Teachers' Strategies to Teach Students' Speaking Skill
at a State Senior High School in Banjarnegara

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Abstract

Speaking has been considered as an important language skill for foreign language learning. By mastering speaking the listener could understand what other people said through their voices. In academic context, teachers become important part to teach students speaking. In this study, the researcher is curious to find out the kind of strategies used by English teachers in teaching speaking. This study used descriptive qualitative research. The research was conducted at State Senior High School Banjarnegara. This study involved three English teachers as the participants. The participants of this study taught in different classes. It was because the researcher wanted to get various teaching speaking strategies from the participants' experiences. In collecting the data, in-depth interview was used in this study. The finding showed three teaching speaking strategies used by English teacher namely, games, modeling, and presentation. Thus, the strategies were effectively implemented to make the students speak in English.

Keyword: speaking skill, teaching speaking strategy.

Introduction

There are four elements of English language for students to learn, namely, listening, reading, writing and speaking. Widiati and Cahyono (2006) who revealed that speaking has been considered as an important language skill for foreign language. It is because they have a bilingual language, they are easier to understand cross-cultural differences. Similarly, Sandiku (2015), stated that speaking is very special skill because people can understand what other people said by hearing the voice through communication. It is because we can express our ideas and knowing others' ideas as well through speaking.

Although speaking skill is very important, there are several problems faced by learners in learning speaking English. Yesilyurt and Dincer (2013) stated that speaking is complex and difficult to master because it contains linguistic and non-linguistic elements such as vocabulary, intonation, articulation, formal and informal expression, and gesture. Mastering vocabulary and gesture are also becoming a problem for students in Taiwan. According to Cheng and Dörnyei (2007), Taiwan students were extremely anxious in addressing their ideas orally. It is because they lack in mastering vocabulary to explain their ideas and lack in self-confidence to speak using English in front of the class.

In learning English as a foreign language especially for speaking English, teachers play important roles. A teacher is the controller of a classroom (Sikder, 2016). In teaching speaking, teacher is responsible for making students active in the classroom and encouraging students to speak English fluently. Based on Kayi (2003), authentic activities, real-life communication, and meaningful tasks to promote oral language should be created by the teacher in classroom environment. Al Hosni (2014) stated that students of second language are lacking in motivation to speak English. It means that teachers' role is also to give motivation to students in the learning process. Besides that, teacher as a facilitator can provide students' needs to learn

speaking (Al Hosni, 2014). For example, teacher can include authentic materials by using English newspaper, magazines or TV shows. Teacher can also invite native speakers to be involved in teaching process in the classroom.

The role of the teachers may change based on the activity. According to Harmer (2007), there are three roles of teacher in teaching speaking. The role is changing based on the purposes of the lesson. The first role is as a prompter. The teachers should become a prompter when students get lost or when students cannot think of what to say next. The role of teachers is to encourage students to speak and promote their proficiency. The second role is as a participant. The teachers should be a good animator when she/he asks students to produce language. It can be applied by setting up an activity clearly and enthusiastically. Moreover, teachers may also participate in a discussion or role play. Therefore, the role of a teachers is to introduce new information in order to help students to take a part in classroom, ensure students' continuous learning, and maintain engagement with students to create creative atmosphere. However, teachers should make sure that she/he does not dominate the learning activities. The third role is as a feedback provider. The role of teachers is to give response or feedback to students. Giving feedback also depends on teachers' tact and the appropriateness when giving them in a certain situation.

Based on the teachers' roles and the problems above, mastering speaking English are quite challenging to do especially in Indonesia. The fact shows that Indonesia occupied the 35th rank among 72 countries which have low English speaking ability (Jakarta Post, 2016). The newspaper reported that to some people in Indonesia, using English with other people showed Indonesian people humiliate *Bahasa Indonesia*. It is because speaking using *Bahasa Indonesia* is more acceptable for Indonesian people. This perception definitely keeps the foreign language at the distance, neither attempted to learn nor applied in the society. Similarly, Putra (2015) argued Indonesian learning system is inappropriate for the students to master speaking English.

First, there are many designed materials and tests on students' textbooks focusing on students' writing, reading and listening rather than students speaking skill. Second, Indonesian students are lack of motivation in speaking English. It is because the students think that improvement is an important factor in learning so that they will lose their motivation when they do not get significant improvement.

Speaking

Speaking is an articulating word to say something with other people. According to Bashir, Azeem and Dogar (2011), speaking is a kind of productive skill which is more complicated and involves more than pronouncing words. From the definition above, speaking is the way people can speak fluently and produce, receive, and process information directly. Speaking is one of four language skills that contribute on language learning. Brown (2004) argued that speaking is a productive skill. It means speaking is not only about speaking fluently, but also process information and language directly. In addition, Kusmawati (2009) stated that speaking connects with linguistic ability which consists of language structures, language content, and teaching methodology not only in writing, reading, and listening. Hosni (2004) stated that speaking is actively using language, which is needed to express the meaning of the language.

Teachers' Strategy

Definition of Teachers' Strategy. Teachers' strategy is a method of leaning process by giving activities for the students to make an effective learning. It is shown by the input giving from the teachers in order to get significant outcomes. Similarly, Armstrong (2013) argues that teacher strategy are dealing with techniques and activities used by the teachers in order to help students in learning the course contents and enhancing learning outcomes. In addition, Jose and Galang (2015) stated that teacher strategy is the way the teachers delivering materials in a good way so that the students can absorb and understand the materials clearly. It

is because the teachers' roles are very important in materials understanding. Their clear explanation in delivering the materials is the main point of students can absorb and understand the exposures.

Research design

This study used qualitative research method because the researcher wanted to get in-depth information from English teachers about their teaching strategies. Qualitative research method helps the researcher to investigate strategies used by English teacher. According to Cohen, Manion, and Marrison (2011), qualitative research method was a method used in order to collect an in-depth, accurate and detail understanding and information from participants' opinion. The researcher chose qualitative research method because it gave detail information from participants, and it was similar with the aim of this study.

This research focused on teachers' strategies in teaching speaking. The strategies consist of the activities used by the teachers in the classroom to teach speaking. It was in line with Merriam (2009) who stated that qualitative research method focused on how participant share their experiences in order to address research issues.

To support this study, the researcher used descriptive qualitative research design. Merriam (2009) stated that in descriptive qualitative research, result of descriptive qualitative research was rich and had description to explain the participants' answer. The researcher also wanted to give detailed information so that the reader understands the content of this research. According to Lambert and Lambert (2012), descriptive qualitative research design was suitable to be applied in giving detailed information from participants to make the readers understand the content because it has descriptive after the participants' answer.

Setting of the study

There were several reasons why researcher conducted this study in state high school Banjarnegara. First, the school was known as a favorite school in Banjarnegara. Second, the school had qualified teachers including English teachers. It is shown by many achievements in academic competition. Third, the school also provided facilities which support students to practice using English.

Participants of the study

In this study, the participants are English teachers of State Senior High School Banjarnegara. There are five English teachers in State Senior High School Banjarnegara. There were five English teachers in State Senior High School Banjarnegara but there were only three participants who got involved in this study consist of one male and two females. It was because two participants were finished their duty. Though there were only three participants in this study, the researcher got rich and detail data to answered research question. There was no limitation of rule number of participants. According to Cohen et al. (2011), there is no clear rule on the size of participants in qualitative research.

Finding and Discussion

Finding 1: Using games. In teaching students speaking, games become one of strategies used by the teachers in classroom. It was stated by Ms. Rose that"[I asked to] playing games" P1.10. Richard (2006) stated that games was one of strategy used by the teachers in teaching speaking. The advantages of using game were because the students felt more enthusiastic to speak, they were tried to give their best performances, and the classroom environment was alive. Before doing the game, the teachers divided the students into groups consisting of three to four students.

Finding 2: Modeling. Mr. Andrew added that, "I would did modeling" P2.8. The teachers would gave example and the students would repeated the words/sentences. It was because the teacher thought by imitating/repeating words, the students would be fluent to speak using English. The teacher focused on students' pronunciation and intonation so that he made modeling to make the students speak using English. Afterwards, the students given dialogue to practice in front of the class. According to Harmer (2007), one of teachers roles in classroom were becoming good animator/model for the students in producing languages. It could be applied by setting up an activity clearly and enthusiastically materials.

Finding 3: Using presentation. The teachers thought in presentation, the teachers will gave more chance for the students to speak using English. Ms. Kate added that, "[I will be given them chance to speak by doing] presentation" P3.2. It was because the advantages of presentation was first the teachers could give direct feedback for the students' pronunciation. The teachers could give oral feedback directly after the students finish their presentation. According to Harmer (2007), one of teacher roles in classroom was a feedback provider. The role of teachers was giving feedback based on the students speaking and responses in speaking activities. In addition, the teacher would force the students to speak using English in presentation. Ms. Kate mentioned, "I force the students to speak" P3.1. It was because the teachers thought that the students must be forced to speak to make them practice their English.

Conclusion

The general purpose of this study was to find out the teachers strategy in teaching students speaking. This purposes was to investigate what the strategy used by the teacher to teach students' speaking that the researcher has found the findings related to the purposes.

The objective was to find out the teaching speaking strategy used by the teachers at state Senior High School Banjarnegara. The finding showed that third participants applied third

teaching speaking strategies in their teaching practice. The strategies were games, preseentation, and modeling.

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