

Teachers' Strategies in Teaching Speaking at The Seventh-Grade Students of SMP N 2 Sampang, Cilacap Regency

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Abstract

Teaching speaking strategy is a very crucial thing for most English teachers. In order to increase students' knowledge and communicative skills, English teachers need to choose and use the right strategy. In SMP N 2 Sampang, a teacher uses some interesting strategies to teach speaking. Through those strategies, most of the students can achieve good grades in speaking assessments. The purpose of this study was to analyze the teacher's speaking strategies and describe how each strategy was implemented. The methods used in this study were field research and qualitative methods. The Data collection was carried out using observations, interviews, and documentation. The Data analysis techniques were reduction, display, and verification. Based on the research, the strategies used by the teacher were Drilling and Dialogue practices. The strategies were implemented using the same topic material, which consisted of day, number, and month names. Students can implement drilling strategies by imitating, repeating, and focusing on material accuracy. The teacher then instructs the students to pair up with their friends and practice the dialogue then write down the results.

Keywords: *Teaching Strategies, Teaching Speaking Strategies, Teaching English*

INTRODUCTION

Teaching is the process of transferring knowledge about a topic to students. The goal of the teaching-learning process for students is to receive and understand knowledge. To achieve the goal of teaching, the teacher must be creative in selecting materials and teaching procedures that allow students to immediately grasp the knowledge. Aside from that, the role of the teacher is critical to the success of the learning process (Fanshuri, 2019). Furthermore, the role of the teacher is crucial to achieve the smoothness and effectiveness of the teaching and learning process. As cited by (Biesta, 2017) Teaching does not have to be viewed as an act of control; rather, it can be understood and configured as a means of activating possibilities for students' existence as subjects. It is possible to conclude that teaching is an interactive process between the teacher and the student.

In teaching English activities there are four language skills. Speaking is one of four language skills. Aside from listening, reading, and writing, speaking is an important part of learning and teaching English. Speaking involves expressing oneself and communicating with others. Speaking is another term for communicating with others about a topic. Realistic classroom speaking activities can be viewed as an opportunity for learners to practice activities they may want to do outside of the classroom, but in a safe environment where mistakes can be learned from rather

than causing difficulties and embarrassment (Watkins, 2005). That could mean that teaching speaking in schools aims to prepare students to communicate in real-time before they begin communicating outside of school. It is something that students can practice in class with their peers or the teacher. It can boost students' self-esteem, which affects their performance in actual speaking situations. It can also encourage and support students' oral fluency and accuracy in English. So, teaching speaking is the process by which a teacher gives someone instructions and information so that they can communicate. Your knowledge of how the learner learns will influence your educational philosophy, teaching style, approach, methods, and classroom technique (Brown, 2007). As a result, it is important to understand the students when teaching speaking. In order to achieve the goals of teaching and learning activities, the English teacher requires the appropriate strategy for teaching speaking.

In teaching speaking, the strategy used is important because it will influence the result of teaching and learning speaking activity. Strategy is defined as a set of actions or plans intended to achieve a specific goal (Steiner, 1979; Mintzberg, 1994; Bogdan & Biklen, 1992; Denscombe 2010, as cited in (Ma'rufah, 2017). As students come from various backgrounds, English teachers need to choose and use the right strategy to achieve the goals of teaching speaking. According to (Hayati et al., 2021) teaching strategy refers to the approach that teachers use for a specific lesson and its specific objectives. Based on the statement, the writer concludes that strategy is a plan designed to improve effectiveness and efficiency in order to achieve specific learning goals.

The English teachers, charged with facilitating the improvement of their students' English proficiency, will be concerned with how to teach English well or better—the type of English that meets the expectations of the educational institution where the teacher works (Harmer, 2008). The teacher's strategy for teaching students to speak is critical to improving their knowledge and communicative skills. It is interesting for this research to look into teacher strategies because it is believed that teaching strategies influence the quality of students' English learning conditions and, ultimately, students' English ability. Based on preliminary research in SMPN 2 Sampang and feedback from students and colleagues, researchers identified a teacher who is competent in teaching English in the seventh grade at SMPN 2 Sampang. Based on pre-observation, this study discovered that the teacher employed some novel teaching speaking strategies that helped students better understand English. The majority of the students taught by the teacher earned good grades. Researchers are interested in investigating the approach to teaching speaking. As a result, the purpose of this study is to investigate the strategies used by the teacher and how each strategy is implemented in teaching speaking in the seventh grade at SMP Negeri 2 Sampang.

Based on the explanations above, this study is interested in the teacher's strategies for teaching speaking. As a result, this research is also interested in conducting the study titled "Teacher's Strategies in Teaching Speaking to Seventh-Grade Students of SMP Negeri 2 Sampang, Cilacap". This study is anticipated to be useful for English teachers and students as a reference for teacher strategies in teaching speaking skills.

LITERATURE REVIEW

1. Teaching Strategy

The teaching strategy is a crucial thing among teachers and is one of the main keys to achieving the learning goals or objectives. Without the right teaching strategies, students will somehow not understand the material. Teaching strategy is the approach that teachers use for a specific lesson and its specific objectives (Hayati et al., 2021). So that, teaching strategy can be defined as a method or effort that a teacher uses or gives to achieve the learning objectives. Furthermore, a teaching strategy can be defined as a plan or series of arrangements carried out by the teacher to ensure that learning runs smoothly by employing strategies in the process of delivering materials to students.

By choosing and applying the right teaching strategies, teachers can easily achieve their goals and make students understand the material easier. A teacher is required to have TPACK

which is technology, pedagogical, and content knowledge so that teachers can teach the students effectively. Therefore, the teaching strategy is very important for teachers to master to make the teaching and learning activities more effective and efficient.

2. Teaching Speaking Strategy

According to Republic of Indonesia Law No. 14 Dewan Perwakilan Rakyat Indonesia (2005), teachers are professional educators when their primary responsibility is to educate, teach, target, train, assess, and evaluate young students in formal education, as well as explain sub-chapters. An educator is someone who plans and manages the teaching and learning process. The teacher is the person who can influence behavioral change in the cognitive, psychomotor, and affective domains (Arian, 2020). Strategy is defined as a set of actions or plans intended to achieve a specific goal (Steiner, 1979; Mintzberg, 1994; Bogdan & Biklen, 1992; Denscombe 2010, as cited in (Ma'rufah, 2017)).

Speaking is the main part of learning a language because language is a tool for communication and with speaking, the speaker can transform the information they need. (Razi et al., 2021) stated that the ability to communicate with others as speaking. Therefore, teaching speaking strategy is very important to make the students be able to communicate in real life. According to (Thornbury, 2005) the strategies that can be used to teach speaking and encourage second language learners to speak are as follows:

a. Recording and Transcript

This strategy is used to increase students' understanding of the characteristics of spoken language. The strategy is implemented by engaging in a monologue or a multiparty conversation. Students will learn about speaking activities and discourse management by taking part in this activity. For example: The teacher provided a transcript of one topic suitable for recording. When the recording is played, the students listen and imitate the native speaker.

b. Live Listening

This strategy is also used to increase learners' understanding of spoken language features. Direct listening allows students to participate more actively in learning activities with the teacher. Live listening allows the learner to interact by asking questions, clarifying details, and requesting repetition. For example, the teacher presented a topic to the students, who responded by asking questions, providing criticism, or arguing about it.

c. Noticing Gap Activities

This strategy is used to get students to understand important messages about their current level of proficiency by focusing on their output and comparing it to others. In this activity, students are expected to work in pairs. One student will have information that the other partner does not, and the partners will share that information.

d. Drilling

Drilling is an appropriation strategy. Drilling is a strategy for improving pronunciation that involves imitating and repeating words, phrases, and even whole sentences. Drilling is a linguistic technique for teaching new language items to students by asking them to repeat the model provided by the teacher. It is used after introducing new vocabulary, grammar points, and sentence structures. Students demonstrate the act of repeating something previously said or written. So, after the students have listened to the dialogue, the teacher can isolate specific phrases or utterances and have them repeat them. Repeating it will undoubtedly increase its visibility. Drilling, also known as "fixing your tongue," can help you develop articulatory control over your language.

e. Dialogue Practice

Dialogue practice has a long history in language teaching, which is not surprising given that language is fundamentally dialogic in its use, and with a little imagination, any grammatical structure or lexical area can be used to create dialogue. Dialogue exercises can also be used to shift the focus away from teacher-led classroom interactions. Setting up a pair in a large, fully furnished classroom is not an insurmountable management

challenge. For example, students can pair up with a friend to practice dialogue on topics assigned by the teacher.

f. **Presentation and Talks**

Whether or not learners are required to give presentations or real-life talks, the experience of standing in front of their peers and speaking in turn is excellent preparation for real-life speaking. This is especially true if they also need to answer questions. For example, the teacher asks students to present about one topic, and then other students will ask questions.

METHOD

This study employed both field research and descriptive qualitative methods. According to (Eddles-Hirsch, 2015), Qualitative research aims to analyze and describe how a single phenomenon is experienced in daily life. Field research was conducted to gather the most detailed information about the teachers' strategies for teaching speaking to seventh-grade students at SMPN 2 Sampang. This is a descriptive qualitative methodology. This means this study does not need a statistical formula to collect data. This study examines teachers' strategies and describes how they implement each strategy when teaching speaking to 7th-grade students at SMPN 2 Sampang. This study's data collection procedure consists of three strategies. This includes observation, interviews, and documentation.

Time and Location of the Research

The research was conducted at SMP Negeri 2 Sampang Cilacap, which is located at Jl. Merdeka No. 81, Paketingan, Kecamatan Sampang, in the Cilacap regency of Central Java. The institution was chosen because the teacher employed some novel teaching speaking strategies that helped students better understand English. The majority of the students taught by the teacher earned good grades.

Research Subject and Object

The subject of this research is an English teacher and the 7th grade of SMP Negeri 2 Sampang and the object of this research is the implementation of each strategy used to teach speaking skills.

Data Collection Technique

According to (Taherdoost, 2021) data collection technique is the process of collecting information that have aims to gain insight into the research topic. This research used three types of collection techniques which are observation, interview, and documentation. The observation was done by observing the English classroom that used the teaching speaking skill strategy and it was conducted for one month to record the teacher's and students' activities in the classroom, especially the process of teachers' strategy in teaching speaking skills at 7th grades of SMP N 2 Sampang. The interview was done by interviewing the English teacher about the strategies used in teaching speaking skills. Whereas, the documentation was done by observing the lesson plan used by the teacher.

Data Analysis Technique

The data analysis technique was done by data reduction, data display, and verification. Data analysis is one of the most important steps in qualitative research (Leech & Onwuegbuzie, 2007). The data reduction is a process of rigorously sorting, focusing, eliminating, and organizing data in order to arrive at a conclusion that can be independently verified. In data reduction, this study chooses, concentrates, streamlines, abstracts, and modifies data from transcriptions or written

field notes. The data display was done by describing the data in the form of a table and description or narration. According to (Verdinelli & Scagnoli, 2013) the display format and shape of the entries can vary significantly and are typically tailored to the researcher's requirements. Whereas, the verification is the last part of data analysis, in this part the data was cross-checked with data collected from the reduction, description, and reflection of data presented in the field. After all stages were successfully completed, conclusions were drawn, including the teacher's strategy for teaching speaking to seventh-grade students at SMPN 2 Sampang.

FINDINGS

The findings of this research are the teaching speaking strategies used by the English teacher of 7th grade at SMP Negeri 2 Sampang and the teacher implementation of each strategy in the classroom. The findings were based on observations, interviews, and subsequent discussions. This study involved an English teacher and 7th-grade students of SMP N 2 Sampang. This study's observations were carried out over eight meetings from August 18 to September 20. During the observation, the researcher entered the classroom following the teacher's schedule to learn about the teacher's strategy for teaching speaking. This study gathered additional information from interviews with English teachers at SMP N 2 Sampang. The data from these instruments are discussed in the section below.

The Strategy Used by the Teacher in Teaching Speaking at the 7th grade Sampang

The research results were gathered using an observation sheet. The observation was conducted over eight meetings in the classroom from August 18 to September 20, 2022. This study observed the teacher to determine what strategies she used to improve her students' speaking skills. As a result of this research observation, the teachers employed various strategies. This research identified some strategies used by the teacher to teach speaking.

Table 1. Teacher strategies according to (Thornbury, 2005)

No	Strategies Teaching Speaking	Y	N
1.	Recordings and Transcripts	-	√
2.	Live Listening	-	√
3.	Noticing-Gap-Activities	-	√
4.	Drilling and Chants	√	-
5.	Writing Tasks Writing	-	√
6.	Dialogues Practices	√	-
7.	Task Repetition	-	√
8.	Presentation and Talks	-	√
9.	Stories, Jokes, and Anecdotes Storytelling	-	√
10.	Drama, Role-play, and Simulation	-	√
11.	Discussion and Debates	-	√
12.	Conversation and Chat Classroom	-	√
13.	Outside-class Speaking	-	√

The Teacher's Implementation of Strategies in Teaching Speaking at the 7th grade of SMPN 2 Sampang.

Drilling

According to (Thornbury, 2005) theory, drilling is a strategy for improving pronunciation by imitating and repeating words, phrases, and even wholes. Drilling has some advantages over other teaching methods, such as reading comprehension and vocabulary building. The technique of drilling and chant;

Table 2. Technique of drilling strategy (Thornbury, 2005)

Drilling	Techniques	YES	NO
	Imitating words, phrases, and whole utterances	√	-
	Repeating words, phrases, and whole utterances	√	-
	Memorize certain words	-	√
	Mimic repetition	-	√
	Focus on accuracy	√	-

Dialogue Practice

According to (Thornbury, 2005), dialogue practice has a long history in language teaching, which is unsurprising given that language is fundamentally dialogic in its use, and with a little creativity, any grammatical structure or lexical area can be used to work into dialogue. Dialogue exercises can also assist in shifting the emphasis away from teacher-led classroom interactions.

Table 1. Technique of Dialogue practicing

Dialogue Practicing	Techniques	YES	NO
	Students pair up with their friend	√	-
	Students practice the dialogue on topics given by the teacher	√	-

DISCUSSION

First, (Thornbury, 2005) discusses drilling appropriation strategies. Drilling is a strategy for improving pronunciation that involves imitating and repeating words, phrases, and even whole sentences. Drilling is a linguistic technique used to introduce new language items to your students by asking them to repeat the model provided by the teacher. This strategy is used to imitate and repeat words, phrases, and even entire speeches in learning, known as drilling and chants. In this strategy, the teacher used drilling and chants to teach speaking, which he or she always used when writing and explaining about the material of numbers, the names of the days, and months. Students were then asked to imitate according to the teacher's instructions.

As stated by (Thornbury, 2005), there are several techniques for drilling and chanting: First; imitate words, phrases, and whole utterances. Second; repeat words, phrases, and whole utterances. Third; memorize certain words; fourth, mimic repetition; and fifth, focus on accuracy. The teacher only uses three of these strategies: imitation of words, phrases, and whole utterances, repetition of words, phrases, and whole utterances, and emphasis on accuracy.

According to the table above, some techniques were used when implementing the drilling strategy. Here's an excerpt from an interview with the teacher about implementing this strategy.

Based on the teacher interview. *"The drilling strategy is implemented by teaching students how to properly speak," and this is repeated until the child can accurately imitate. Following that, students are informed as to whether the material they are studying corresponds to what concept. Well, the material being studied is based on the concept of role-play and uses a theme that I have prepared, such as vaccinations. The teacher divides the class into two groups: vaccine officers and patients.*

Based on the interview above, the teacher begins by writing the materials on the whiteboard and explaining them before asking each student about their birth date and month. As a result, students accurately imitate the teacher's words. After all of the material has been written and the teacher has been asked, she begins to drill word by word, accurately. The teacher reads and pronounces it correctly, which the students imitate. Drilling allows the teacher to challenge students to become more comfortable with certain vocabulary and isolate specific phrases or utterances by asking students to imitate. Another example of a drilling strategy used in class by the teacher was to drill the material from the previous meeting or the vocabulary learned in the previous meeting. As a result, students can remember previously learned vocabulary.

Drilling, as stated by (Thornbury, 2005), drilling is a strategy for improving pronunciation that involves imitating and repeating words, phrases, and even wholes. Drilling has some advantages over other teaching strategies, such as increased reading comprehension and vocabulary. The definition and researchers' findings are the same. Even though the teacher didn't use full English in the teaching and learning activity. According to the teacher's interview, she frequently used this strategy because students are easier to comprehend. Students also become more engaged in the speaking class.

Dialogue practice has a long history in language instruction, which is not surprising given that language is inherently dialogue-based and that, with a little ingenuity, any grammatical structure or lexical region may be utilized to bring into dialogue (Thornbury, 2005). Dialogue practice can help pupils enhance their interaction skills. Typically, the teacher instructed students to practice discourse. That is used while discussing the vaccine's implementation. The kids then memorized the dialogue for a few minutes, following the teacher's instructions. After memorizing the dialogue, students rehearse it in front of the class in pairs with their friends.

The researcher interviewed the English teacher about the dialogue practices: *"I look for topics that I believe are dear to the students' hearts and that they have researched concerning the topic I've chosen. So, earlier in class, I always used the theme of vaccines; that already covered all the material I taught."*

(Thornbury, 2005) stated that there are two techniques for dialogue practice: students pair up with a friend and practice dialogue on topics assigned by the teacher. The teacher employed both dialogue practice techniques. This is an additional strategy in the dialogue as described in the first technique. According to the first technique, when teaching speaking, the teacher always divides students into pairs with their peers. The teacher divides the class based on their attendance. There are two types of practice students: vaccine doctor and vaccine patient.

First, the teacher prepares the topic for dialogue practice. The teacher then explains to the students how to pronounce, interpret, and fill in the blanks in the dialogue. The teacher gives an example of dialogue practice. *Teacher: "Because students still cannot have a dialogue. So, I prepared the dialogue and then exemplified it. like what to ask and what to answer. After that, students are given time to practice first, following orders. like some students oversee being patients and vaccine workers. Then they pair up with their friends. After working in pairs, students practice the dialogue and write down the results of the dialogue. Finally, the student confirms to the teacher the results of the dialogue."*

According to the interview above, the teacher engages the students in dialogue because the majority of them are still unable to communicate. As a result, the teacher provides an example of a dialogue, which the students fill in with their own.

Table 2. Dialogue practicing material

<p>Nurse: Good Morning Patient: Good Morning Nurse: What is your name? Patient: My name is ... Nurse: How old are you? Patient: I am ... years old Nurse: When were you born? Patient: I was born ... Nurse: What is your phone number? Patient: My number is.....</p>

After the activity, students were instructed to write in their respective books. Students were asked to practice the dialogue in pairs for ten minutes. The final step is for students to come forward and practice their dialogue. The teacher then checks their answers and leads a group discussion about the material and sentence pronunciation. Throughout the discussion, the teacher guided the students' pronunciation, vocabulary, and grammar. In short, the teacher's strategy has made students more engaged in learning to speak in class. Then, this strategy was considered to be effective in assisting student learning. It can also help students overcome their anxiety and fear of learning by allowing them to have fun while learning. As a result, the strategy may inspire them to pursue further education in public speaking skills.

CONCLUSION

Based on the research findings about the teacher's strategy in teaching speaking, this study can be concluded with the following findings and discussion: The teacher uses two strategies: drilling and dialogue practices. Firstly, drilling implementation strategies include students imitating, repeating, and focusing on material accuracy. The first technique, imitating words, phrases, and whole utterances, teaches students to imitate the teacher's words based on the topics covered in class. This study's topics or materials include the names of days, numbers, and months. Here, students imitate all of the teacher's words. Following that, students are asked to go over the material together in class. Such as repeating topic-related material. The teacher then discusses and corrects some of the students' pronunciation errors. This strategy can help students improve their pronunciation. As a result, students are expected to correctly imitate and repeat.

Secondly, there are two techniques for implementing dialogues: students pair up with a friend and practice dialogue on topics assigned by the teacher. The teacher employed all techniques of the dialogue practice strategy. The topic of vaccines was discussed during practice dialogues. The teacher divides the students into two groups: vaccine workers and patients. The teacher then conducts a dialogue and practices it. The implementation of the teacher's strategies is very appropriate for students in the seventh grade of junior high school. Students are more vocal in class, although they continue to use a variety of languages. However, they are very comfortable speaking up and are not afraid to make mistakes. When students make mistakes, the

teacher corrects them. That strategy can make students more understanding and active in class because the teacher encourages them to speak up more when teaching English. Using these strategies to teach English can help students improve their speaking skills, particularly vocabulary and pronunciation.

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