



Teachers' Strategies In Teaching Speaking At The Eleventh Grade Of MAN 1 Kebumen

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Abstract. *Teachers' strategies plays important roles in teaching. However, one applicable strategy in a certain context might not be applicable for another teaching context. This research was conducted at MAN 1 KEBUMEN for one month. The subjects of this study were English teachers and eleventh grade students. The purpose of this study was to explore the strategies used by the teachers in teaching speaking at the eleventh grade. This study also provided questionnaires to students to determine students' responses to the strategies used by the teachers in teaching speaking. The research method used descriptive qualitative to describe the strategies used by teachers in teaching speaking. In addition, the research also described student responses to the strategies used by the teachers. The data was collected by using interviews, questionnaires, and documentation. The results of the study found: First, there were six strategies used by the teachers in teaching speaking, namely role playing, dialogues, discussion, picture description, playing cards, and brainstorming. Second, it was found that the students were happy with the strategies used by the teachers.*

Keywords : *Teachers' Strategies, Teaching, Speaking.*

Abstrak. Strategi guru memainkan peranan penting dalam pengajaran. Namun, satu strategi yang dapat diterapkan dalam konteks tertentu mungkin tidak dapat diterapkan pada konteks pengajaran yang lain. Penelitian ini dilaksanakan di MAN 1 KEBUMEN selama satu bulan. Subyek penelitian ini adalah guru bahasa Inggris dan siswa kelas sebelas. Tujuan dari penelitian ini adalah untuk mengeksplorasi strategi yang digunakan oleh para guru dalam mengajar berbicara di kelas sebelas. Penelitian ini juga memberikan kuesioner kepada siswa untuk mengetahui respon siswa terhadap strategi yang digunakan oleh guru dalam mengajar berbicara. Metode penelitian menggunakan deskriptif kualitatif untuk menggambarkan strategi yang digunakan guru dalam mengajar berbicara. Selain itu, penelitian ini juga mendeskripsikan respon siswa terhadap strategi yang digunakan guru. Pengumpulan data dilakukan dengan menggunakan wawancara, angket, dan dokumentasi. Hasil penelitian menemukan: Pertama, ada enam strategi yang digunakan guru dalam mengajar berbicara, yaitu bermain peran, dialog, diskusi, deskripsi gambar, bermain kartu, dan brainstorming. Kedua, ditemukan bahwa siswa senang dengan strategi yang digunakan guru.

Kata Kunci : Strategi Guru, Mengajar, Berbicara.

INTRODUCTION

Language is a tool of communication for humans in their lives. Language is a way for humansto express their feelings, emotions, ideas, and things in their minds. Language can help a personto understand what other people want through the conversations they have. Because of that, itis very important for someone to understand the language used by the other person.

Every country has a national language. The national language is used to communicate among people within the country. However, to communicate with someone from another country, one may not be able to use the national language of their country. One language has been chosen as an international language to make it easier to communicate from one country to another. The international language is English. In Indonesia, English has been second after the Indonesian language as the first language used to communicate. For Indonesian citizens, communication by using English is not an easy thing. They have to learn English well in order to be able to speak it well. To help with this problem, education in Indonesia makes English a compulsory subject in every school. At school, students have to master four skills in English: speaking, writing, reading, and listening.

According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. It means that speaking skills are very important to master. Speaking ability is very important to learning to communicate well in English. Speaking is one of the four fundamental skills that students should master. It has an important role in communication. Speaking can be found in the spoken cycle, especially in the Joint Construction of Text stage. Learning to speak English is not simple. English teachers must have strategies to deliver material to students well. They must have strategies that make students enjoy learning English. Teachers must be creative in delivering materials and be able to stimulate student interest. With unique strategies, the teaching and learning process will be interesting. Strategies can make learning "easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990).

Given the importance of English as a universal language, it is critical to study the strategies used by educators to teach speaking. Speaking and understanding English is an essential ability for people all over the world in a variety of social, professional, and academic contexts. It is crucial to research and comprehend the various strategies teachers use to improve their pupils' speaking skills if they want to maximize language learning. Such studies can identify successful teaching strategies, highlight difficulties faced by instructors, and provide insightful information for the ongoing development of language instruction techniques. In the end, developing strong English communication skills through thoughtful teaching practices benefits students individually and makes the world a more communicative and interconnected place. This research focused on finding the strategies the teachers used in teaching speaking.

RESEARCH METHODOLOGY

In this research, the researcher used qualitative research for the research design. This research focused to explore the teacher's strategies in speaking English. The researchers also described the results of questionnaires delivered to the eleventh graders of MAN 1 Kebumen. According to Christensen and Johnson in Meria Santy Sibarani (2017) Qualitative Research is a research type that focuses on understanding the 'insider's perspective' of people and their cultures, and this requires direct personal and often participatory contact. The researchers conducted interviews and distributed questionnaires to get the data needed.

This research was conducted at MAN 1 Kebumen. The subjects of this research were the English teachers and eleventh grade students of the 2022 academic year. The researchers collected the data for two months. This research started from July until August 2022 in MAN 1 Kebumen. Here the researchers explored the teachers' strategies in teaching speaking with interviews. For students, the researchers made questionnaires to describe students' responses toward the teachers' strategies in teaching speaking. Documentation was also collected to equip better analysis. The random sampling was taken. Collected data were then analyzed.

In this research, the researchers used data triangulation to check the reliability of data. In data triangulation, it involves using multiple sources of data to corroborate findings. Researchers may collect data through interviews, observations, and documents to cross-verify information and ensure its reliability. The researchers got data from interviews, questionnaires, and documentation.

In this research, the researchers used descriptive qualitative research for data analysis. Qualitative and descriptive research methods have been very common procedures for conducting research in many disciplines, including education, psychology, and social sciences. The goal of descriptive research is to describe a phenomenon and its characteristics (Hosain Nassaji, 2015). Cohen et al. (2018) define data analysis as a process of gathering, modelling, and transforming data with useful information, suggesting conclusions, supporting decision making.

There are several steps to analyze data in this research: scoring questionnaire, finding out the total score of each statement, calculating the central tendency, classifying the average percentage, interpreting data analysis, and stating the conclusion. The results of the questionnaires from the students were analyzed using the Likert scale, labelled with a value from 1 to 5 indicating Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly agree (5). To find the score, the frequency of each answer was multiplied by the value of each answer. For example, there was disagreement in statement one for 40 persons, neutral 20

persons, and agree 45 persons. To get the score, 40 multiplied by 2, 20 multiplied by 3, and 45 multiplied by 4. Then, summing up all of the scores and get the total score of each questionnaire statement answer. Next, to get the central tendency in percentage, the total value of answer multiplied by 100% and divided by the ideal score for the highest value (the number of students who participate multiplied by five). The last step of calculating the Likert scale was classifying the average percentage. Teachers' levels of perceptions were categorized into five levels adapted from Tarmimi and Kadri in Retno Puji Rahayu (2021), which are very strong (80%-100%), strong (60%-79%), enough (40%-59%), weak (20%-39%) and very weak (0-19%). If the central tendency was between 40% up to 100%, it is categorized as positive and under 40% is categorized as negative. After calculating the central tendency of each item, it was categorized into an individual interpretation. Finally, the data about questionnaire were categorized into positive or negative perceptions. Furthermore, the last step was stating the conclusion about the analysis.

FINDINGS AND DISCUSSION

1. The Result of Interviews with Teachers

In this part, the researcher showed the result of data collected from interviews. Interviews were conducted with two teachers at the eleventh grade. From the interviews, the researchers found out several strategies that were applied by the teachers in teaching speaking at the eleventh grade of MAN 1 Kebumen in the academic year of 2022. Those strategies were:

- a. Role playing
- b. Dialogues
- c. Discussion
- d. Playing cards
- e. Picture describing
- f. Brainstorming

2. The Result of Questionnaires with Students

In this part, the researchers presented the result of the questionnaires with the students. According to Sugiyono (2012), questionnaire is data collection techniques that is done by giving a set of questions or statements to the respondents to answer. The aims of questionnaire in this research is to find out students' responses toward the teachers' strategies in teaching speaking at eleventh grade in MAN 1 Kebumen

in the academic year of 2022. There were 113 students participated to be samples of this research. The results of the questionnaires can be seen in table 1:

Table 1. The Result of Questionnaires at XI of MAN 1 Kebumen in the Academic

Year of 2021/2022

No	Strategies	Response Rate					Total	CT
		1(VD)	2 (D)	3(N)	4(A)	5(VA)		
1.	Role Play	0	0	2	52	59	113	90%
2.	Dialogue	0	0	4	66	43	113	87%
3.	Discussion	0	0	32	54	27	113	79%
4.	Playing Card	0	0	28	53	32	113	81%
5.	Picture Describing	0	0	30	51	32	113	80%
6.	Brainstorming	0	0	25	30	58	113	81%
Average								83%

Table 1 showed that there were six strategies that were used by the teachers in teaching speaking at the eleventh grade. The six strategies used by the teachers were role playing, discussion, dialogues, playing card, picture describing and brainstorming. There are several reasons why teachers use these strategies. First, according to them, these strategies increase students' self-confidence. secondly, the strategy used can reduce students' fear of speaking English. thirdly, this strategy indirectly motivates students to be able to speak English. Fourth, the strategy becomes a variation in learning so that it does not make students easily bored in learning.

From the six strategies used, role playing was the strategy most often used by teachers. from the results of the questionnaires, role playing also got the highest percentage with a percentage of 90%. Meanwhile, the discussion strategy received a response with the lowest percentage of 79%. From the overall results of the data obtained, the calculation of the central tendency was carried out. from the results of the calculation of the central tendency, the researchers got the final average result with the percentage result of 83% (very strong).

It was found that the teachers used strategies as explained theory from Kumari (2014) about six strategies used in speaking to develop speaking skills, they are dialogue, role play, opinions/ideas, dreams or ambitions, rhymes and tongue twisters songs. In addition, based on the results of the study, it showed that teachers used strategies as stated by Hayriye Kayi (2006) about thirteen activities to promote speaking.

Apart from the interviews with the teachers, the researchers also obtained findings from the results of questionnaires. The students' responses were very positive toward the strategies used by the teachers. This is evidenced by the percentage of questionnaire results, which showed the final result for central tendency is 83%, which according to Tarmimi and Kadri Retno Puji (2021) that students' level of perceptions was categorized into five levels, which are very strong (80%-100%), strong (60%-79%), enough (40%-59%), weak (20%-39%) and very weak (0-19%). If the central tendency was between 40% up to 100%, it is categorized as positive and under 40% is categorized as negative.

CONCLUSION

Based on the findings and research discussion, the research can be concluded as follows:

1. The researchers found out six strategies to have been applied by the teachers in teaching speaking at their classes. The strategies were role playing, dialogues, discussion, playing card, picture describing and brainstorming;
2. The strategies used by the teachers were assumed effective to stimulate better performance of the students;
3. The researchers found out good responses from students toward teachers' strategies in teaching speaking;
4. Out of the six strategies used by the teachers in teaching speaking, they were more interested in role playing strategy. Considering acceptability, based on the result of questionnaire, role playing strategy got highest percentage with 90%.

IMPLICATIONS

The research brings implication as follows:

1. The strategies used by the teachers in teaching speaking have affected on increasing students' ability in speaking.
2. This research can be evidence of the matched between the strategies used by the teachers through the results of the responses from students.

SUGGESTIONS

The researchers suggested:

1. Suggestion for the English Teachers
 - a. The teachers can add other strategies so that learning in speaking can be more varied and interesting.
 - b. The teachers can use media to supporting strategy in teaching speaking in the classroom.
2. Suggestions for the Students
 - a. The students must be more confident to increase their skills in speaking.
 - b. The students have to develop their vocabulary in order to support them to improve their speaking ability.
 - c. The students must change their mindset that speaking English is fun.
3. Suggestions for Further Researchers

The researchers suggested that this research can be a reference for another related research.

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