TEACHERS' STRATEGIES IN TEACHING SPEAKING AT SMK NEGERI 1 KOTA TERNATE

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Abstract

The objective of this research was to determine the teacher's strategies used in teaching speaking. This research took place at SMK Negeri 1 Kota Ternate. This research used a qualitative descriptive method to describe the teacher's strategy in teaching speaking. The subjects in this research were 3 English Teachers at SMK Negeri 1 Kota Ternate in classes X and XI, 2 teachers from class X, and 1 teacher from class XI. The data were collected by classroom observation, interview, and documentation. The result of this research showed that every teacher used a strategy in teaching speaking according to the teaching material, classroom environment, and student needs. The strategies that are often used by teachers at SMK Negeri 1 Kota Ternate are live listening, task repetition, presentation and talks, discussion, and conversations and chats. While the strategies that are rarely used are recording and transcripts, noticing-gap-activity, drilling and chanting, writing tasks, and debates and for the unused strategy are stories, jokes, anecdotes, drama, role-play, and simulation, and speaking outside class.

Keywords: *Teacher, strategy, teaching, speaking*

Abstrak

Penelitian ini bertujuan untuk mengetahui strategi guru yang digunakan dalam pembelajaran berbicara. Penelitian ini berlangsung di SMK Negeri 1 Kota Ternate. Penelitian ini menggunakan metode kualitatif deskriptif untuk menjelaskan untuk mendeskripsikan strategi guru dalam mengajar berbicara. Subjek dalam penelitian ini adalah 3 guru bahasa Inggris SMK Negeri 1 Kota Ternate di kelas X dan XI, 2 guru dari kelas X, dan 1 guru dari kelas XI. Peneliti mengumpulkan data dengan observasi kelas, wawancara dan dokumentasi. Berdasarkan penelitian, peneliti menemukan bahwa setiap guru menggunakan strategi dalam mengajar berbicara disesuaikan dengan materi ajar, lingkugan kelas dan kebutuhan siswa. Strategi yang sering digunakan guru di SMK Negeri 1 Kota Ternate adalah mendengarkann langsung, pengulangan tugas, presentasi dan berbicara, diskusi, dan percakapan dan obrolan. Sedangkan strategi yang jarang digunakan adalah rekaman dan transkip, aktivitas memperhatikan kesenjangan, pengulangan dan nyanyian, latihan menulis dan debat. Dan untuk strategi yang tidak digunakan adalah cerita, lelucon, dan anekdot, drama, role-play, dan simulasi dan berbicara diluar kelas.

Kata Kunci: *Guru, strategi, mengajar, berbicara*

INTRODUCTION

In learning English, students sometimes feel confused about how to practice English language skills, especially speaking. In fact, to be able to speak, it takes practice every day. Whether or not someone can speak English is not only influenced by one factor but there are many factors. Thornbury (2005) explains that speaking ability is influenced by linguistic factors which include knowledge of genres, knowledge of discourse, grammar, vocabulary, and phonology, and extra-linguistic knowledge, which consists of topics and cultural backgrounds, knowledge of context, and familiarity, with another speaker.

The learning process that occurs in the classroom is not only between teachers and students but also among students. As we can see from the phenomena that occur in the learning environment around us, most students avoid or even don't want to join activities related to speaking, especially speaking English. This makes students in speaking activities in class have very low participation so their speaking skills become poor. Many students think that speaking is a difficult skill because it

requires great preparation and courage to begin with. Therefore, teachers must also have important skills in themselves in the teaching and learning process, namely the ability to use various strategies. In teaching speaking itself, it is inseparable from the strategies used in learning. The strategy used for teaching speaking is certainly different from reading and other skills because each skill has a different purpose. Therefore, teachers have a big role in determining strategies that are relevant to students' interests in teaching speaking, not only in the classroom but also outside the classroom. If the teacher cannot use the right teaching strategies, the teaching and learning process will not run effectively. Therefore, the strategy must be adapted to the teaching environment.

In addition, among the four language skills, teaching speaking has the greatest concern and teaching strategies are referred to as factors that influence teaching outcomes. The application of appropriate teaching strategies in teaching speaking can make it easier for students to understand the material. Therefore, the teacher's strategy in teaching speaking is necessary because it affects students in learning. The teacher is the main key that must be able to determine teaching materials and strategies so that students easily understand knowledge to achieve teaching goals.

From the statement above, the teacher's strategy in teaching speaking becomes very important. This helps the teacher to make students better understand the material and achieve the desired learning objectives according to student needs. The strategies used to enable students to learn to obtain the expected results. Based on this explanation, the researchers is interested in conducting research with the title "Teachers' Strategies in Teaching Speaking at SMK Negeri 1 Kota Ternate".

Teaching Speaking

Hughes (2002: 6) 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 comprehension, inputs of language, phonology, and pronunciation are included. In learning to speak, students tend to feel anxious and afraid because they are triggered by many things, such as not having knowledge of the topic, lack of vocabulary, lack of self-confidence, and so on. As explained by (Woodrow, 2006: 7) speaking is a very complex interactive skill that has the added complexity that it triggers anxiety for learners of other languages. Thornbury (2002: 7) shows that there is a gap between L2 learners with limited knowledge of grammar, vocabulary, and phonology.

In every teaching, of course, there are principles to achieve the objectives of the teaching. Likewise with teaching speaking, according to David Nunan, there are five principles of teaching speaking:

1. Be aware of the difference between a second language and a foreign language in the learning context
2. Give students a chance to practice with both fluency and accuracy.
3. Provide opportunities for students to talk by using group work or pair work.
4. Plan a speaking task that involves negotiation for meaning
5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

In carrying out speaking activities, the role of the speaker and listener can be exchanged. Speakers and listeners cannot be separated because speakers need listeners to listen to what they are saying and listeners need to speak language from speakers to be heard or reacted according to what they hear. When the speaker and listener do their part in the conversation, it will continue. This is because listening and speaking are interconnected where the listener listens to the speaker and makes a reaction. Therefore, listening comprehension is as a way for the listener and speaker to continue the conversation.

Speaking is one of the central elements of communication that requires attention. The teacher must carefully examine the factors, conditions, and components that underlie effective students in speaking so that the students can speak fluently and appropriately. The teacher has a role to ensure that students are able to develop the confidence to become effective speakers to meet their future needs in the social, academic field, family, and community contexts. It is important for teachers to plan and design various contexts that involve students using speaking skills that allow the student to develop awareness to use spoken language in a way that is appropriate to the situation.

1. The Teaching Strategies

Determining the right strategy is very important to see individual variations in learning. Educators need to know who their students will be, how different their level of intelligence is, from what background they come from, how they are motivated, and so on. According to Al Muchtar, et al. in Nasution (2007:3) said the learning strategy consists of methods, techniques, and procedures that will actually achieve the learning objectives. For this reason, learning strategies must be adapted to the learning objectives that have been determined in order to obtain effective and efficient steps for learning activities (Gerlach and Ely in Nasution 1971:3).

In the context of learning strategies related to approaches to delivering material in the learning environment. According to Brown (2010:113) strategy is a specific method for approaching a problem or task, a mode of operation to achieve certain goals, and a planned design to control and manipulate certain information. According to Sanjaya (2017) strategy is a general activity that must be carried out to achieve certain goals. It is said to be general because the basic is its pinnacle, it is still in the form of a plan or a complete picture, but to achieve the strategic objectives that have been drawn up. From this limitation, it can be understood that a learning strategy is a comprehensive approach to learning in managing learning activities to deliver subject matter systematically in order to achieve the learning objectives that have been determined effectively and efficiently.

Based on the description above, it can be concluded that learning strategy in the overall general pattern of activities of educators and students is realizing effective learning events to achieve goals, effectively and efficiently formed by a combination of the sequence of activities, methods and learning media used, and the time taken used by educators and students in learning activities.

2. Strategy in Teaching Speaking

In speaking a second language, language learners' perceptions of what is needed when speaking can influence the strategies they choose. This can affect their learning path because learners will be in a better position to change plans, adjust goals, and review their needs as needed. Strategies for speaking consist of oral interaction (language use), and those used for general speaking development and specific speaking tasks (language learning). Speaking strategies performance during oral interaction consists of communication and discourse strategies.

Thornbury classifies speaking teaching strategies into three categories:

1. Awareness-raising activities, aimed at helping students uncover gaps in their own knowledge of speaking. Awareness-raising activities themselves involve the process of how students pay attention and understand the things being discussed. English teaching speaking strategies can be used to support awareness-raising activities including using recordings and transcripts, using live listening activities, and paying attention to gaps.

2. The activity of appropriation, Thornbury argues, goes beyond the controlled practice or restructuring of knowledge to speak. English teaching speaking strategies can be used to support appropriation activities including drilling and singing, writing assignments, dialogues and repetition of assignments.

3. Autonomous activities, requiring students to be involved in activities that how a level of autonomy inside and outside the classroom. English teaching speaking strategies that can be used

towards autonomy include presentations and talks, stories, jokes and anecdotes, plays, role-playing and simulations, discussions and debates, conversations and chats, and speaking outside the classroom.

Based on Thornbury's theory, the strategies that can be used to promote second language learners to speak based on those three categories mentioned above are as follows:

1. Using Recordings and Transcripts

   The strategy is done by playing learners' recordings of monologue or multiparty talk. Example: teacher gave transcript about one topic that suitable with recording. When it plays, students listen and speak based on the transcript and imitate the native speaker from the recording.

2. Using Live Listening

   This strategy is used to raise learners' awareness of features of spoken language too. The advantage of live listening is that the learners can interact to ask questions, clarify details, and solicit repeats. Example: The teacher talked about a topic, then students paid attention, asked questions, and gave critics or arguments based on the topic.

3. Noticing-Gap-Activities

   This strategy is used by making the learners get important messages about their current state of proficiency by attending to their own output, and by making comparisons between their output and that of others, example: Students make a group, and each group has the same topic, then they talked about the content of the topic and compare it to another group.

4. Drilling and Chants

   Drilling is imitating and repeating words, phrases, and even whole speech. Drilling also provides a means of gaining articulatory control over language-from "getting your tongue around it". Chants are easier to remember than standard practice. For example, students imitate some words and then memorize them. After that, the students again mention the words quoting part and or all of the work

5. Writing Tasks

   Writing has a useful role to play as an initial stage in the appropriation of newly encountered language for speaking. The form of the activities can be dictation, paper conversations, computer-mediated chat, and rewriting. Example: teacher talked about a story, then students write on paper, and after that, they retell the story orally

6. Dialogues

   Dialogue practice also provides a useful change of focus from teacher-led classroom interaction. Example: students got a pair with their friends, and they practice a dialogue about the topic which has been given by the teacher.

7. Task Repetition

   Contextual teaching can impact the fluency of learners' English speaking. This strategy also influences the students' accuracy and complexity of production.

8. Presentation and talks

   One problem with student presentations is the question of how to maintain audience interest. As an alternative, other students can be assigned the task of asking questions to ask, or taking notes with the intention of making a brief summary of the presentation. Example: She asked students to present about the topic then another student will ask it.

9. Stories, jokes, and anecdotes

   Speaking is an active activity, so the students need to make utterances. She also adds the procedure of this method. First, students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Second,

students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening.

10. Drama, role-play, and simulation

   The use of drama is a very powerful tool. The speaking activity involves elements of drama, where students take imaginative leaps out of the classroom boundaries and provide useful stepping stones to give them extra spark and talent in speaking. Role-play is a process-oriented group technique in which students act out or simulate real-life situations. Meanwhile, simulation is a representation or re-creation of a problem object, event, or real situation.

11. Discussion and debates

   Discussion challenges students to use reasoning, critical thinking, and problem-solving skills, generate solutions, provide explanations and opinions and make decisions. The debate can be used to explore different issues and points of view that arise from the literature studied in class, ethical issues, topics of science or social studies, or local issues and current affairs.

12. Conversation and Chat

   Classroom conversation and casual chat have varied over the years. Conversation and chat provide a good condition in English as a second language class. Example: She asked students to practice with their friends.

13. Outside-class speaking

   Learners can improve their speaking ability with the ease of the transition from the classroom to outside. Example: She companied students to go out of class. She asked students to observe around them. Then, she asked students to tell what they have seen about their environment orally.

RESEARCH METHOD

This study is a qualitative design that uses a descriptive study. Hatch (2002) argues that qualitative study is intended to explore the reality of human behavior within naturally present settings and contexts. This research involves questions as well as several procedures that will arise. Existing data will be collected through participants. Data analysis will be carried out inductively from specific to general and the researchers will make an interpretation of the meaning of the data collected and then the final report was written flexibly.

This study aims to see how the strategies used by teachers in teaching speaking at SMK Negeri 1 Kota Ternate. Since, this study looks at how the strategies of teachers in teaching speaking, the researchers will use descriptive qualitative methods for data collection. As previously explained, researchers with qualitative methods can explain these in detail related to these problems. Qualitative researchers believe that a full understanding of phenomena depends on the context, and so they use theories primarily after data collection to help them interpret the patterns observed.

The research was conducted at SMK Negeri 1 Kota Ternate, one of the vocational schools in Ternate. The Place of research was at SMK Negeri 1 Kota Ternate located on KH. Dewantoro Street No.208, Takoma (Province Maluku Utara, Kota Ternate).

The subject of this research is English teachers at SMK Negeri 1 Kota Ternate. The researchers chose three English teachers at SMK Negeri 1 Kota Ternate. The researchers divided the observation into three times meeting for one teacher. In collecting data, the researchers use the same technique of collecting data is classroom observation and interview and to analyze the data, the researchers used the qualitative descriptive method. The steps namely data reduction and data display.

DISCUSSION

Based on the results of observation and interviews, it was found that teachers carry out strategies in teaching speaking. the researchers found that most teachers at SMK Negeri 1 Kota Ternate used the strategy of live listening, dialog, presentation, discussion, conversation, and chat. The teacher used those strategies because the strategies were easy to understand, make the class more active and the material is also easy to get.

In teaching speaking at SMK Negeri 1, Kota Ternate Teacher A used 6 strategies. The first strategy is live listening, the second is dialogue, the third is task repetition, the fourth is presentation and talks, the fifth is discussions and debates and the last is conversation and chat. Then Teacher B used 9 strategies, the first is the same as Teacher A namely live listening. The second is noticing-gap activities, the third is drilling and chanting, the fourth is writing tasks, the fifth is task repetition, the sixth is dialogue, the seventh is presentation and talks, the eighth is discussions and debates, and the last is conversations and chat. And Teacher C used many strategies, namely 10 strategies. The first strategy is recording and transcripts, the second is live listening, the third is noticing-gap activities, the fourth is drilling and chant, the fifth is writing tasks, the sixth is task repetition, the seventh is dialogue, eighth is presentation and talks, the ninth is discussions and debates, and the last strategy is conversations and chat.

The previously mentioned strategies are not all used at once. The use of strategies adapted to teaching materials, class situations, and students' needs. In classroom observation, Teacher A uses 3 strategies, namely live listening task repetition and presentation and talk. Teacher B uses 4 strategies, namely live listening, task repetition, discussion, and presentation. Then Teacher C uses 4 strategies namely, namely live listening, drilling, task repetition, and presentation and talks.

From the research conducted, only 10 strategies have been identified. However, another 3 strategies are unused namely stories, jokes, anecdotes, drama, role-play, simulation, and speaking outside class. While the strategies that are rarely used are recording and transcripts, noticing-gap-activity, drilling and chanting, writing tasks, and debates.

The data from observation and interview result has a contradiction. Based on the interview teachers mentioned that conducted some strategies otherwise during the observation process it has not been identified that teachers used those strategies. It means that teachers still do not knowledge the name of the strategy in teaching speaking but in practice, teachers have used it. So, it can be concluded that the application of strategies in teaching speaking has been understood and carried out by English teachers at SMK Negeri 1 Kota Ternate, but they need to be given more training related to more innovative strategies so that it is knowledgeable to teachers.

CONCLUSION

Based on the research findings, about teachers' strategy in teaching speaking, the research can conclude based on finding and discussion as follows:

Most teachers' teaching strategies used in teaching speaking at SMK Negeri 1 Kota Ternate are live listening, task repetition, presentation and talks, discussion and debates, and conversation and chat. Teachers used those strategies because easy to apply and practice and make students more active in class. Some other strategies sometimes used by teachers, but the frequency is very rare are recording and transcripts, noticing-gap-activity, drilling and chant, writing tasks, and debate and for the unused strategy are stories, jokes, anecdotes, drama, role-play, simulation, and speaking outside-class. Based on the discussion, the use of strategies adapted to teaching materials, class situations, and students' needs.

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