied by the teacher is group work. Based on interview Mr. Rustam Menteto made group work where each group consists of high and low ability students. So the students who have high ability can help the students who have low ability in speaking English. Furthermore, he also rolls the group in several times. The teacher also said that the smart students can be role model for the others. According to (Brown, principles of Language Learning and Teaching, 2000) group work is a generic term covering a multiplicity of techniques in which two or more students are assigned task that involves collaboration and self-initiated language. It implies small group work, that is, students in group of perhaps six or fewer.

Conclusion

After gathering and analyzing the data, the researcher found the answer to the problem formulation. Based on the results of research instrument, the researcher identified teacher's strategies in teaching speaking for eleventh grade students. The teacher use various strategies in teaching speaking such as drilling, simulation and role play, the portrait interview, creative tasks, and group work. Besides, for developing the vocabulary mastery and fluency, the teacher applied some principles. The first principle is, the activity is meaning-focused. And the second principle is, the learners take a part in activities where all the language items are within their previous experiences.

The Suggestion for the teacher is this research can be motivation for teachers to implement several strategies such as drilling, drilling, stimulation and role play, the portrait interview, creative task, and group work, and so on that can help students understand the lesson. And for the other researcher, It is expected that the findings of this study will be used as the research resource of the future research.

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