



Investigae Teacher Strategy For Teaching Speaking In Classroom And Student Responses

Yova Ananda Purnama ¹, Mansyur Srisudarso ², Yuna Tresna Wahyuna ³

^{1,2,3} Universitas Singaperbangsa Karawang

Abstract

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This research aims to investigate the strategies employed by teacher's in teaching speaking and to find out students respon while learning with this strategy. This investigation involves an English teacher and 11th-grade students from a high school in Jakarta. The research employs classroom observations and interviews to gather the necessary data. The findings of this study reveal that teachers utilize strategy such as role-playing, small-group discussions, and storytelling to teach speaking skills. When deciding on a teaching strategy, teachers first consider the specific characteristics of their students. Additionally, three common challenges were identified in students' speaking skills development: limited vocabulary proficiency, pronunciation issues, and a lack of self-assurance. Remarkably, the study indicates that students exhibited favorable reactions to the teacher's instructional strategies.

Keywords: *Speaking Teaching Strategy, Speaking Problems, Students' Responses*

1910631060208@student.unsika.ac.id

(*) Corresponding Author:

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INTRODUCTION

Language serves as a vital tool for communication, bridging connections between individuals. Through an understanding of language, information can be exchanged. As Watkins (2005:77) points out, "one primary function of language is to establish and sustain social relationships." It is also a means of conveying and disseminating information. Consequently, possessing language proficiency is crucial for fostering relationships among people and facilitating the exchange of information. English stands out as one of the most widely utilized languages globally, with nearly everyone using it for communication. The acquisition of English is particularly significant, especially when it comes to speaking proficiency. As emphasized by Richard (2008: 19), mastering the skill of spoken English takes precedence for many second-language or foreign-language learners. Proficiency in English greatly enhances our ability to communicate with individuals from different linguistic backgrounds, making speaking a pivotal component of English language acquisition.

When acquiring this skill, students frequently encounter various challenges. Afisa (2015) points out that English learners often grapple with restricted vocabulary, difficulties in pronunciation, grammatical uncertainties, and a reluctance to speak due to the fear of errors. These obstacles stem from influencing factors, as noted by Sri Wahyuni (2014:61), who identifies a lack of self-assurance as a prime cause for speaking difficulties in English. Every student possesses distinct capabilities and stumbling blocks. Given the aforementioned challenges,

educators must exhibit creativity in their instructional approaches. Jarvis (2010) emphasizes that proficient educators should employ a diverse range of teaching methods to efficiently achieve educational objectives. Reiser and Dick (1996) contend that teachers can employ various teaching strategies to meet instructional goals and objectives. Similarly, Cole (2008) asserts that teachers bear the responsibility of devising effective plans or tactics to fulfill students' educational requirements, ultimately geared towards facilitating communication through language acquisition.

Various strategies exist for teaching speaking skills, encompassing methods like drilling, storytelling, roleplay, and more. Kayi (2006) delineates a comprehensive list of 13 strategies for teaching speaking, which includes techniques such as discussion, simulation, roleplay, storytelling, brainstorming, information gap, interviews, story completion, reporting, playing cards, picture describing, finding differences, and picture narration. Tumanggor's research (2018) highlights the utilization of group discussions as an instructional approach in teaching speaking. Similarly, Gamara's study (2018) underscores the efficacy of employing roleplay to enhance students' confidence in speaking. The primary objective of this study is twofold: firstly, to ascertain the strategies employed by teachers in teaching English Speaking Skills, and secondly, to gauge student responses during the learning process when these strategies are implemented.

METHODS

This study uses a qualitative research approach, aligning with Creswell and Poth's recommendations (2007). This approach is well-suited for addressing the research's focus on teaching speaking strategies and student responses. The study also employs the qualitative interview method, according to Turner (2010), to delve into participants' experiences. The research is conducted within the classroom, with interviews held separately. Participants include English teachers and high school students in Jakarta, with 35 grade 11 students as the sample. Data collection methods encompass observation, interviews, and documentation, with observations focusing on classroom dynamics and interviews shedding light on experiences. Documentation records data for analysis. Research instruments include data triangulation and adapted interview questions from Ajeng Syarifah Aini (2018). Data analysis follows Matthew B. Miles' model (2014), involving data reduction, clear data presentation, and conclusions regarding the teaching strategy's effectiveness.

RESULTS & DISCUSSION

Results

1. Teacher's Strategy in Teaching Speaking

After three observation sessions, the teacher's strategies for speaking instruction were identified, including role play, small group discussion, and storytelling. These strategies are adapted to the diverse characteristics of SMA Negeri 30 Jakarta students, underscoring the importance of a flexible teaching approach. In the initial observation, roleplay was used, with students being paired as sellers and buyers, presenting their roleplays to the class and recording them for YouTube. In the second session, small group discussions using themed board games encouraged

independent exploration while maintaining teacher supervision. The final observation revealed a storytelling strategy in which students were captivated by a story and then asked to retell it, increasing their speaking skills and vocabulary. The teacher's adaptation strategy comes from recognizing the different characteristics of students at SMA Negeri 30 Jakarta. Recognizing these differences, teachers use a variety of approaches to meet the various characteristics of students and their learning needs.

2. Students Responses while Learning Speaking with This Strategy

The researcher noted diverse student responses to speaking learning activities through three class observation sessions, influenced by the chosen teaching strategies. Responses ranged from active engagement to passivity, including non-verbal gestures and verbal participation. The roleplay and board game strategies evoked positive responses, fostering enthusiasm and participation, while storytelling captured focused attention. Overall, student responses were affirmative, resulting in heightened classroom engagement. Furthermore, interviews with five students corroborated these observations. The teacher's strategies were enjoyable, energizing, and conducive to comprehension. Students showcased varied preferences, favoring roleplay, appreciating diverse strategies, or enjoying engaging strategy games. A few expressed the need for even more diverse methods. When discussing challenges, students cited confidence and vocabulary mastery as common hurdles. Vocabulary gaps affected pronunciation. The teacher's strategies were instrumental in addressing these concerns, motivating them to enhance their speaking skills, bolster their vocabulary, and boost their English-speaking confidence.

Discussion

1. Teacher's Strategy in Teaching Speaking

This section examines the relationship between research findings and existing theory, supported by previous research using similar teaching speaking strategies. This study aims to identify the strategies used by English teachers to teach high school students speaking and assess students' responses. This finding is in line with Kayi's (2006) teaching speaking strategies, specifically emphasizing the relevance of discussion, role play, and storytelling. Roleplay, as advocated by Kayi, involves students assuming different roles in a social context, in line with this research where students are involved as sellers and buyers. Roleplay enhances speaking skills and enables the application of language in real life, as supported by Cameron (2001). As Kelly and Stafford (1993) have highlighted, small group discussions facilitate the rapid acquisition of knowledge through teacher guidance and peer interaction, complemented by language games. Storytelling, in line with Kayi (2006), stimulates imaginative thinking, aids understanding of vocabulary and language structures (Dujmovic, 2006), and conveys values in a subtle way (Asfandiyar, 2007). The findings of this study are also in line with previous studies. Gamara (2018) identified similar strategies such as role-play, discussion, and storytelling for teaching speaking to junior high school students, although this research introduces cooperative activities and games. Likewise, Razi, Muslim, and Fitriasia's (2021) research correlates with differences in strategy implementation, such as the absence of drilling and image descriptions in this study and the introduction of discussion groups. In summary, this study validated the effectiveness of various

teaching strategies in improving speaking skills, with slight variations depending on the educational context.

2. Students' Responses while Learning Speaking with This Strategy

Students in grades 11-3 at SMA Negeri 30 Jakarta responded similarly to teaching strategies, with some enthusiastic about learning English, especially speaking, and others facing challenges like vocabulary limitations and lack of confidence. The study correlates these findings with established theories, such as Rosenberg and Hovland's tripartite attitude model. Interviews revealed that the teacher's strategies helped students overcome speaking challenges and motivated their English learning journey.

Suherdi (2010) emphasizes that student responses manifest during classroom interactions. Observations indicated that students displayed verbal and non-verbal responses during teaching and learning. These findings align with previous research by Maulidar, Gani, and Samad (2019), where students enjoyed learning to speak with teacher-employed strategies, feeling more confident and motivated. These responses parallel the students' reactions in this study regarding strategies aiding their speaking skills and motivation to learn English. In summary, the strategies employed by teachers in teaching speaking facilitate student learning, reduce anxiety and fear, and enhance motivation, fostering a more enjoyable and practical learning experience for students.

CONCLUSION

The research findings and discussion of the first research question indicate that teachers use a variety of strategies, such as role-plays, small group discussions, and storytelling, to teach speaking. The strategy is adapted to the characteristics of students. Students enjoyed and appreciated this strategy, finding it interesting and effective in overcoming speaking challenges. Roleplay primarily increases their confidence and motivation to learn to speak English proficiently.

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