**TEACHERS’ STRATEGIES IN TEACHING SPEAKING TO TENTH GRADE STUDENTS AT SMK NEGERI 3 MEDAN**

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# ABSTRACT

This research is about teachers strategies in teaching speaking to tenth grade students at SMKN 3 Medan. The aims of this study are (1) to analyze the strategies used by English teachers in teaching speaking to tenth grade students, and (2) to find out the difficulties by teachers in implementing the strategy to tenth grade students. The subject of this study were two English teachers at SMKN 3 Medan. This study used descriptive qualitative research. Research data collection was done by observation, video recording and interviews. The result of this study are, (1) The first teacher applied the strategies in teaching speaking, namely question for understanding, showing and telling, students working together, plenty of practice and flexible time. The second teacher applies showing and telling, plenty of practice, flexible time and students working together. The two English teachers did not apply clear lesson goals, summarizing, providing students with feedback, teach strategies not just content, and nurture metacognition. It is known that the two English teachers of ten grade students in SMKN 3 Medan have not implemented the ten strategies in teaching speaking process. (2) it was found that both teachers had difficulties in implementing the strategies in teaching speaking. The difficulties faced by the two of teachers are the same, namely inhibition, nothing to say, low in participation and mother tongue use.

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**INTRODUCTION**

English is one of important international language that can connect people in the world including of education aspect. As we know, all of the school make English as compulsory subject from elementary school to high school. Even at the level of higher education, all students must test English courses for one or two semesters even though the disciplines are not related to English. It means that is important of mastering a foreign language especially English.

In learning English, there are four skills that should be mastered by students including reading, listening, writing, and speaking. Reading and listening considered to receptive skills as the learners do not show their talent in exhibiting these skills without producing anything meanwhile writing and speaking as productive skills as the learners produce language. (Parupalli Sranivas Rao, 2019)

Chastain (2004) defines speaking is a productive skill since it produces ideas, messages, and suggestions and it needs to be practiced. It means speaking is the process of verbally exchanging information, ideas, feelings, and opinions to others. Students must listen to the interlocutor then speak alternately because speaking is not something written but speaking is spontaneous to show the student's idea orally. Brown (2001) stated that oral communication competence or speaking skill is a goal of English learning.

Geoffrey Aondolumun Ayua (2017) stated that Teaching refers to all the processes and activities designed to impart knowledge, skills, and understanding at all levels of education. Broadly and simply put, it is causing people to learn. So, in the school, a teacher guides the activity in the class. Speaking is one of important skill because it is needed in daily life for communication easily. To share these ideas, the skill we must master is to speak. Moreover, Ur (1996) confirms that speaking is the most important among other language skills because good speakers are people who know the language well as if all other language skills are included in speaking skills. For instance, speaking could affect the writing skill since speaking is required to production which is regarded as the last phase of language learning process while writing is just reflection of the comprehension that can be accepted easier (Elvita & Indrasari, 2017).

This research took a dialogue from the informal interview for preliminary data. Based on the result of the research interviews are as follows:

R: In learning English, do the students have difficulty in speaking?

T: Yes, they feel afraid and not confidence

R: What did you prepare before teaching speaking?

T: I prepare lesson plan and strategies to increase their speaking skill.

Based on informal interview above with English teacher at SMK Negeri 3 Medan where the study was conducted, the teacher faced the problem that must of students difficult in discussion and conversation when the speaking class. They are afraid to answer the question from the teacher. Most of them feel unconfident and don’t have high motivation in speaking activity. This becomes a challenge for an English teacher to create a pleasant classroom situation and grab the attention of students as learning progresses. Teachers can make students more confident and able to speak fluently through given teaching strategies. The strategies for teaching the English skill should be made appropriate for each skill in order to attain to expected outcomes (Syafriza, 2017). The students need suitable strategy in gaining the materials from the teacher.

Strategies in speaking can assist students improve their fluency and accuracy in speaking. Aswan et al (2010) stated that teaching strategy is a teacher’s plan in teaching and learning process to achieve a purpose which have planned. In other word, teaching strategies are approaches to teaching students. The teacher have to apply the strategy to balance between the method which the teacher’s used and the way of the teacher’s used to applied the material. Therefore, teachers must be able to liven up the class situation and build communication relationships with students to make the learning process better.

Each teacher may apply different strategies to improve students speaking skills. After practicing the strategies, teacher can see how the students’ understanding in learning language and can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom a milleu for the realization of successful strategies (Brown, 2000:131).

During teaching speaking, according to Killian (2015) teacher needed most of teaching strategies for speaking skill. The strategies are as follows setting clear lesson goals, showing and telling, questioning, summarizing, plenty of practice, providing students with feedback, flexible time, students working together, teach strategies not just content, nurture meta-cognition.

According to Brown and Yule (1999), strategies used by teachers are important to achieve learning goals, this affects the existence of teaching and learning and students' skills in speaking are the key to success in learning the language. Students can be said to be successful if they are able to meet the points in speaking activities.

Characteristic of successful speaking activity was the first, learners talk a lot. It means students can talk a lot about their ideas without fear. Second, participation is even, it means students can respond with their interlocutor so that students not only listen but also give their opinions. Third, Motivation is high, it means students provide motivation to themselves that they are able to give their opinions or ideas with confidence. Usually, this happens because students are interested in the topic being discussed so they want to contribute to the learning process. The fourth, Language is of an acceptable level. It means students can speak English with sentences that are easy for the interlocutor to understand (Penny Ur, 1996 : 120).

In this research, teachers have an important role in providing strategies in teaching speaking in order to get the best results. In the process of learning English the teacher becomes the main source to provide effective strategies for students. A teacher has an important role to play in improving a student's speaking skills. It is possible with teachers to provide appropriate strategies; students get the best results.

Looking from the success of students speaking, the teacher has an important role to provide the best teaching strategy. Thus, this research is important to be conducted. It is because, the main source for providing strategies to students is a teacher. It means that, the teacher has the responsibility to provide the best teaching strategy and make the students can speak English. Based on the above descriptive, it is necessary to observe the teachers’ strategies in teaching English. Therefore, the researcher interested in conducting a study entitled Teachers’ Strategies in Speaking to Tenth Grade Students at SMK Negeri 3 Medan.

Based on the explanation above, the research problems were formulated into the following questions:

1. What are the strategies used by English teachers’ in teaching speaking to tenth grade students at SMK Negeri 3 Medan?
2. What are the difficulties faced by teachers’ of SMK Negeri 3 Medan in implementing the strategy to tenth grade students?

**METHOD**

The researcher utilized a descriptive qualitative method to analyze the strategies in teaching speaking to tenth grade students at SMK Negeri 3 Medan. The researchers utilized this qualitative approach because the researcher is interested in learning what happened in the actual speaking classroom, particularly in English class. A researcher might interview two teachers about the strategies and difficulties in teaching speaking. The data were collected by observation and interview.

# FINDINGS

Based on data analyzed, the findings are summarized as follows:

* + 1. In the first findings, the first teacher apply question for understanding, showing and telling, students working together, plenty of practice and flexible time. Meanwhile, the second teacher applies the showing and telling, plenty of practice, flexible time and student working together. However the strategies in teaching and learning process is still not optimal, because the ten strategies from killian that has been prepared is not appropriate and the teacher has not been able to develop a strategy effectively. Thus, it is known that the two English teachers of tenth grade student in SMKN 3 Medan have not implemented the ten strategies in teaching speaking effectively and maximally.
    2. The second findings, the difficulties faced by the English teachers in implementing strategies in teaching speaking to tenth grade students in SMKN 3 Medan, namely inhibition, nothing to say, low participation and using the mother tongue. The difficulties faced by the first teacher in applying the strategies in teaching speaking are inhibition, nothing to say, low participation and using mother tongue. Meanwhile, the second teacher had difficulties in applying the strategies, namely inhibition, nothing to say, low participation and using mother tongue use.

Based from the purpose of this study is to found what strategies did applied by teachers in teaching speaking, the results of researchers through class observations and interviews with teachers show that she was carried out the learning process using the Killian 2015 strategy. However, some strategies have not been well applied.

Compared to the relevant studies related to this strategy, the teacher provides increased speaking practice to students through quiz or games that they know and enjoy it. Meanwhile the result of relevant studies were roleplay and drill strategies applied in junior high school but this study informed that these strategies were applied in vocational high schools and might be a reference for teachers teaching English in junior high schools.

For the difficulties based on the research according to the interview T1 and T2 faced difficulties in teaching speaking to ten grade students at SMKN 3 Medan. When the teacher answered the interview question most of the answered is the students don’t have a lot of vocabulary and then they feel afraid to speak or give participation in the class.

The student not say anything because of they did not brave in speaking English and mostly use Indonesian language in classroom. The difficulties faced by the two teachers did in inhibition, nothing to say, low participation and mother tongue use. However, it is known that the solution to the difficulties experienced by the teacher comes back from the teachers way of increasing students interest in learning English.

# CONCLUSIONS

Based on the research findings and discussion, the researcher got the answer about the research problems related to teachers strategies in teaching speaking to tenth grade students at SMK Negeri 3 Medan, the conclusion that described as followed:

1. Based on the data, there are strategies used by English teachers in teaching speaking applied five from ten strategies by Killian’s theory. The strategies in teaching and learning process was not optimal because the ten strategies is doesn’t work properly.
2. There are four difficulties faced by English teachers in implementing the strategies at SMKN 3 Medan. There were a suitable faced by the two teachers in applying the strategies in teaching speaking according to Fareh’s (2010). There is some possible solution to solve the difficulties those are the teachers must walk around among the students and the teacher drill the students material continuously until the students understand.

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