

**AN ANALYSIS OF TEACHERS' STRATEGY IN TEACHING ENGLISH SPEAKING
AT SMP ISLAM AL-HAMIDIYAH NW KEDIRI IN THE ACADEMIC YEAR OF
2018/2019**



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Abstract

This research is aimed at finding out the kinds of strategies and the strategies mostly used by the teachers in teaching English speaking. The subjects of this study were the English teachers of SMP Islam Al-Hamidiyah NW Kediri in the academic year of 2018/2019. The data was analyzed qualitatively. The findings showed that the strategies used by the teachers were four strategies. Those were; improving student discussion, forming role play, creating storytelling, and training interview. While the strategy mostly used by the teachers in teaching English speaking was forming role play strategy. The teachers concluded that by applying the forming role play strategy, students became more active in playing a role based on the materials which were given by the teachers and became more confident. Forming role play strategy also made the students became so enthusiastic in learning English speaking and became more active to talk with their seatmates or group.

Key words: Analysis, Strategy, Speaking.

**Analisis tentang strategi-strategi guru yang digunakan dalam
pengajaran bahasa inggris di SMP Islam Al-Hamidiyah NW Kediri pada
tahun ajaran 2018/2019.**

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Abstrak

Penelitian ini bertujuan untuk menemukan macam-macam strategi yang digunakan dan strategi yang paling sering digunakan oleh guru dalam mengajar bahasa inggris. Subyek-subyek yang terdapat dalam pembelajaran ini adalah guru-guru yang mengajar bahasa inggris di SMP Islam Al-Hamidiyah NW Kediri pada tahun ajaran 2018/2019. Didalam menganalisa data, peneliti menggunakan metode kualitatif. Penemuan-penemuan menunjukkan bahwa strategi-strategi yang digunakan oleh guru bahasa inggris dalam pengajaran bahasa inggris terdapat empat strategi. Diantaranya adalah improving student discussion, forming role play, creating storytelling, and training interview. Sementara strategi yang paling sering digunakan oleh guru dalam mengajar bahasa inggris adalah strategi forming role play. Para guru menyimpulkan bahwa dengan mengaplikasikan strategi ini, siswa-siswa menjadi lebih aktif dalam melakoni sebuah peran berdasarkan materi yang diberikan oleh guru di dalam kelas dan menjadi lebih percaya diri. Strategi forming role play ini juga dapat membuat siswa lebih antusias dan lebih aktif dalam berbicara di depan kelas atau dengan teman grup nya.

Kata Kunci: Analysis, Strategy, Speaking

Introduction

Language is one of the most important communication tools to connect one to another. Knowing a language is important because through language people are able to acquire the information that they required and shared information as well. As stated by Watkins (2005:77) “one primary use of language is to establish and maintain the social relationship”... “Language is also use to share or pass on information” therefore knowing language is very important in order to build a relationship among people to share and pass information as well. There are two kinds of language namely spoken and written language. Spoken language is speaking ability which enables the speaker to transfer the information directly and spontaneously, while by written language people share information through writings or transcriptions.

One of the most popular languages in the world is English. Almost all people in the world used English to communicate to one and another, whether spoken or written. English is an important language which used in many areas such as in internet, books, and products. Therefore, English is very important to be learned especially the spoken language. Spoken language is one of important skill in English because through speaking learners could be opportunity to practice grammar, to develop oral fluency, accuracy and used sophisticated features of language into speech. In Indonesia, English is taught from elementary level to university, but the fact that in Indonesia English is taught as foreign language which meant that the area of the language is limited. As stated by Setiyadi (2006:22) “In Indonesia, English is learnt only at schools and people do not speak the language in the society. English is really a foreign language for language learners in Indonesia”. It is inversely than the country which teaches English as the second language such as Malaysia. “In Malaysia, English was gained in the society where the people spoke the language; in Malaysia English was a second language”.

From those information above it was likely to lead to problems in teaching and learning English in Indonesia. The limited area of the language may influence students’ interest in English. Thus, the role of the teacher was very important not only to maintain the class but also to encourage, support and build students’ interest in the subject that he/she taught. Certainly, it is not an easy thing to do by the teacher. The teachers should find the appropriate strategy to apply in the classroom which is suit the learners’ level. There are so many strategies that could be used by the teachers but not all of the strategies could be appropriate and suit the learners’ level.

Actually, students have different ability and also have some difficulties in using English. Therefore, the teachers may know the appropriate strategy to improve students’ interest in learning English. The strategy of teachers is important here in improving students’ speaking ability. The teachers’ strategy determined the students’ result in the following lesson. In addition, the teachers need to have various strategies in teaching and learning process. Reiser and Dick (1996) argue that in achieving teaching-learning goals and objectives, teachers can use the different strategies of teaching. It is correspondingly asserted by Cole (2008) that it is the teachers’ role to provide effective plans or strategies in accomplishing students’ educational needs, whose general purpose is to communicate using the language learning. Thus, a good strategy will make the learning process more interesting and helping the students to understand the materials more easily. Therefore, this journal is focused to carry out the study, entitled: An Analysis of Teachers’ Strategies in Teaching English Speaking.

Review of Related Literature

According to Watkins (2005:76) “Realistic classroom speaking activities can be seen as an opportunity for rehearsing the things learners may want to do outside the classroom, but in safe environment, where mistakes can be learned from, rather than lead to difficulties and embarrassment”.

This can be meant the purpose of teaching speaking at school is to provide students with real-time speaking as the preparation before they began to speak outside of school. The students could practice with their friends or the teachers in the classroom. It could increase students’ confidence which influenced their performance in real speaking situation gave encouragement and helped students to develop oral fluency and accuracy in English as well. Fluency meant instead having the ability to produce reasonably large amounts of language fairly quickly- it is characterized by the ability to ‘keep going’ and being able to get the message across effectively without undue pauses and hesitations. Fluency focused on communication, while, accuracy is the ability to produce language which is relatively free of mistakes, Watkins (2005:83).

Richard (2008: 19) states that the mastery of speaking skill in English is a priority for many second- language or foreign- language learners. Hamalik (2009) states “teaching and learning strategy is whole of procedures that require by both the teacher and students in education activity to achieve a certain goal. Eggen and Kauchak (2012:5) define strategies as approaches to instruction that apply in a variety of content areas and are used to meet arrange of objectives. According to Charnot (2005) in Brown (2007:132) strategies quite broadly as procedures that facilitate a learning task Strategies are most often conscious and goal driven. Another statement from another researcher about strategy is Diaz and Rico (2004) state that strategy is a conscious plan for achieving learning. While, Boundless Education (2014) states a teaching strategy comprises the principles and methods use for instruction ... The goal of a teaching strategy is to facilitate learning, to motivate learners, to engage them in learning, and to help them focus. This statement interpreted strategy as instruction which has principle and methods which could be, not only, to facilitate learning but also to motivate, engage, and help learners. Motivation is very important for students because it is one of establishment for the successful of education. According to Hammer (2007:2 1) students’ motivation breaks into two aspects, namely:

1. Extrinsic motivation is motivation comes from outside the classroom and may be influenced by a number of external factors such as the attitude of society, family and peers to the subject, or the motivation that students bring into the class.
2. Intrinsic motivation is the kind of motivation that is generated by what happens inside the classroom in this could be the teacher methods, the activities that students take part in, other perception of their success or failure.

Leo S (2013) mentions that a teacher is a professional educator, educated, showing high performance, and scientist whose primary job is to transform, develop, and disseminate science, technology and the art through education, research and community service. The idea has actually been stated by the first Minister of Education of Indonesia, Ki Hajar Dewantara who shows three important characteristics of professional teachers. Characteristics selected are (a) Ingngarso sung tuladha (In front, teacher becomes model),

(b) Ingmadyamangunkarsa (In the middle, the teacher is a motivator), and (c) tut wurihandayani (behind, the teacher is a supporters).

Leo (2013) states that there are several strategies in teaching and improving students speaking skill are described as follows:

2.3.1 Improving Student Discussion

By using this strategy, the quiet students are slowly brave to speak even though the students are still stuttering in arranging the correct sentences. In this way, students do not spend time chatting with each other about irrelevant things.

2.3.2 Creating Story Telling

In this activity, students are given a task and are trained to summarize stories or stories they heard from previous people verbally with English. Perhaps, they also make their own stories to tell their classmate. Story telling cultivate creative thinking. It also helps students express ideas in their initial form, development, outcomes, included the characters and set a story should have.

2.3.3 Forming Role play

Another way to improve students' speaking skills is by playing roles. Students pretend that they are in various social contexts and have various social roles. In this role play activity, students are trained to create their own English language drama with very simple themes such as daily learning activities or misbehaving student stories at school. Each class must usually form three groups of drama or English role play to be contested. This role playing activity will turn out to be of great interest to the students because, as Harmer pointed out, they will find the elements of art and entertaining acting.

2.3.4 Training Interview

Students can do interview on select a topics with different people. Exercise as interviewer is usually assigned to students in groups. In each group some are assigned a cameramen and interviewers. It is good idea that teachers give rubrics to students so they know what type of questions will be delivered. Students should prepare their own interview questions, so that this activity provided an opportunity to practice speaking.

Method

The researcher used descriptive method in doing this research. In this research, the study described the strategies used by the teachers in teaching English Speaking at SMP Islam Al-Hamidiyah NW Kediri in the academic year of 2018/2019. In this study, the researcher used observation and interview as the instruments. Both of which were used to get information about the teachers' strategies in learning speaking skill.

As the study aimed to find out the appropriate strategy used by the teachers in teaching English speaking at SMP Islam Al-Hamidiyah NW Kediri, before doing the research the instruments that were needed for this study had been prepared. They were: 1) camera, and 2) list of question of interview for the English teacher at SMP Islam Al-Hamidiyah NW Kediri. In

this case, the research subjects were the two teachers who teach English Speaking at SMP Islam Al-Hamidiyah NW Kediri. They were taken as the population of this study in order to know the strategies that their use in teaching speaking skill. In collecting the data two types of instruments were used by the researcher, observation and interview.

Finding and Discussion

The teachers' strategies were collected through the observation and interview. After doing the observation and interview, the researcher found the data that displayed in the following:

Observation was conducted and facilitated using a camera to take some pictures of each activity in the classroom. The class began at 08.00 until 09.20 the researcher took her seat at the back of the class in order that the presence of the researcher did not disturb the teaching and learning process of speaking. When the English teacher came to the class, the leader of the class led her friends to greet the teacher. The teacher greeted the students back then took her seat.

Before the teaching and learning process began, the teacher led her students to pray and all of the students prayed tidily. After praying the teacher stood up and said "*Hi... How is your life?*" and the students responded the teacher. The teacher checked the attendance list and no student was absent that day. The teacher introduced the researcher who was in the classroom briefly. After that the teacher started to ask some question to the students in order to remind the previous materials that students had learned before and followed by telling the materials that they were going to learn. Some of them answered the questions but the others were just silent. Then the material about "*Asking for Help*" was introduced by the teachers that the students were going to learn. The teacher asked the students about what kind of sentence that they often use for asking someone's help. Then the teacher translated it into English.

The teacher explained about the use of Modal auxiliary such as May I, Could I, Can You, etc. After that the students were asked to give some examples of asking for help. At the first it was difficult for the students to speak and to give the examples of the materials although some of them understood about the explanation. After the few minutes, the teacher pointed out one of the students to give an example of the material and followed by other students. The teacher asked the students, "*Could you like to give an example of asking for help?*", then one of the students answered "*Yes sure, the example is could you like to take my book for me, please?*" The teacher practiced the activity one by one. The teacher used the things in the classroom, like white board, board marker and also the English book as the object for the students to practice the material. But, some of the students did not speak anymore. They were shy and not confident also they were afraid to make mistakes although they understood about the material.

Furthermore, the teacher invited the students to see the example of the dialog in the book. Some of the students were rather confused about how to ask for help, but the teacher more specifically explained about the material. Each of the students had a handout and the students were asked to open the book and read the example of the dialog. Almost all of the students were confused and did not understand with the new words

which were mentioned in the book, so that they needed to open the dictionary all the time. Besides, some of the students who did not bring the dictionary ask to the teacher about the meaning of the words. Because of this, the class became so noisy but the teacher took control of the class quickly.

After all students read the example of the dialog, then the teacher divided the students into a group. The students were asked to work in pair with their seatmates. The students prepared themselves before doing the dialog. Before the students practiced, they were discussing the words that they want to speak and were practicing their dialog together not only practicing the dialog but also they tried to create the storytelling around their story of life. In this activity, the students would take the part of particular person as A and B where person A would ask for help and person B would be someone that asked for help. The researcher observed that the students were interested to practice their dialog and created the storytelling because when they did discussion with their seatmates they were very enthusiastic. After having some discussion, then the teachers pointed out the students to come to the front of the class.

Teachers gave the last activity; it was about training interview, in this activity, students were asked to choose a topic with different people. Exercise as interviewer was usually assigned to students in groups. In each group some were assigned as a cameramen and interviewers. Students should prepare their own interview questions, so that this activity provided an opportunity to practice speaking.

After doing all of the activities in the class, the teacher asked the students about their understanding the material. Furthermore, the teacher asked the students to practice more at home. At the end of the class, the teacher gave the conclusion dealing with the teaching and learning process at the time. Then the teacher gave homework to make some dialog about asking for help based on what they have practiced before. The teacher explained the structure of making the dialog to the students and they were going to practice it on the next meeting. Directly, before closing the class the teacher told the students about the next materials for the next meeting. Finally the teacher closed the class and the leader of the class stood up to greet the teacher then the teacher left the class.

Related to the research questions, after observing the class, it was found that the strategies of the teachers were improving students discussion, creating storytelling, forming role play and the last was training interview.

The interview was done in the teachers' room after the class was over. The teachers were asked the four questions about the teaching and learning process of speaking. Those all questions were related to the strategies that the teacher used in the class during the teaching and learning process.

It can be seen from the table below:

Teachers' interview	Answers
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<p>1. Apa saja strategi yang anda gunakan dalam pengajaran speaking hari ini? (What were the strategies that you used in teaching English speaking, today?)</p>	<p>1. T1: Strategi dalam pengajaran speaking yang saya gunakan hari ini adalah improving student discussion, forming role play, creating storytelling, dan training interview. (In teaching English speaking, the strategies that I used were improving student discussion, forming role play, creating storytelling, and training interview). T2: Strategi dalam pengajaran speaking yang saya gunakan hari ini adalah improving student discussion, forming role play,(In teaching English speaking, the strategies that I used were improving student discussion, forming role play,).</p>
<p>2. Berkaitan dengan strategi tersebut, apa media yang anda gunakan untuk mengoptimalkan pembelajaran anda? (Related to those strategies, what was the media that you used in optimally your teaching?)</p>	<p>2. T1: Media yang saya gunakan adalah real object, benda-benda di dalam kelas sehingga mereka lebih mudah untu kfaham. (The media that I used are the real objects and the things are in the class so the students would understand the lesson easily). T2: Media yang saya gunakan adalah real object, benda-benda di dalam kelas sehingga mereka lebih mudah untuk faham. (The media that I used are the real objects and the things are in the class so the students would understand the lesson easily).</p>
<p>3. Apa saja masalah yang anda hadapi dalam menggunakan strategi tersebut? (What were the problems that you faced in using those strategies?)</p>	<p>3. T1: Masalah yang saya hadapi pada tiap strategi yaitu terdapat siswa yang malu dalam berbicara, ada juga siswa yang pendiam sehingga sulit untuk berinteraksi dengan siswa lainnya dan banyak juga siswa yang tidak berani tapi lpercaya diri untuk menyampaikan pendapatnya atau melakukan percakapan dengan teman sebangkunya di depan kelas. (The problems that I faced in each strategies that students who embarrassed in speaking,</p>

	<p>there were some quiet students so it was difficult to be interacted with others, also many of them who were not brave to convey their opinion or did the conversation with their seatmate in front of the class).</p> <p>T2: <i>Masalah yang saya hadapi pada tiap strategi yaitu terdapat siswa yang malu dalam berbicara, ada juga siswa yang pendiam sehingga sulit untuk berinteraksi dengan siswa lainnya.</i> (The problems that I faced in each strategies that students who embarrassed in speaking, there were some quiet students so it was difficult to be interacted with others)</p>
<p>4. Apa strategi yang paling sering anda gunakan di antara empat strategi tersebut? Mengapa anda menggunakannya? (From the four strategies that you often used, what was the strategy that you mostly used? Why did you that?)</p>	<p>4. T1: <i>Strategi yang paling sering saygunakan di antara keempat strategi tersebut adalah Role play dan creating storytelling karena dengan menerapkan strategi ini siswa menjadi lebih aktif daripada sebelumnya meskipun masih ada beberapa dari siswa yang masih malu untuk berbicara di depan kelas.</i> (From the four strategies that I used, the strategy that I mostly used was Role play and creating story telling because by applying this strategy, students became more active than before, although there were some of the students who still embarrass to talk in front of the class)</p> <p>T2: <i>Strategi yang paling sering saya gunakan di antara keempat strategi tersebut adalah Improving students discussions dan Role play karena dengan menerapkan strategi ini siswa menjadi lebih aktif berbicara dengan teman sebangku atau kelompok.</i> (The strategy that I mostly used was Improving students discussion and role play because by applying this strategy students became more active to talk with their seatmates or group).</p>

The result of the interviewed from the four questions and answers of Teachers' Interview, the researcher concluded that the teachers used the four strategies such as improving students discussion, forming role play, creating story-telling, and training interview, and the forming role play strategy were the used by the teachers. In teaching and learning process, the teachers also stated that they usually used real objects as the media to support their teaching.

From the observation and interview above we knew that there were four strategies that used by the teachers in the classroom such as improving students discussion, role play, creating storytelling, and training interview then we found that the mostly strategy used by the teachers was Role Play as mentioned in the table below:

Strategies	Number of question	Teachers' response	
		T1	T2
Improving students discussion	1		√
Creating storytelling	2	√	
Forming Role play	3	√	√
Training interview	4		

Conclusion

Based on the result of my observation and interview at SMP Islam Al-Hamidiyah NW Kediri, then analyzed them based on the related studies, the researcher took a conclusion as follows: The strategies used by the English teachers in teaching English speaking were: Improving students discussion, forming role play, creating story-telling, and Training interview. Also the mostly strategy used by the teachers in teaching English speaking was forming role play strategy because the teachers concluded that by applying the forming role play strategy, students became more confident and active in playing the role based on the materials which were given by the teachers in the class. Forming role play strategy also made the students become so enthusiastic in learning and became more active to talk with their seatmates or group.

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