
+Teacher's Strategies in Teaching Speaking to Students Third Grade at SMAN 1 Taliwang

Neli Purnama¹, I Made Sujana¹, Kurniawan Apgrianto^{1*}

¹English Education Department, Faculty of Teacher Training and Education, University of Mataram, Indonesia

*Corresponding Author: wawan.mataram@unram.ac.id

Article History

Received : July 12th, 2022

Revised : August 27th, 2022

Accepted : September 27th, 2022

Abstract: Speaking instruction is a major concern in many language programs, and instructional strategy cannot be used to influence learning outcomes. In terms of teaching speaking strategies, it is paradoxical that the majority of students in third grade were unable to speak English. This study aims to determine the strategies used by teachers at SMAN 1 Taliwang in teaching speaking skills. This thesis used a qualitative descriptive method. The subjects of this study were two English teachers at SMAN 1 Taliwang. Data were collected by observing and interviewing teachers. Then, the data analysis procedures in this study include data compaction, data presentation, and drawing conclusions. The results of this study there are three types of strategies used by teachers, namely cognitive strategies, metacognitive strategies, and social strategies. The cognitive strategies used by the teachers consist of memorizing and drilling. The metacognitive strategies that the teacher uses are questions, outdoor learning, pre-evaluation, and giving stimulus. Included in the social strategies used by teachers are peer-to-peer, presentations and assignments, dialogues, and discussions and presentations.

Keywords: Teachers' Strategies, Teaching Speaking, SMAN 1 Taliwang.

INTRODUCTION

Teaching English at school contexts both at junior and senior high schools in Indonesia requires students to master all the receptive (listening and reading) and productive (speaking and writing) skills. Those targets are reflected in Basic Competency, stating that students can grasp the meaning of certain texts (receptive skills) and produce spoken and written texts (productive skills) (Kemdikbud, 2017). Of those language skills, most language learners find speaking the most difficult yet the most crucial skill to be learned (Zhang, 2009). Richards (2008) stated that English speaking skill mastery is important most for ESL or EFL learning. The ideal target of learning a language is learning how to function the language in the forms of communication. Gebhard (2006) also stated building up communicative competence is the top goal of learning English at school contexts.

Speaking instruction is a major concern in many language programs, and instructional strategy cannot be used to influence learning outcomes. In terms of teaching speaking

strategies, it is paradoxical that the majority of students in third grade were unable to speak English. It is the responsibility of English teachers to make English class fun, exciting, and interactive for students, especially in every speaking activity. According to Penny (1996), the first hallmark of effective speaking activity, is the learner's dialogue a lot. It is mean; they may convey their thoughts and ideas by speaking frequently. The second point is that participation is equal. In this instance, students should master those aspects of speaking as part of their learning process. It is the responsibility of English teachers at the school to make English class fun, exciting, and interactive for students, especially in every speaking activity, in order to instill confidence in them to speak. When pupils are taught to talk, the goal is to develop their ability to communicate.

This research focuses on teachers' exceptional achievements in the capacity to teach English at SMAN 1 Taliwang, with the goal of analyzing the teaching strategies employed by

these teachers in teaching speaking. An excellent teacher is a teacher who better understands and knows techniques in teaching so that they can show their abilities to students and the school community through their success and achievements in teaching. In this case, we know how important a learning strategy is, especially for a teacher'. This study focused on two teacher's who have been teaching for nearly nine years and fourteen years, that teacher has the English teaching ability especially competent and good speech provided by guiding students through the national English-language Olympic competition of 2018-2019 representatives of the city of Taliwang teachers' achievement and competent in the field of teaching English at SMAN 1 Taliwang. As a result, the purpose of this research is to fulfill curiosity about the teaching speaking strategies employed by teachers' at SMAN 1 Taliwang.

Speaking is the ability to articulate thoughts using both verbal and nonverbal symbols. According to Solcova (2011), speaking skill is an interaction of receiving, producing, and processing information. It is inextricably linked to pronunciation to encourage students in learning the English sound. According to Kayi (2006), speaking is a process of conveying thoughts through verbal and nonverbal signals in varied circumstances. Speaking ability can be defined as the ability to articulate thoughts using both verbal and nonverbal symbols. Harmer (2008) says that speaking as the skill to state and understand not one of the language features but also the ability to develop information directly from the oral language. Speaking is a useful talent to have. It cannot be separated from hearing because when we talk, we create the text, which must be relevant.

A strategy is a plan for achieving a specific objective. Strategy is a task that both the instructor and the learner must do in the teaching and learning process in order for the learning activity to be effective and efficient. Of course, it is the teacher's responsibility to establish the approach and ensure that the pupils follow it during their learning activities. It includes the activity's objectives, who is involved in the activities, the method of activities, and the methods of supporting activities.

Tiffani (2017) establishes a teacher's strategy for teaching speaking in the Daffodil English-Pare Village English course. Teachers employed four strategies to get pupils to

participate in speaking lessons, according to the findings of the study. The English teacher's strategies were appropriate for teaching speaking at the Daffodils English Course because they prioritized getting students to speak a lot and getting them to participate by their responses, even if they were small.

Syafriza (2017) work on strategy with an English instructor and a class of 38 students, the study aims to portray teachers' tactics in teaching speaking to students at the vocational high school level, as well as recognize student's responses to the strategies. Under the umbrella of descriptive research, classroom observation and interviews were undertaken to determine the tactics for teaching speaking, and a questionnaire was presented to the students to obtain data about their responsibility for the strategies. The teachers tactics included cooperative exercises, role-playing, creative assignments, and drilling, according to the findings. Meanwhile, students reactions to the tactics were generally positive, with many stating that the strategies aided their ability to talk, as well as care for oral production of students whose participation was encouraged.

METHOD

As for the information, the two teachers who were the research subjects in this study, they were chosen as the subject's because they were included in the criteria for dedicated and outstanding teachers with experience in being the best coaches and winning competitions involving students in English debate competence. In this study, there were two teachers, one male teacher (T1) who has been a teacher for nine years and became the best English debate builder teacher. Then the second one is a female teacher (T2) who has been an English teacher for fourteen years and a teacher who won 3rd place in West Sumbawa in 2021.

In this research, the data collection naturally is obtained conducting by observation and interviews. Observations were made by monitoring the strategies used by the teacher in teaching speaking. Interviews are teacher-teacher meetings to exchange information and ideas through question and answer to find out the strategies used by teachers in teaching speaking. Documentation is secondary data that is considered necessary to support and complete interview and observation data so that this data becomes complete. The documentation that

supports this research are lesson plans, material transcripts, and photos of research activities as evidence that the research has been carried out. To analyze the data, this research uses data reduction, is a type of analysis that streamlines, categorizes, directs, and discards unneeded data in a way that allows verification and withdrawal of final findings. Then the data display, the data is presented in such a way that the overall picture or certain parts of the overall research results can be seen then classify and present the data according to the subject matter. And lastly, verification or conclusion, in making conclusions and verification, the initial conclusions put

forward are still temporary and will change if strong supporting evidence is found.

FINDINGS AND DISCUSSION

Findings

The results of the research were collected through the observation sheet and interview. Both of the teachers were observed by the studies to find out what strategies are used by the teachers in improving the students' speaking skills. The results of the observation and interview, the teachers used various strategies.

Table 1. Strategies used

Strategies	T1	T2
Cognitive	1. Memorizing 2. Repetition	1. Memorizing
Metacognitive	1. Questioning 2. Outdoor learning	1. Pre-evaluation 2. Giving stimulus
Social	1. Peer to peer 2. Presentation and tasks 3. Stories	1. Dialogue 2. Discussion and presentation

A strategy is a specific action that must be performed in a standard way to produce the same result in the same situation. The teaching process includes three parts: opening, during teaching, and post-teaching. Based on the results of observations, the activity strategy in teaching speaking teachers uses three strategies, cognitive strategies, metacognitive strategies, and social strategies.

1. Cognitive strategies

This strategy is how the teacher teaches students to speak using an approach that includes all types of thinking and planning. This cognitive strategy is used to train students to repeat sentences or language. Based on observations, English teachers follow the existing curriculum and lesson plans, which have been designed as teaching objectives to facilitate the teaching and learning process and make learning more efficient because they are well allocated in the form of lesson plans to improve students' abilities. Speaking skills using cognitive strategies Teachers package teaching materials in the form of transcripts, which are used as teaching materials for students. The teacher uses transcript media to help students understand the material because, when the teacher explains, students can also see the material from the

transcript. Other teachers also use the visual method. The teacher displays the material through a projector so that students can see the material being explained by the teacher. After explaining the material, the teacher assesses students' understanding by asking them to repeat what they have learned, thus increasing the students' awareness of speaking.

When students try to speak and have difficulty, the teacher tries to explain so that students can try again. Students are then asked to look at the pictures and explain what they learned from their observations. Students can use visuals to think and construct sentences to communicate with other students and teachers. To help students understand the pictures, the teacher gives some hints. While another way in this strategy is how students practice it by speaking alone in front of the class to practice their vocabulary pronunciation or by talking to any object around them, the teacher asks students to do this because they also want to train students' confidence by seeing expressions and pronunciation they are right or not.

Teachers use cognitive methods to solve problems and/or take advantage of opportunities. Cognitive strategies encompass all sorts of thinking, planning, and arithmetic. Importantly, cognitive strategies do not have to be fully "in the

head," since they will always interact with different aspects of the "execution context".

Based on the results of the interview, the teacher also explained that the material explained would be understood by students more quickly by providing text and asking students to explain what they had learned, the following are the results of the interview:

a) Memorizing

Teachers use this method as a guide for them when teaching. In improving students' speaking skills with cognitive methods, remembering is an alternative to teaching speaking and is more effective if the majority of students have a strong mastery of English. Based on observations, the teacher at SMAN 1 Taliwang makes information in the form of a procedure text and conveys it to students so that they study the text, the teacher gives orders to students to ask questions about things that have not been understood. After understanding the text, students are asked to explain up front about the text to other students.

b) Drilling

To remember the text that they wrote earlier in a certain period of time, the simplest strategy was used, which allowed students to remember previously taught information to activate the students' brain. A learner will not be able to remember all the words or ideas in a text just by reading. Teachers who use this strategy can encourage students to repeat sentences or language spoken by the teacher, which helps them remember and understand what was said and stimulates their brains to speak. Students then learn new vocabulary and practice it over and over again, so the teacher realizes that children gain confidence in speaking by repeating the language frequently.

2. Metacognitive strategies

To improve students' speaking skills, teachers pay close attention to students' readiness, monitor them, and always evaluate them. Based on the results of observations, the teacher uses a book or material text as a guide for students to learn. So, to make it easier for them to master English teachers choose suitable learning situations or times that can support students to more easily understand the material they are learning. In this study, teachers mentioned that they chose to learn outside the classroom as the most effective time to absorb material or develop

speaking skills because of all the activities that had been completed during that time, which meant that they had free time to learn more and could also create a more relaxed atmosphere. A comfortable learning atmosphere can make students focus on understanding the material and make them more confident in speaking.

Other teachers carry out learning in the classroom, but use projectors and speakers as media to support student learning. Students are more expressive when teachers use the media. The teacher asks students to listen to native speakers and watch some videos that have been prepared from several sources, such as youtube. The teacher uses several teaching procedures with students according to the abilities of students in each class so that the material delivered is on par with fellow students. One of the most frequently used strategies is that the teacher always asks questions to students and provides a stimulus to students to raise students self-confidence. Every time the teacher explains the material, they always ask the students for understanding first, so that the teacher knows the extent of their knowledge by asking questions that are easy to understand and relate to the things around them. The learning procedures used in one meeting can vary; for example, the teacher can provide stimulus and support to students by showing a photo of an object and asking them what they know about the object.

Self-planning, self-monitoring, and self-evaluation are three stages in the implementation of metacognitive methods. The instructor's self-awareness of what the teacher does in developing pupils' speaking skills is referred to as self-planning. When a teacher has self-planning, he or she will have control and will be able to handle students. In metacognitive methods, self-monitoring is how teachers regulate their learning so that they may produce fun and inspiring learning with the learning process, as well as exhibit excitement and achievement in their pupils. Through the use of a variety of media facilities or applications at school or at home, such as applications, watching motivational videos from native speakers on YouTube, brief visits, and English-language films, kids will undoubtedly find studying enjoyable. Finally, self-evaluation is a metacognitive approach for overcoming the extent of a student's knowledge by listening and practicing again and then having the teacher correct it.

Teachers employ variety of

metacognitive strategies such as questioning, outdoor learning, pre-evaluation, and giving stimulus:

a) Questioning

Questioning is a learning approach in which students are directed to grasp the subject matter in order to attain learning objectives by asking questions. The teacher employs the strategy of questioning students to assess their readiness to learn, as well as their ability, in order for the evaluation process to yield the desired outcomes. The teacher uses the content to be exhibited to students, and one of the most common tactics is that the teacher always asks students questions and gives stimuli to boost their self-confidence. The teacher employs the strategy of questioning pupils in order to assess students, so that the evaluation process can field the desired outcomes.

b) Outdoor learning

Outdoor learning is a type of learning that takes place outside of the classroom or school and makes use of the outdoors as the primary learning resource, allowing students to engage in more active learning with direct and real-world objects, making learning more enjoyable and meaningful. The teacher employs the outside technique because students prefer to study outside of the classroom in order to avoid boredom. The teacher used this strategy to improve pupils' speaking skills by allowing them to pay attention to their surroundings and asking them to express what they noticed. For example, in the field, they explain how to wash hands properly and use existing facilities outside of the classroom to allow pupils to experience it directly while the teacher monitors their activity. Outside of the classroom, teachers employ several learning approaches, because the learning capacities of pupils are influenced by the learning environment.

c) Pre-evaluation

On a piece of paper, the teacher writes numerous questions pertaining to the earlier material and instructs the pupils to write on them without writing their names. Concerns, restrictions, and issues with the subject, as well as how they apply to everyday life. Students are tasked with investigating the causes of obstacles, finding solutions, and considering what they would do in the teacher's shoes. The teacher gathers information from many sources and

adjusts it for use with pupils based on observational findings. Every time a concept is being discussed, the instructor always checks to see if the pupils are comprehending it. This allows the teacher to gauge their level of understanding by posing simple, relevant questions to provide motivation and encouragement.

d) Giving stimulus

A stimulus can be offered to students based on their intellectual level. An individual's understanding of metacognitive techniques for their uniqueness and complexity is known as metacognitive creativity. This can be deduced from the mannerisms portrayed and the words were spoken. Teachers strive to motivate students before the lesson begins, throughout the learning process, and at the conclusion of the session since teacher motivation has a significant impact on students' ability to learn to speak and develop student confidence. When a teacher uses visual media, such as exhibiting a photo of an object and asking pupils what they know about it, the teacher gives stimulus and support so that students feel comfortable speaking and answering questions.

3. Social strategies

In the process of teaching and learning English, especially in improving students' speaking skills, the challenge as a teacher is to maintain students attention and interest. Based on the results of observations, the strategies used by teachers in improving students speaking skills are always trying to maintain communication between students and teachers, maintaining control of speech, and making students feel at home to study. Asking for student participation by inviting students to communicate so that students always pay attention to what is conveyed by the teacher and can catch what is conveyed by the teacher and students can also respond well so that dialogue occurs between students and teachers. In the teaching and learning process, the teacher makes students understand individually and learn in groups but the final evaluation is independent. The teacher uses the percentage method to improve students' speaking skills. make students into groups and let them discuss and then present it. The teacher also adjusts to the needs of students and the material to be delivered, the teacher gives an explanation first, then finds and gives questions to one of the students. Socialization with group

friends is a strategy used by the teacher so that students can think and develop about the tasks and materials that have been given.

Teachers promote speaking learning by training students to speak by inviting students to ask the instructor about something that hasn't happened yet, and then social communication between teachers and students occurs, allowing them to work in groups or engage with other people. Studying with friends, on the other hand, will boost their confidence in the language. As a result of connecting with friends, children will create a vocabulary bank as well as interact through topics of conversation that they choose at random. Furthermore, students in this survey stated that discussing with their friends could help them improve their speaking skills.

Teachers employ variety of social strategies such as peer to peer, presentation and assignments, stories, dialogue, and discussion and presentation:

a) Peer to peer

Peer to peer strategy is an appropriate learning strategy to improve students' interpersonal intelligence. Peer to peer is one of the active learning strategies, where students collaborate in a group and then teach the material to others. In the teaching and learning process, the teacher makes students understand individually and learn in groups but the final evaluation is independent. The teacher uses the percentage method to improve students' speaking skills. Make students into groups and let them discuss and then present it.

b) Presentations and assignments

Ask students to discuss the group assignments given, then each group is asked to present the results of the tasks that have been discussed. Assignments given to students are often associated with the surrounding environment, so students can easily learn the material to be answered and discussed. By presenting the results of the tasks that have been discussed, students are more confident in speaking because what has been presented has been discussed.

c) Stories

Storytelling is a universal function of language and one of the main ingredients of casual conversation. Through their stories, learners not only practice important skills, but also they can get to know one another. This

makes students more fun in learning to speak, but it can also stimulate their brains to focus and remember a story or material. For example, students must retell in their own words the story that has been given by the teacher.

d) Dialogue

The dialogue method is a learning method by interaction between one student and another. To improve students' speaking skills, the teacher invites students to have a dialogue. First, the teacher starts the dialogue, and then student one will continue the dialogue and so on. The other students were given the opportunity to have a dialogue with their classmates. Invite students to dialogue about learning materials to attract students' attention. If students are not given attention, they will rarely speak, so the teacher uses dialogue techniques.

e) Discussion and presentation

The Discussion strategies emphasize student activities in the form of discussions, rather than just telling stories and lectures by the teacher. Thus, this method is more effective. Students like to share their ideas and then they can draw conclusions. Students will be formed into groups, then given different materials. Each group will discuss at some predetermined time then each group will come forward to present it. To improve students' speaking skills, the teacher provides time for question and answer sessions. So other groups can ask questions to the group that is presenting in front and so on.

Discussion

This section presents a discussion based on the study findings. This is related to the speaking teaching strategy used by English teachers in third-grade students at SMAN 1 Taliwang. Teaching strategies, according to Klein (1991), are defined as a teacher's or a teaching device's role in facilitating learning, such as a computer, programmed text, or television set. Teaching strategy has purpose to support teaching learning process in order to run well. For the content being studied, the learner's level of competency, and the stage in their learning journey, a teacher will select the most appropriate teaching technique.

The T1 at SMAN 1 Taliwang makes the information in the form of a materials and conveys it to students so they can memorize the material. The simplest repetition strategy, allows students to use to re-discuss previously taught

information. T2 employs cognitive techniques to teach children how to communicate with the aid of visual media. In the teaching and learning process, students are given illustrations of procedure material based on observations. The students were then invited to examine the image and explain what they had learned from their observations. To make things easy for the students, the teacher gives some indications concerning the picture.

T1 employs a variety of metacognitive strategies such as questioning and outside learning. Questioning is a learning strategy in which students are encouraged to ask questions in order to have a better understanding of the subject matter and achieve learning objectives. Teachers use a variety of learning strategies outside of the classroom. Because the learning environment has an impact on students' learning capacity. However, if the teacher uses LCD media and speakers in the classroom. T2 employs a variety of learning methodologies based on the findings of observations. Pre-evaluation and motivation of students. On a piece of paper, the teacher writes a number of questions related to the previous material and instructs the students to write on it without writing their names. The instructor gets information from a number of sources and adapts it for use with students based on the findings of the observations. Students might be given a stimulus based on their intellectual ability. Metacognitive creativity refers to a person's understanding of metacognitive approaches for their originality and complexity. Because teacher motivation has a substantial impact on students' motivation, teachers aim to motivate students before the lesson begins, throughout the learning process, and at the end of the session.

The peer lesson learning technique is a good way to help students enhance their interpersonal intelligence. Peer lessons are an active learning strategy in which students work together in a group and then educate others about the content. To develop students' speaking skills, the teacher employs the percentage technique. Due to various storytelling competitions in recent years, this method has become well-known. This not only makes learning to speak more enjoyable for pupils, but it can also help them focus and remember a story or content.

The dialogue method is a technique of learning that involves students conversing with one another. The teacher asks students to

participate in a dialogue to develop their speaking skills. To catch students' attention, invite them to have a discussion on the learning materials. One of the most popular activities is discussion. The teacher allows time for question and answer sessions to help pupils enhance their speaking skills.

CONCLUSION

It can be concluded that the strategies used by teachers in teaching speaking to third-grade students at SMAN 1 Taliwang are first, cognitive strategies which include using memorizing and drilling. Second, metacognitive strategies using the question, outdoor learning, pre-evaluation, and giving stimulus strategies. Third, social strategies use peer to peer, presentation and tasks, stories, dialogue, and discussion and presentation strategies. Applying these strategies in teaching English can build speaking skills, especially in speaking elements such as vocabulary, grammatical structure, pronunciation, and fluency.

In order to learn about the pupils' speaking abilities, the teacher takes a unique approach to each student. The three strategies are interrelated, according to the results of observations and interviews, and are integrated by the teacher into different methods in teaching pupils to talk. In order to determine the success of the teacher's technique for evaluating pupils individually, they might look at the students' speaking abilities as well as the teacher's strategies.

ACKNOWLEDGEMENT

I would like to express my appreciation to the people who have helped me completing this study to the extended family of SMAN 1 Taliwang, English teachers who are willing to be the subject of my research and the third grade student of SMAN 1 Taliwang.

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