

Teachers' Strategies in Teaching Speaking Skills at MTSN 8 Agam

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Abstract. *The purpose of this study was to determine the teacher's strategy in teaching speaking. The problem in this study is that students feel unconfident in speaking English and also have a limited vocabulary. This type of research is called qualitative research. The sample for this study is the MTSN 8 Agam teacher. The instruments used in this study were observations and interviews. The results of this study, the strategies used by teachers in teaching speaking are drill, roleplay, simulation, and group discussion.*

Keywords: *Teacher strategy, Teaching Speaking.*

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui strategi guru dalam mengajar berbicara. Masalah dalam penelitian ini adalah siswa merasa tidak percaya diri dalam berbicara bahasa Inggris dan juga memiliki kosa kata yang terbatas. Jenis penelitian ini disebut penelitian kualitatif. Sampel penelitian ini adalah guru MTSN 8 Agam. Instrumen yang digunakan dalam penelitian ini adalah observasi dan wawancara. Hasil penelitian ini, strategi yang digunakan guru dalam mengajar berbicara adalah drill, roleplay, simulasi, dan diskusi kelompok.

Kata kunci: Strategi guru, Pengajaran Berbicara.

INTRODUCTION

Teaching can be interpreted as a way to convey information about a topic that will be studied by students. The goal is for students to gain knowledge and the ability to understand it. To achieve these teaching goals, teachers are the most important part where teachers are required to be creative in choosing teaching strategies and materials so that students easily understand the lessons delivered. The teacher's role is very important in the learning process so that learning activities can run smoothly. One of the important skills that teachers must possess is the ability to use various teaching strategies. Teachers must be able to apply a variety of teaching strategies so as to enable students to obtain the expected results. In addition, the learning process will not run effectively if the teacher cannot use the right teaching strategies.

Franzoni and Assar in (Maryanti, *et al*, 2021) define teaching strategy as a component given by educators to students to encourage their understanding of information. Orlich in (Maryanti, *et al*, 2021) argues that teaching strategy involves careful planning and aims to achieve something. A teaching strategy is a person's learning plan, which includes teacher explanations and information, student activities, and teaching materials that will be used separately and measurably. Strategies for teaching speaking skills are important factors that affect teaching and learning outcomes. Teachers can apply various kinds of teaching strategies in the learning process. The strategies used must also be in accordance with the interests and needs of students. The use of appropriate strategies can help students speak English well and improve their accuracy and fluency in speaking in order to achieve learning objectives and overcome difficulties in speaking.

There are various strategies that teachers can use in teaching speaking. Kayi in (Maryanti, *et al*, 2021) explains that there are thirteen activities that can be done, namely, Discussion, Roleplay, Simulation, Picture Narrating, Picture Describing, Story Completion, Information Gap, Brainstorming, Storytelling, Interview, Reporting, Playing cards, and Find the Difference. Nation and Newton argue that there are several strategies that can be used in various situations, they are cooperative activities, drilling, role-play, and creative tasks. Furthermore, Bailey in (Ratna Sari & Zainil, 2020) mentioned several strategies that can be used in teaching speaking including retelling, storytelling, free talk, describing, speech contest acting and speaking.

Based on preliminary research at MTSN 8 Agam, the researcher found that many students had difficulties in speaking English. This is because they are not confident when speaking English. Furthermore, students' limited vocabulary makes it difficult for them to express their ideas. Thus, this encourages researchers to find out the strategies used by teachers in teaching speaking with the research title "Teachers' Strategies in Teaching Speaking Skills at MTSN 8 Agam"

METHODS

In this study, researchers used descriptive qualitative. Descriptive qualitative research is defined as a design to obtain information about current phenomena as well as to determine the natural situation that occurs at the time of the study. According to Creswell (2012) qualitative research is appropriate if it is used to identify the opinions, beliefs and perceptions of research participants (Ratna Sari & Zainil, 2020). The writer chose to use descriptive qualitative because the researcher tried to describe in narrative form the teacher's strategy in teaching English at MTSN 8 Agam.

The instruments used in this research were observation and interviews. The sample for this research is one English teacher at MTSN 8 Agam. In this study, the researcher will observe for 3 weeks and observe how the teacher teaches in the classroom and what strategies the teacher uses in teaching speaking. Then the researcher will interview the English teacher at MTSN 8 Agam. Researchers will interview the teacher directly in order to obtain relevant information related to the teacher's strategy in teaching speaking. The researcher will ask several questions related to teaching speaking strategies to students and the obstacles encountered when teaching speaking.

FINDINGS AND DISCUSSION

From the observations made by the researcher, the researcher found that the teacher used 4 strategies in teaching speaking, namely drill, simulation, role play and group discussion. First the teacher gives an example of how to pronounce a word, then the teacher asks the students to repeat reading the word correctly and precisely. In this activity, there were some students who made mistakes in pronouncing these words. Then

the teacher helps by providing corrections to the student's pronunciation errors. When the teacher gave a correction, the researcher saw the student listening carefully and immediately tried to imitate it. This drilling strategy, according to Thornbury (Razi et al., 2021), is a strategy that aims to improve pronunciation by imitating and repeating words, phrases and whole sentences. This repetition allows students to practice their speaking skills, particularly their pronunciation.

At the next meeting, the teacher teaches material about giving congratulations. Here the teacher explains in advance the various expressions that can be used to congratulate someone. Then the teacher divides the students into several groups. Each group consists of 2–3 people. Then the teacher asks the students to have a conversation about giving congratulations and also practice it with their group friends. In this activity, the researcher found that students were enthusiastic about playing their roles. Role playing is an important strategy in teaching speaking because it allows students to practice and communicate in various contexts and social roles. The use of role-play also has the potential to facilitate more comprehensive learning experience for students. In addition, role play is not only used for interactive teaching in the classroom but also to stimulate students in real-life situations.

At the next meeting, the teacher teaches material about labels. The teacher gives an explanation in advance about the meaning of the label and also gives examples of the elements contained in the label by using food packaging. Then the teacher asked the students to bring the food packaging and explain the parts of the package. When this activity took place, the researcher also saw the enthusiasm of the students in explaining the elements of the packaging they brought. Then, the teacher gives additional points for students who dare to arrive early. This makes students challenged and enthusiastic in learning.

At the last meeting, the teacher explained the material about the procedure text where the teacher first displayed a video related to the procedure of making a juice. Then, the teacher explains the procedure text's generic structure, language features, and social function. Next, the teacher divides the students into six groups. The teacher gave a procedure text for making green bean porridge and asked students to answer the questions provided in groups. The researcher observed that the students were enthusiastic in their

discussions in search of answers and were also challenged because the teacher gave reward to the group that answered all of the questions correctly.

From the results of interviews, the strategies that are often used by teachers in the classroom are drilling, roleplay, and group discussion. The reason why the teacher uses drilling strategy is to make it easier for students to understand how to pronounce a word. If using native speakers, students have difficulty digesting what is said because they are not familiar with the pronunciation style of native speakers. In addition, students are used to listening to the accent or pronunciation of the teacher. Then the teacher continued to use role-play to train students and increase their confidence in speaking English. Sometimes there are many students who are shy and not confident when speaking English. As a result of using the role-play strategy, students become accustomed to using English in a variety of situations. Finally, the teacher chooses to use a group discussion strategy because through discussion students are free to explore their ideas together with their peers.

Related to the obstacles faced by teachers when teaching speaking, from the results of interviews, the researchers concluded that the obstacles faced by teachers were the lack of students' vocabulary, causing students have difficulty to understanding what the teacher was saying. This is due to these students' laziness in adding vocabulary and a lack of practice speaking English in their daily activities. Mastering vocabulary is very important for students. Without vocabulary, students will have difficulty in speaking, reading and writing. To overcome this, the teacher provides a lot of vocabulary to students by asking them to memorize some vocabulary, write it down in a diary, and also by reading. Student responses to the strategies are also good. The additional point and rewards make students become active in learning to speak.

CONCLUSIONS

From the results of the interviews, it can be concluded that the teacher uses 4 strategies in teaching speaking, namely drill, roleplay, description, and group discussion. The reason the teacher uses this strategy is to make it easier for students to understand as well as to increase student confidence. In addition, students can also express their ideas more through group discussions. Then, the problem faced by the teacher in teaching speaking is the lack of students' vocabulary and also the lack of practice in speaking English. To overcome this, the teacher gives students a lot of vocabulary and asks them to memorize it, either in the form of a diary or by reading the conversation and looking for the meaning. Then, the students' responses to the strategies used by the teacher in teaching were also good. Students become enthusiastic and motivated in learning to speak.

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