

Students' Responses Towards the Teachers' Strategies in Teaching Speaking In Tenth Grade At SMA Negeri 2 Parepare

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ABSTRACT

In learning English, students tend to encounter issues with limited vocabulary and grammar, accuracy of pronunciation, fear of making mistakes while speaking, and other problems. These occurrences are influenced by several factors, one of which is the teacher's strategies. By employing suitable strategies aligned with students' needs and desires, the attainment of learning objectives can be facilitated. The objectives of this study are to investigate the strategies employed by English teachers in teaching speaking skills, and to determine the students' responses to the strategies utilized by the teacher in teaching speaking skills.

The research design employed in this study is qualitative descriptive research. The subjects of this study consist of tenth-grade English teachers and students of class X Mipa 1 in SMA Negeri 2 Parepare. The researcher selected only one tenth-grade English teacher and 15 students from class X Mipa 1 as participants. Data for this research was collected through questionnaires administered to the students and supported by interviews conducted with the teacher to ensure balanced results. The collected data was analysed using Miles and Huberman's theory, which includes data reduction, data display, and drawing conclusions. Furthermore, to establish the validity of the data, this study employed methodological triangulation.

Keywords: Teaching strategies, Student response, Speaking

ABSTRAK

Dalam pembelajaran Bahasa Inggris, siswa sering menghadapi tantangan terkait dengan keterbatasan kosakata, tata bahasa, ketepatan pelafalan, takut membuat kesalahan saat berbicara, dan kesulitan lainnya. Tantangan ini dipengaruhi oleh berbagai faktor, dan salah satu faktor yang signifikan adalah strategi yang digunakan oleh guru. Dengan menerapkan strategi yang efektif yang sesuai dengan kebutuhan dan preferensi siswa, pencapaian tujuan pembelajaran dapat difasilitasi. Dalam konteks ini, peneliti melakukan analisis terhadap strategi yang digunakan oleh guru Bahasa Inggris dalam mengajar keterampilan berbicara dan mengevaluasi tanggapan siswa terhadap strategi tersebut di kelas sepuluh SMA Negeri 2 Parepare. Tujuan dari penelitian ini adalah untuk menyelidiki strategi yang digunakan oleh guru Bahasa Inggris dalam mengajar keterampilan berbicara dan menentukan tanggapan siswa terhadap strategi tersebut.

Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Subjek penelitian melibatkan guru Bahasa Inggris kelas sepuluh dan siswa kelas X Mipa 1 di SMA Negeri 2 Parepare. Peneliti memilih satu guru Bahasa Inggris kelas sepuluh dan 15 siswa dari kelas X Mipa 1 sebagai partisipan. Data untuk penelitian ini dikumpulkan melalui kuesioner yang diberikan kepada siswa dan didukung oleh wawancara dengan guru untuk memastikan hasil yang seimbang. Data yang terkumpul dianalisis menggunakan teori Miles dan Huberman, yang melibatkan reduksi data, tampilan data, dan penarikan kesimpulan. Selain itu, untuk menetapkan validitas data, penelitian ini menggunakan triangulasi metodologis.

Hasil penelitian menunjukkan bahwa guru Bahasa Inggris menerapkan berbagai rencana, metode, pendekatan, dan aktivitas yang dirancang untuk mencapai tujuan pembelajaran. Metode tersebut melibatkan diskusi, permainan peran, bercerita, dan melengkapi cerita. Strategi-strategi ini membantu membuat siswa lebih aktif dan antusias dalam belajar berbicara Bahasa Inggris. Strategi pengajaran mencakup penggunaan strategi kerja kelompok, penggunaan bahasa yang mudah dipahami oleh siswa, memberikan banyak interaksi atau pelatihan dalam keterampilan diskusi, dan mendorong siswa untuk berkomunikasi dalam bahasa target. Strategi-strategi ini dapat efektif menjaga motivasi dan kepercayaan diri siswa. Selain itu, tanggapan siswa terhadap strategi yang diterapkan dalam belajar berbicara menunjukkan peningkatan keterlibatan dalam diskusi kelas dan kegembiraan yang lebih besar dalam belajar Bahasa Inggris, yang disebabkan oleh bantuan guru yang konsisten dalam memahami pelajaran.

Kata Kunci: Strategi pengajaran, Tanggapan siswa, Berbicara

Introduction

Each learner studying a language, including English, should acquire four language skills (listening, speaking, reading, and writing). According to Bakers (2003:4), each of the four talents has its own purpose in a language, with speaking being one of the most essential. According to Bailey (2005:2), the definition of speaking is a productive speech talent Ratna Sari and Zainil 2020).

According to Lazaraton (2001), quoted in Celce-Murcia, (2001:103), the most challenging feature of spoken English is that it is virtually always achieved via contact with another speaker. This implies that there are a number of concurrent demands: watching and comprehending the other speakers; considering one's own contribution; creating that contribution; monitoring its impact; etc. To overcome the problems of teaching speaking, language instructors must be able to develop and implement specific techniques to meet the objectives of language acquisition and instruction for speaking proficiency Marleni (2019).

The purpose of studying English is to allow pupils to develop language abilities, one of which is speaking. According to Richards and Renandya (2000), humans utilize speech to issue instructions and get things done. It implies that when a student wants to transmit his point, he must talk in order for it to be effectively communicated. In speaking, vocabulary, grammar, and pronunciation must be learned. It is necessary for kids to learn to speak with fluency and accuracy. The teaching tactics for this speaking ability cannot be disregarded as a component that influences the teaching and learning results. The teaching tactics of teachers are crucial because they may help pupils speak English fluently. To do this, English instructors may use a variety of instructional tactics throughout the teaching and learning process. The tactics used should be based on the requirements and interests of the pupils. Teaching methods in speaking activities are crucial to overcoming pupils' speaking issues Anggraeni, widya, wahibah (2020).

Teaching is the process of imparting knowledge about a subject that will be learnt by the pupils. The objective of the teaching-learning process is to impart information and comprehension skills to pupils. To meet the aim of teaching, the instructor must be innovative in selecting instructional materials and procedures that make it easier for pupils to comprehend the information Iksan & Dirham (2018). The role of the teacher is also very important to the success of the learning process Anggraeni, widya, wahibah (2020).

Many language programs place a strong priority on the teaching of speaking, and teaching tactics cannot be dismissed as a factor impacting the teaching result. Also, to get the results you want, the ways you teach English skills should be different for each skill.

Both instructors and students have ways of teaching or improving pupils' speaking ability while studying English. According to Reiser and Dick (1996), instructors may accomplish teaching-learning goals using a variety of instructional styles. According to Cole (2008), the responsibility of a teacher is to create effective plans/strategies to meet the educational requirements of students with the goal of communicating using the language being learned. When teaching speaking, students need a teacher who will help them achieve their goals. For example, they need a teacher who will push them to use correct pronunciation, make them feel more confident, and make them practice every day Purwaningsih, Wijayanto, and Ngadiso (2019).

Speaking is one of the most crucial English abilities. It may be improved by using it to communicate with native speakers of the desired language. According to Ur (1996:120), speaking is the most crucial of the four talents (listening, speaking, reading, and writing). Speaking is the process of creating and receiving information-containing language that facilitates interaction. In teaching speaking, the English instructor faces a variety of challenges. Therefore, the instructor must use this approach for teaching speaking. The tactics must be tailored to the needs of the pupils Saliha (2017).

This study only focuses on the teacher's strategies in teaching speaking and students' responses to the strategies applied by the teacher. Some pupils, particularly senior high school students, speak English in regular conversation only rarely. They often utilize their native languages both in and out of the classroom. Several factors contributed to this: the pupils lacked experience speaking English; they feared making errors; they lacked confidence; and they were unable to sustain conversation. To resolve these issues, instructors must devise an acceptable method or technique for encouraging students to speak.

Regarding the teaching of speaking to students at the senior high school level, instructors must treat students fairly, impartially, and with respect, since pupils need a responsible adult in control of the classroom Rowley and Hart, (1998); Brown (2001). Moreover, the opinions of others might affect their performance Brown (2001). Therefore, it is proposed that instructors use methodologies for teaching speaking in line with this study, which focuses only on teacher strategies for teaching speaking to SMA Negeri 2

Parepare pupils. Some pupils, particularly senior high school students, speak English in regular conversation only rarely with the features and degree of competence of their pupils and offer active-learning resources for teaching speaking utilizing a variety of accessible media Khairuzzanila (2021).

There were some related research findings about teachers' strategies in teaching speaking in the classroom among the students in tenth grade at SMA Negeri 2 Parepare, Handayani (2019) This research was qualitative method the techniques of data collection used observation, interview, and documentation. In this research, the teacher and the students of SMP N 1 Balong were as subject of the research and the sources of the data. There are many kinds of strategies that can be applied by teacher in teaching speaking. The strategy for teaching greatly affects the students' understanding in a process of learning. The main purposes of the research are: (1) to describe the strategy used in teaching speaking (2) to reveal the function that influence teachers choose that strategy. The findings showed that: first, English teachers in SMP N 1 Balong use various strategies to improve students' speaking abilities, because this is the main goal in learning English. Some of the main strategies most often used by English teachers in SMP N 1 Balong to improve students' speaking skills are role play, drilling, outdoor activity, and direct strategy.

Farida (2020) The research finding that the teacher strategies in teaching speaking skill at eleventh grade of MA. Ibtidaussalam, it can be seen from some of the brainstorming, discussion, simulation, and role play. This strategy very helpful it can be look from that observation the students would be active in the class and that strategies also could be improve their final scored. The problem or difficulties that the teacher finds in improving students speaking skill at eleventh grade of MA. Ibtidaussalam, it is consisting of two problems; (a) Teacher's difficulties in enriching students' vocabulary, (b) Teacher difficulties in increasing students' self confidence in speaking English in front of public.

Andini (2018) The researcher conducted the research in during school hours speaking English on January 2018 the population of this research is the first-grade teacher at SMA Education 21 Pekanbaru the researcher used total sampling technique to be sample. The participant in this research was one teacher. There were 6 speaking strategies used in teaching speaking in SMA Education 21, namely jigsaw, role play, discussion, visualization strategy, small group discussion and board games. All of them are group work leaning activity. In jigsaw the students were asked to do group work in completing information, in role play the students are as to perform like other profession, and the last discussion in

sharing ideas, questions and answer through the group work, visualization is creating image while speaking, small group discussion is working in group to solve problem and Board games are often used as short warm-up activities or when there is some time left at the end of a lesson.

Maya (2018) This study revealed that according to the theory from Kayi (2006), there are some strategies in teaching speaking used by the teacher such as: discussion, brainstorming, information gap, role play, simulation, interview, reporting, speech, story completion, picture describing, picture narrating, find the difference, and playing card. From fourteen strategies, the teacher used only three strategies that is appropriate with the material for eleventh grade in kelas lintas minat, namely: discussion, information gap, and brainstorming. Discussion and information gap strategies were the most frequently used in teaching speaking. Those strategies were effective to promote the students' speaking ability.

Mitra (2018) The research finding that teacher strategies were storytelling, role playing, exercises and creative tasks. The strategy can help students to be more enthusiastic and confident in learning to speak English. Teaching material strategy, teachers used several strategies that are fairy tale styles, using text scripts, watching videos and learning outside the classroom. Such strategies can help their students to be confident and motivated. Then, the students' response to the teacher's strategy that they are more active in speaking class and enjoy learning English especially speaking practice although there are still some that have not been smooth. This research can give good and effective contribution in teaching speaks English for junior high school students equal. Furthermore, the strategy also helps teachers achieve the goals of the teaching and learning process and improve their knowledge and skills in speaking English.

Method

Descriptive research approach is well-suited to achieve the aims of this study as it aims to depict variables without establishing relationships or measurements to determine the effectiveness of one variable on another. Nurhafina (2022) qualitative research involves a thorough examination of a particular issue. This study delves into the problem by exploring the experiences and thoughts of participants through in-depth interviews.

The researcher utilizes several methods to gather data, including questionnaires, interviews, and documentation. Subsequently, the collected data will be analyzed using

qualitative descriptive analysis. By doing so, the researcher will gain a comprehensive understanding and conduct a more in-depth examination of the strategies employed by English language teachers in teaching speaking and the students' responses to these strategies.

This research is conducted in the tenth-grade MIPA 1 class at SMA Negeri 2 Parepare. The researcher chose this particular class for the study because it is considered an exemplary class compared to other tenth-grade classes. Therefore, the population of this research includes the English teachers of the tenth-grade and the students of MIPA 1 class. To select the sample, the researcher used a random sampling technique. Out of the 34 students in the MIPA 1 class, the researcher selected only 15 students, and one English teacher from the tenth-grade class, making them the respondents for this research. Data collecting are Questionnaire, Interview, and Documentation. The data analysis technique used by researchers in this study refers to the data analysis model of (Miles & Huberman, 1994), there are three actions for data analysis in qualitative descriptive research.

Results and Discussion

There are two research questions that need to be answered in this study. The first question is what strategies are used by English teachers in tenth grade at SMA Negeri 2 Parepare. The second question is how students respond to the strategies implemented by English teachers in tenth grade at SMA Negeri 2 Parepare. Questionnaires are used to collect data on students' response to the strategies implemented by English teachers in tenth grade. Interviews are used to collect data on the strategies used by English teachers in tenth grade

1. The strategy used by the English teacher in teaching speaking

The researchers have discovered that English language teachers employ various different strategies to achieve success in reaching a goal. Learning strategies are learning activities conducted by teachers and students with specific procedures, effectively and efficiently organizing the components of learning implementation, towards the objectives of learning Panggabean et al., (2021). As outlined in the theory by Panggabean et al. (2021), these strategies include: establishing specifications and qualifications for learning objectives by changing the behaviour and personal profiles of students, considering and selecting the most effective learning approaches, considering and determining appropriate

steps or procedures, methods, and learning techniques, establishing norms and minimum success criteria, and standard success criteria.

The first aspect is establishing specifications and qualifications for learning objectives by changing the behaviour and personal profiles of students. Based on interviews with English teachers, the first thing they do to teach speaking is preparing teaching materials, including books, visual media, and assignments, to ensure that the content to be delivered is effectively conveyed in accordance with the lesson plans that have been prepared. Additionally, teachers need to speak in a structured and directed manner, demonstrating confidence and the ability to speak in front of students. They strongly agree that the implementation of the learning process should be based on the lesson plans (RPP) and syllabus to support the achievement of learning objectives. Furthermore, they determine the level of students' achievement in speaking, such as in the case of introducing oneself. In this speaking activity, students talk about themselves and are expected to introduce themselves confidently in front of the audience. Their performance in this aspect is crucial in assessing their ability to effectively introduce themselves.

The second aspect is the selection of the most effective learning approach. Based on interviews with English teachers, they prefer to use the scientific approach, which is a learning model implemented in the K13 curriculum. This approach incorporates scientific methods in the learning activities, with a focus on student-centered instruction. The aim is to develop students' capabilities in critical, scientific, and analytical thinking.

The third aspect is the determination of appropriate steps or procedures, methods, and learning techniques. Based on interviews with English teachers, several practices are implemented. First, it is important to prepare quality teaching materials that can capture students' attention and make the learning process more effective. Grammar should not be the sole focus, as the purpose of the learning process is to encourage students to express themselves and maintain their interest in learning English. Next, there should be a focus on practice, particularly by incorporating more opportunities for students to engage in speaking English during English class. Using simple conversations initially can help students become fluent in English more quickly, as the supportive environment encourages each student to practice. Additionally, employing suitable learning methods is essential. For instance, group discussions, games, role-playing, or dialogues can be used to sharpen students' English skills. The subjects taught through these methods should be enjoyable and easily understandable for students. According to Asmayanti Maya (2016) in her research

on Teacher Strategies in Teaching Speaking, she also used the same strategies, which can make students easier and more effective in improving their speaking abilities. In this study, there were similarities in the descriptive qualitative approach.

The last aspect is the establishment of norms and minimum success criteria and standard success criteria. Based on interviews with English teachers, they agree that not all students can achieve the expected success targets set by the teachers. However, some students have already met the minimum success criteria, especially those with good pronunciation and grammar, which might be a result of their foundation from middle school or language courses. On the other hand, there are still some students who lack proficiency in grammar and vocabulary. In addition, teachers continuously evaluate students by assigning tasks, such as requesting them to watch YouTube videos with native speakers to observe correct pronunciation. This enables students to gain a deeper understanding and realize the proper way of pronunciation. According to Muhlisin Mitra (2018) in his research on The Teacher's Strategies in Teaching English Speaking, he also employed similar strategies. These strategies help students become more enthusiastic and confident in learning to speak English. Furthermore, teaching strategies include storytelling, the use of script texts, video watching, and out-of-classroom learning, which all contribute to enhancing students' confidence and motivation. This research applies a descriptive qualitative approach, and similarities are found in both studies.

2. Students respond to the strategies applied by the teacher

The following data represents an analysis obtained from questionnaire responses given to students. From the students' questionnaire responses, it was found that they have a strong liking for the English language and the teaching strategies employed by their teacher in speaking classes. As a result, they provided varying responses for each item, indicating the need for a thorough analysis of the data collected through the questionnaire responses.

The students mentioned that the teacher explains the lessons using a combination of languages in the classroom. This is done to facilitate their understanding of the content being discussed effectively. They explained that the teacher uses the Indonesian language to help them comprehend the material, while speaking English to familiarize them with the language. They also stated that the teacher delivers the lessons in an interesting, enjoyable, and easily understandable manner. Consequently, they feel more engaged and enjoy the lessons, which encourages their enthusiasm for learning English. Furthermore, the teacher

presents the material in a way that is easily comprehensible to the students by providing examples.

From the information they provided, it is evident that their teachers always assist them when they encounter difficulties in understanding the material. Challenges arise when the teachers explain the subject matter in English due to limited vocabulary. In this context, the researchers can assess that students' difficulties can be overcome by continuously practicing and improving their vocabulary, as mentioned in Andini (2018), in her research which identifies five linguistic components that determine speaking ability: pronunciation, grammar, vocabulary, fluency, and comprehension. Furthermore, the teachers also aid students who struggle with vocabulary pronunciation by enunciating the words clearly. They emphasize that the teachers always give students the opportunity to ask questions if they don't understand something, ensuring that those who need more help do not feel inferior to their peers who may have grasped the material earlier.

Additionally, they mentioned that teachers also employ various media and tools when necessary during their teaching. These include LCD/projectors, laptops, smartphones, speakers, and others. The use of these media aids in fostering their enthusiasm for learning English. They further state that they are motivated by the teaching strategies used by their teachers. This motivation stems from the constant encouragement and support provided by the teachers, which inspires them to master the English language. This aligns with the findings of Hamzah's research (2019), which emphasizes that involving students in their own learning process while they strive to improve their spoken English is crucial for enhancing pronunciation. Furthermore, teachers assign tasks to assess their students' comprehension of the material. However, they do not take students outside the classroom for learning activities, such as visiting the library or parks. It is noteworthy that if students were engaged in such out-of-classroom experiences, they would experience a refreshing environment and avoid boredom and monotony associated with learning solely within the confines of the classroom.

Conclusion

This research aims to investigate teachers' strategies and students' responses to English teachers' strategies in teaching speaking at SMA Negeri 2 Parepare. Based on the research findings, several conclusions can be drawn as follows:

The first strategy employed by English teachers in teaching speaking is preparing various materials from different sources. They must align the delivered materials with the lesson plans and syllabus, and then assess the students' proficiency levels in speaking. Different materials are used to cater to varying student qualifications that need to be achieved. The second approach used is the scientific approach, which is a teaching model implemented in the K13 curriculum. The method involves scientific techniques in the learning process, with a focus on student-centered activities. The goal is to enable students to develop critical, scientific, and analytical thinking skills. Furthermore, the third strategy includes various implementations such as the preparation of quality teaching materials to engage students effectively. Teachers are encouraged not to solely focus on grammar but also encourage students to express themselves confidently and maintain their interest in learning English. Different teaching procedures are utilized depending on the method, including role-play, storytelling, and dialogues in the teaching process. Lastly, English teachers set standards and minimum criteria for success and continuously evaluate students' learning outcomes, especially in speaking. If students do not meet the target, teachers and students can provide feedback to improve the applied teaching strategies.

Regarding students' responses to the strategies employed by English teachers in the tenth-grade class, the overall feedback is highly positive. Students greatly appreciate the speaking teaching strategies implemented by their English teachers based on various aspects covered in the previous chapter. The strategies employed by teachers encourage students to actively participate and enjoy English lessons. As a result, students are motivated to learn English and gain confidence in speaking the language.

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