
AN ANALYSIS OF STRATEGIES USED BY TEACHER TO TEACHING SPEAKING IN CLASS

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Abstract

The role of a teacher is very important in providing the best learning experience in the classroom. Therefore, strategies are needed in the teaching and learning process to create a comfortable, conducive, and enjoyable learning environment. This study aims to investigate the strategies employed by teachers and the challenges they encounter during their implementation. The method used is descriptive qualitative. The results of this study showed that the teacher used three types of strategies: discussion, ice breaking, and storytelling. During the implementation of these strategies, it was found that the students enjoyed and were enthusiastic about participating in the teaching and learning activities because they felt more flexible and were able to be more creative. The conclusion of this study was that the strategies applied by the teacher were very effective in improving the students' speaking skills, as the students felt freer and more creative in enhancing their speaking abilities.

Keywords: *Teaching Strategies, Speaking Skill, Descriptive Qualitative.*

A. Introduction

Effective communication lies at the core of language acquisition, making the cultivation of speaking skills fundamental to enhancing students' language proficiency and overall communicative abilities. Being able to articulate thoughts clearly and confidently in spoken language is crucial not only for academic achievement but also for building essential life skills that impact social relationships, career opportunities, and cultural participation.

According to Brown (2007), underscore the multifaceted nature of language acquisition, emphasizing that language learning extends beyond the mere acquisition of vocabulary and grammar to include the mastery of speaking skills in real-world contexts. As language educators strive to cultivate students' communicative abilities, it becomes imperative to analyze and understand the varied strategies employed by teachers in the classroom. The goal of learning English is to help students develop proficiency in various language skills, with speaking being one of the key focuses.

Richards & Renandya (2000), stated that this indicates that when a student wishes to express their intentions, speaking is essential to ensure the message is conveyed effectively. Mastery of vocabulary, grammar, and pronunciation is crucial for speaking, as these elements enable students to communicate with fluency and accuracy.

There are several common problems faced by teachers in implementing teaching strategies, such as the varying academic abilities of students, students who do not pay attention during the teaching and learning process, and those who feel shy when asked to practice in front of the class. These issues certainly need solutions, which is why strategies are crucial in providing the best learning experience in the teaching and learning activities. The purpose of this study was to identify the strategies used by teachers in the teaching and learning activities, as well as the challenges or issues faced by teachers in implementing these strategies.

Several researchers have conducted studies on similar topics. For example, Anjani Putra (2013) examined the strategies employed by teachers to teach speaking at the secondary school level. Additionally, Wahibah Wahibah and Amir Faqihuddin Assafari (2020) investigated teaching strategies for speaking skills at SMAN 1 Palopo. Kusumaningsih emphasizes that teaching strategies must be highly effective in enhancing speaking abilities, allowing students to learn in a manner that suits their preferences. Betul (2015), in his study titled "Considerations on Speaking Skills: Essence of Learning and Teaching Speaking", delved deeply into this subject. He concluded that teaching speaking is a critical aspect of foreign language instruction, particularly in the classroom, and stressed the importance of guiding students to develop strong communicative and collaborative skills instead of relying solely on memorization techniques.

Teaching strategies refer to the deliberate methods, approaches, or techniques employed by educators to facilitate learning and achieve specific educational objectives. These strategies are designed to engage students actively, promote understanding, and accommodate diverse learning styles, abilities, and needs.

A teaching strategy typically involves selecting instructional methods, organizing content, and implementing activities that create a conducive learning

environment. The goal is to enhance students' cognitive, emotional, and social development while ensuring they grasp and apply knowledge effectively.

In essence, teaching strategies serve as the how of teaching, focusing on the processes used to deliver content and support learning, as opposed to the what (the curriculum or subject matter). The effectiveness of a teaching strategy often depends on the subject being taught, the goals of the lesson, and the unique characteristics of the learners.

Efrizal (2012) described speaking as a means of expressing, sharing, and communicating ideas, messages, and thoughts orally, which played a crucial role in building interactions with others in daily life. Similarly, Nugriyantoro (2010: 397) explains that speaking is the process of delivering and receiving messages, ideas, and information simultaneously during interpersonal interactions.

B. Research Methods

This study utilized descriptive qualitative research as its design to investigate the strategies employed by teachers in teaching speaking. Qualitative research involves distinct procedures for data collection and analysis, but it does not rely on statistical methods. Instead, this approach presents the research findings in a narrative format, offering a detailed description of the results (Creswell, 2014).

Qualitative research emphasized holistic understanding by examining the context, relationships, and interactions surrounding the phenomenon under study. Not only that, qualitative is research studied in naturalistic settings to observe and understand behavior and phenomena in their real-life context. Qualitative research generated rich and detailed data through methods such as interviews, observations, and document analysis, providing a nuanced understanding of the phenomenon being studied. Also in this research, the researcher used purposive sampling.

This subject of research was an English teacher who used strategies in teaching speaking skill at SMAIT Al-Fityan Kubu Raya, where the number of English teacher at the school was only one person. The instruments used in this study were observation and interviews. The research was conducted over a period of three days.

In conducting the interviews, the researcher provided an interview sheet and began asking the listed questions, while also recording audio throughout the

interview, which would later be transcribed into written text. During the observation of the learning activities, the researcher observed how the teaching and learning process unfolded, such as whether it began with a pray, if there was any ice-breaking, and briefly reviewed what had been covered in the previous meeting before moving on to the main activity.

C. Discussion

According to the data that had been collected, there was only one participant in this research: only one English teacher because at SMAIT Al-Fityan Kubu Raya, there was only one English teacher who taught class 10, class 11, and class 12. In this part, the result of the observation and interview were presented to answer the question of the teachers' teaching strategy in teaching speaking skill at SMAIT Al-Fityan Kubu Raya. According to the observation that had been done by the researcher on the English teacher at SMAIT Al-Fityan Kubu Raya, it was found that the teachers who teach at that school are using the conventional and modern way. The researcher also gave some questions through interview and confirmed the teaching speaking skill that was observed before. The researcher asked 12 questions that were asked directly to the English teacher who taught English at SMAIT Al-Fityan Kubu Raya.

During the observation, the teacher employed three strategies: discussion, ice-breaking, and storytelling. Over the three days of observation, the teacher implemented at least one strategy in each class, depending on the situation and condition of the class. For example, in the 10th grade, the teacher applied an ice-breaking strategy in the form of a chain message game to enhance agility and quick thinking and action. In the 11th and 12th grades, the teacher applied storytelling and discussion strategies because these classes had entered the speaking material, where students were required to speak without relying on books. They were encouraged to complete tasks using their phones or computers and upload their assignments to Google Drive, whether in the form of videos or documents.

While carrying out research in observing the teacher, the researcher discovered several obstacles that could make the teacher feel a little overwhelmed in using the strategies he implemented. From the results of this observation, it can be concluded that the challenges for the teacher in implementing speaking teaching strategies in

class are the students' lack of interest in reading, lack of attention when the teacher explained, and also felt embarrassed when asked to come forward and practice. If students have enthusiasm in learning to speak English, then the strategy implemented by the teacher will run very smoothly. This theory is also supported by the theory of Ratnasari (2020), which states that students feel embarrassed because they worry that their peers will laugh at them, and they feel ashamed, believing they are not worthy of speaking English. Another challenge in developing speaking skills is students' limited vocabulary mastery.

Effective language learning often hinged on the ability to engage students in meaningful communication. One powerful approach to achieve this was through presentation activities, which not only promote active participation but also build confidence in speaking skills.

Harmer (2007) mentioned that a popular activity involves students giving presentations on topics of their choice. This strategy is particularly effective because it encourages students to speak spontaneously, using brief notes instead of reading from a script. In conclusion, incorporating presentation activities into the classroom not only enhances students' speaking skills but also fosters critical thinking and creativity. By allowing students to choose topics that interest them, they become more engaged and motivated to learn. This approach encourages them to articulate their thoughts clearly and confidently, moving beyond rote memorization to genuine communication. As a researcher, I believe that such interactive strategies are essential for developing 21st-century skills, preparing students to thrive in diverse contexts, and promoting a lifelong love for learning. Emphasizing direct interaction and personal expression ultimately enriches the educational experience, benefiting both students and educators alike.

The results of this study found that students were able to participate well in the teaching and learning activities and could speak in English reasonably well, due to the strategies used and the enjoyable classroom atmosphere. This created a more comfortable environment, allowing students to express themselves more effectively.

D. Conclusion

Based on the results of data collection analysis, researchers can draw conclusions such as strategy used by English teacher in teaching speaking skill at SMAIT Al-Fityan Kubu Raya. The data obtained show that the English teacher at SMAIT Al-Fityan Kubu Raya have strategies in teaching speaking skill in class, namely ice breaking; discussion and story telling. These strategies are highly effective and can improve students' speaking skills because they are directly involved in the process, allowing them to build courage and creativity within themselves. Started from ice breaking. Before class started, the English teacher will need to freshen students' mind in order learning and teaching activity went well. To make students feel fresh and enthusiastic during teaching and learning activities, the English teacher provided a game in the form of a chain message. Students are asked to form two lines and the student at the front will be whispered a word.

The discussion strategy in teaching speaking is an effective approach that enhanced students' speaking skills, confidence, and critical thinking. The procedure involves selecting relevant and engaging topics, facilitating the conversation with open-ended questions, and encouraging all students to participate. In the classroom, a teacher used the storytelling strategy by first selecting or helping students choose stories that are interesting and appropriate for their language level. The teacher guided students in preparing their stories, focusing on vocabulary, pronunciation, and structure.

During storytelling sessions, students take turns narrating their stories to the class or in small groups, which helped them practice speaking fluently and confidently. The teacher encouraged interaction by asking questions and prompting peers to give feedback, creating an engaging and supportive environment. After the storytelling, the teacher provided constructive feedback and may assign follow-up activities to reinforce the language skills practiced during the session.

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