



STRATEGIES OF TEACHING SPEAKING IN ENGLISH TO DESA BAHASA SRAGEN'S STUDENTS

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ABSTRACT

This research aims to find out the teachers' strategies of teaching speaking. To reach the goal, a case study on two teachers is used in this research. The participants of this research are two teachers in *Desa Bahasa Sragen*. The researcher is interested to conduct the research there because it offers a program called ten days English acceleration program. It claims that the students will be able to speak English fluently after joining the program.. The researcher used and the teachers' interview to collect the data. The finding shows that there are three strategies are used at *Desa Bahasa Sragen*, they are: cooperative activities, creative task and drilling. The findings of this research are expected to be beneficial for the teachers on conducting the English teaching learning process, especially in teaching speaking in formal school.

Keywords: *Desa Bahasa Sragen*, English acceleration program, Teachers' strategies

INTRODUCTION

English is a foreign language in Indonesia, so people should use English as a media of communication with foreigners and it will be easier for foreigners to communicate with Indonesian. However, in learning English speaking skill, there are some problems faced by students: they find difficulties to pronounce the words correctly, they are not confident to speak in English, they are afraid of making mistakes and so on.

In learning English, both teachers and students have some strategies in order to teach or improve students' speaking skill. According to Reiser and Dick (1996), teachers can use different strategies of teaching to achieve teaching-learning objectives. According to Cole (2008), teachers' role is to provide effective plans/strategies to accomplish students' educational needs that has purpose to communicate using the language being learnt.

In process of teaching speaking, students need a teacher who will help them achieve their goals, such as the one who will motivate them to have a good pronunciation, feel more confident, and ask them to practice every day. According to Isjoni (2009), a teacher has an important role as an educator, who can be very influential toward the achievement and ability of his/her students. Actually, in English Education, some teachers usually use group presentation in order to help students improve their speaking skill and also their confidence. According to Shimizu (2004), self-confidence is the most essential factors that determine learners' willingness to participate in oral activities in language classrooms.

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In learning activity, the teachers suggest that by helping students to say what they want or need to say, some strategies can help to expand language. Even if the student is not perfect in grammatical or lexical terms, in the process of using the language for communication, the student will be exposed to language input which may result in learning. Some students do not only apply the strategy but also give some opinions related to the teachers' strategies. For example, when the teachers applied a group discussion and presentation strategies in the class, the students can give some opinions about that strategy.

In addition, there are some reasons why the researcher wants to know about the teachers' strategies in teaching speaking skills at English course. The researcher believed that if there is self-confidence in speaking, there will be a good communication. Unfortunately, most of the students feel bored to practice speaking with friends or use it in daily conversation. Therefore, a teacher must be able to create some interesting strategies in teaching speaking skills. Strategies will help the students train their speaking ability so that the speaking skill can be used both in teaching or learning and daily conversation.

There were some researchers who studied about strategies in teaching speaking, they are: Syafrizal and Rohmawati (2017), Wiyaningsih and Roiasih (2018), Melendez, Zevala, and Mendez (2014), Maulidar, Gani, and Samad (2019), Elnadeef and Abdala (2019), Mortaji (2018), Al-Sobhi and Preece (2018), Pawlak (2018), Dewi, Kultsum, and Armadi (2016), Bakar, Noordin and Rozali (2019), Alikhani and Bagheridoust (2017), Muslem and Abbas (2017), Osorio, Munoz, and Bohorquez (2018), Yegani and Jodaei (2017), Iman (2017), Marzuki, Prayogo, and Wahyudi (2016) Sirisrimangkorn (2018), Ebrahimi, Khoshshima, Zare-Behtash and Heydarnejad (2018) and Pishkar, Moinzadeh, and Dabaghi (2017). All of the researchers above studied about the strategies of teaching speaking in formal school, but none of them analyzed the question in course. Considering the fact above, the researcher is interested in analyzing the strategies used by the teachers in an English course namely Desa Bahasa Sragen. In addition, the research will also investigate the students' perception and expectation toward the strategies used by the teachers to teach speaking.

A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. According to Newton and Nation (2009), cooperative activities can encourage negotiation of language item. According to Harmer (as cited in Anjaniputra, 2013) role plays are activities where students are asked to pretend to be in various social contexts and various social roles. According to Solcova (as cited in Anjaniputra, 2013) creative tasks resemble real-life tasks asserts that students develop their fluency best, if it involves tasks where all their concentration focuses on producing something, rather than on the language itself. According to Thornbury (as cited in Anjaniputra, 2013) drilling is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. According to Thornbury (2005), drilling makes students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language.

Cooperative Activities. According to Brown (2001), cooperative activities provide the students with contextual and meaningful topics. It is important to relate new material with what has been learned and experienced by students. Hence, the more students are exposed to language item and contextually meaningful activities emphasizing on oral production, the more they are helped to speak English. In addition, the teacher prompts the students to participate in the activities, and students' speaking is emphasized. Moreover, according to Thornbury (2005), an activity involving competitive element where students work together can increase language productivity. However, According to Brown (2001), people's perception on them could influence their performance. Fortunately, the teacher could anticipate this situation by having students work in group, making dialogues, and rearranging steps of how to make something as teams. According to Nation and Newton

(2009), the students deliver their work in front of the class, discuss with other groups and at the end, get feedbacks not only from the lecturer but also from other groups. Besides, constant interruption to students speaking in front of class can cause the loss of speaking fluency.

Role Play and Simulations. In applying role play strategy, the teacher does not focus on certain students. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. Furthermore, according to Harmer (2001), the simulation and role-play increase the students' self-confidence because the students are asked to speak with others. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they can motivate students. Second, they can increase self-confidence of timid students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Creative Tasks. According to Solcova (2011), creative tasks assert that students develop their fluency best, if engages in tasks where all their concentration focuses on producing something. Instead of thinking of language, the students focus on making the procedure of making food or drinks, so that the activity is to develop fluency. According to Brown (2001), it is based on a principle that teachers bear in mind what a student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

Drilling. Drilling, simply a fine-tuning for articulation. According to Thornbury (2005), drilling is a strategy to improve pronunciation. Thornbury (2005) asserted, drilling yields several benefits, allowing students to pay attention to the new materials presented by a teacher, emphasizing words, phrases, or utterances on students' mind, moving new items from working memory to long term memory, and providing a means of gaining articulatory control over language.

Discussions. Group discussion is effective for speaking ability in large classrooms. Sometimes, the students are divided by the teacher into group work. According to Ur (1991), this increases the sheer number of learners talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of classroom. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Brainstorming. Brainstorming encourages students to think creatively (out of the box), encouraging all students to share their ideas, no matter how far "out there" they may seem. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and students generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas. According to Armstrong (2006), brainstorming is an invaluable process used by writers at all skill levels, regardless of their experience.

Therefore, brainstorming sessions can be a useful strategy to encourage genuine collaboration and interaction in the classroom. Putting together a well-stated problem and careful planning strategies can lead to meaningful idea generation and idea building which can be used in solving problems or addressing specific course-related issues.

Storytelling. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students' express ideas, development, and ending, including the characters and story settings. Students also can tell riddles or jokes.

For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class. Stories can bring abstract principles to life by giving them concrete form. We cannot always give students direct experience with psychological concepts, but stories might come close. A story tends to have deeper than a simple example. A story tells about some events - some particular individuals, and something that happens to them. According to Schank (1990), stories should come after surprises, or expectation failures.

METHOD

This research aims to know about teachers' strategies in teaching speaking skill. This research used qualitative approach. According to Moleong (1995) qualitative is a research in which the research of the data is written and oral form and from observing people and behavior. It does not present data and the result in form of digits and statistic but it yields the data and the result in the form of phenomenon description. Then, for the design the researcher used case study. It was because the researcher wants to identify the strategies and teaching speaking and the areas of speaking knowledge facilitated by teaching strategies that teacher used which are only could be presented through description. In this research, the researcher became a key in collecting the data. Based on Ary (2010), the human investigator is the primary instrument for the gathering and analyzing of data. It means that the researcher do as instrument of human and she becomes the collector the data of the research in qualitative study. This research was held in *Desa Bahasa Sragen*. The participants of this research are two teachers of *Desa Bahasa Sragen*. The researcher chose them because they are able to give information that are needed by the researcher. Besides that, they master the strategies of teaching speaking. Also, these teachers used the strategy that could make the students more active in speaking. And the teacher has good quality in speaking skill, he also has a longest period in teaching even he is younger than other teachers.

For collecting the data, the researcher used interview. From the interview, she made the list of questions to look for the main data based on the purpose of this research. In collecting the data, the first step that the researcher did was the researcher takes the data of the first research question which is the strategies used by the teacher in teaching speaking of ten days English acceleration program of *Desa Bahasa Sragen* through the interviews the teachers. The next phase is data reduction. In this data reduction phase, there are living in process and living out process. It means that the selected data are included in the needed data and it stays in the living in data and the unselected data are included in the living out data. In this research, data reduction was about the information those were gained from interview with English teacher and the students of ten days English acceleration program. Some information was needed in filling the data, but some of them were not necessary. Therefore, unimportant data were reduced by the researcher. The data display presents the process of showing data simply in the form of words, sentences, narrative, table, and graphic in order that the data collected is mastered by the researcher as the basic to take appropriate conclusion. In this research, the data are displayed consist of the information about the strategy used by the teacher in teaching speaking of ten days English acceleration program in *Desa Bahasa Sragen*. Drawing conclusion is the last phase where the researcher summarized the discussion to make the conclusion of this research. It is the last procedure of analyzing the data of this research. After the data are displayed, a conclusion is drawn. Here, there are two kinds of conclusions those are temporary drawing conclusion and final drawing conclusion. If the temporary conclusion is valid and can answer the research problem, the researcher can use it as final conclusion. In the other hand, if it is not valid, the researcher should repeat the process starting from the displaying data in order to check whether the data displayed is in the line with the formulation of research problems or not.

FINDINGS AND DISCUSSION

Based on the interview, the researcher obtained some information from the participants related to the research questions. The researcher found out there are three strategies for teachers in teaching speaking skills that were used by the teachers at *Desa Bahasa Sragen*. They are namely cooperative activities, creative task and drilling. Based on the result of the interview, the researcher found some findings as follows:

Cooperative activities. The researcher found that group discussion strategy can be used to improve students' speaking skill. Both of teacher participants believe that cooperative activities can help students in improving speaking skill. Participant named Ms. Antin said that, "on the second to fifth day, the students learn about something basic like greeting and so on. They also do some kind of conversation with their friends". Another participant named Mr. Shofi also stated that, "We motivate the students to be really confident, we motivate them to speak more it is started by doing conversation with their friends in front of the class". According to Brown (2001), cooperative activities provide the students with contextual and meaningful topics. It is important to relate new material with what has been learned and experienced by students. Hence, the more students are exposed to language item and contextually meaningful activities emphasizing on oral production, the more they are helped to speak English. In addition, the teacher prompts the students to participate in the activities, and students' speaking is emphasized. Moreover, according to Thornbury (2005), an activity involving competitive element where students work together can increase language productivity. However, According to Brown (2001), people's perception on them could influence their performance. Fortunately, the teacher could anticipate this situation by having students work in group, making dialogues, and rearranging steps of how to make something as teams. According to Nation and Newton (2009), the students deliver their work in front of the class, discuss with other groups and at the end, get feedbacks not only from the lecturer but also from other groups. Besides, constant interruption to students speaking in front of class can cause the loss of speaking fluency.

Creative task. *Desa Bahasa Sragen* provide some unique activities for the students. Ms. Antin stated that "on the fifth day, we go open public. The students do outdoor class. First, we go to traditional market, the students are ordered to buy something in the market use English. We all know that not all people in the market can speak English, so they should use their creativity to do it and to get the things that they want to buy. Second, we go to Jurug. Like I said from the very beginning that the aim of this program is to improve speaking skill right, so in this zoo, the students are ordered to communicate with the animals using English. It doesn't only improve their speaking skill, but it also improves their bravery". According to Solcova (2011), creative tasks assert that students develop their fluency best, if engages in tasks where all their concentration focuses on producing something. Instead of thinking of language, the students focus on making the procedure of making food or drinks, so that the activity is to develop fluency. According to Brown (2001), it is based on a principle that teachers bear in mind what a student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

Drilling. Based on the interview, the participants believe that drilling can help the students to improve their speaking skill. Ms. Antin stated that, "On the sixth day the students start to learn about tenses, in order to speak well, we should learn about tenses too right? But we don't teach English tenses using some boring formulas like the other. Instead, we use a song and some kind of motion. We do it over and over again so the students will memorize everything. We do the same thing with the vocab". Another participant, Mr. Shofi also stated that "The students should memorize so many vocab that's why we should do drilling. We should do it over and over again". According to Thornbury (2005), drilling is a strategy to improve pronunciation. Thornbury (2005) asserted, drilling yields several benefits, allowing students to pay attention to the new materials presented by a teacher, emphasizing words, phrases, or utterances on students' mind, moving new items from working memory to long term memory, and providing a means of gaining articulatory control over language.

CONCLUSION

This study reveals the strategies used by the teachers in teaching speaking skill. Based on the result of interview, the researcher gained some information related to the strategies of teaching speaking skill, including cooperative activities, creative task and drilling.

Based on the findings of the research, the researcher provides some suggestions related to the teachers' strategies in teaching speaking skill. The suggestions are given for prospective teachers, students, and the further researchers.

Teachers. This research found the strategies used in teaching speaking. It can be done through several ways. The first, teachers should use those strategies in teaching speaking skill because when the teachers use the appropriate strategies, it supports them to speak up and help the teachers themselves to assess the students' ability.

Students. This study has some suggestions for students. Firstly, this research can help the students face some difficulties regarding speaking skill. Secondly, students can apply some strategies from this research in the future when they want to practice speaking English.

Further researchers. This study suggests some recommendation for further researchers who have willingness to conduct a study related to the strategies in teaching speaking skill. First, they are recommended to explore more strategies in teaching speaking skill. Second, they may conduct a study dealing with students' perceptions regarding the lecturers' strategies. Then, by reading some strategies and students' perception toward it, students may propose some strategies that could be more fruitful and effective to be applied. Based on the result of this research, the researcher suggests to other researchers who will conduct the research using the same topic but different strategies. Third, future researchers hopefully find out more detail about strategies in teaching speaking skill. There are others strategies that have not been discussed yet in this research. The other researchers can use different methodology and instruments to conduct the research in the future.

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