
AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING ENGLISH SPEAKING SKILL AT SMA NEGERI 1 BUNGO

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ABSTRAK

Duriyah. 2020. *Analisis strategi guru dalam mengajar bahasa inggris kemampuan berbicara di SMA N 1 Bungo. Thesis Proposal Undergraduate Program. STKIP Muhammadiyah Muara Bungo. Advisors: Winda Trisnawati,S.Pd.,M.Hum. and Ridho Kurniawan,S.Pd.,M.Pd.*

Tujuan dari penelitian ini adalah untuk mendeskripsikan strategi strategi guru dalam mengajarkan bahasa inggris kemampuan berbicara di SMA N 1 Bungo. berbicara adalah dibuthkan oleh siswa untuk mencapai target mereka dan mereka bisa lancar dalam berbicara. untuk mencapai target pembelajaran, guru membuthkan strategi yang bagus dan menarik untuk membuat siswa lebih mudah mengerti tentang pelajaran tersebut.

Untuk mendapatkan data yang dibutuhkan, peneliti menggunakan lembar observasi dan wawancara berdasarkan tiga teori ahli. Mereka adalah killian (1999). Leo (2013), Ajaniputa (2013). Observasi adalah untuk mengidentifikasi strategi yang digunakan oleh guru and wawancara adalah untuk mengumpulkan data tentang alas an guru memilih strategi tersebut.

Penelitian ini menggunakan penelitian deskriptip kualitatif dengan pendekatan phenomena. Penelitian deskriptip kualitatif dengan pendekatan phenomena adalah untuk mendeskripsikan tentang pengalaman guru dalam mengajar bahasa inggris kemampuan berbicara di SMA N 1 Bungo. hasil menunjukkan bahwa guru-guru menggunakan 9 strategi in mengajar kemampuan berbicara. Ada praktik kelancaran, menceritakan dan menunjukkan, bertanya untuk memeriksa pemahaman, mengatur tujuan yang jelas, mengajar strategi tidak hanya isi, and buat pendapatmu. Sebagai tambahan, praktik kelancaran menjadi strategi yang paling sering digunakan oleh guru karena berbicara membutuhkan praktik untuk meningkatkan kemampuan berbicara siswa.

Keyword: Berbicara, Guru, Strategi-Strategi Guru

ABSTRACT

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ABSTRACT

Duriyah. 2020. *An Analysis of Teachers' Strategies in Teaching English Speaking Skill at SMA N 1 Bungo. Thesis Proposal Undergraduate Program. STKIP Muhammadiyah Muara Bungo. Advisors: Winda Trisnawati, S.Pd., M.Hum. and Ridho Kurniawan, S.Pd., M.Pd.*

The objective of this research was to describe about the teachers strategies in teaching English speaking skill at SMA N 1. Speaking is needed for the student to convey their goal and to make them fluent in speaking. To achieve the goal of the lesson, the teacher needs the good and interesting strategies to make the student easier to understand about the material.

To gain the needed data, the researcher used observation sheet and interview guideline based on three expert theories. They are Killian (1999), Leo (2013). And Anjaniputra (2013). Observation sheet was to identify the strategies that is used by the teacher and interview guideline was to collect the data about the teachers' reason of choosing that strategies.

This research was conducted descriptive qualitative research with phenomenological approach. Descriptive qualitative research with phenomenological method was to describe about the teachers experience in teaching English speaking skill at SMA N 1 Bungo. For the participants, there were 4 English teachers at SMA N 1 Bungo. The results showed that the teachers used 9 strategies in teaching English speaking skill. There were plenty of practice, telling and showing, questioning for checking understanding, setting clear lesson and goals, teaching strategies not just content, getting student working together, training interview, improving their discussion, and making your idea. In addition, plenty of practice became the strategy mostly used by the teacher because speaking needs practice to increase the student speaking skill.

Keyword: *Speaking, Teacher, Teachers' Strategies*

INTRODUCTION

One of the objectives of learning English in school is to enable students to master language skills, one of them is speaking. Richards and Renandya (2002: 201) state that we use speaking to give instruction or to get things done. It means, when a student wants to convey his goal, it is necessary to speak in order that the purpose is delivered properly. Vocabulary, grammar, and pronunciation must be mastered in speaking. It is needed to make students fluent and accurate in speaking.

To achieve the goal, it is necessary to have strategies that can help students speak well. Reiser and Dick (1996) argue that teachers can use different strategies of teaching to achieve teaching learning goals. In learning, teachers are given a chance to apply various teaching strategies that can help students speak well. The strategies were used based on students' needs and interests. For example SMA N 1 Bungo.

SMA N 1 Bungo is one of school in Muara Bungo that produces so many students intelligence. It can be proven by the accreditation "A", the quantities of the students, and the English competition that is followed by the students like English debate, speech and singing. Recently, some of students at SMA N 1 Bungo joined the speech competition in SMA N Titian Teras Jambi and they got the awards as the best speakers and they got the 3rd winner at speech in Jambi. Furthermore, some of students followed the English Debate provincial level in Padang and they got the 2nd winner. In addition, some students joined the singing competition in Dharmasraya and they got the 1st, 2nd, 3rd winner on singing especially in English song. It can be concluded that the teachers, the student's speaking skills and the strategies that is used are good.

Recently, On
November 5th 2019, some

students at SMA N 1 Bungo followed some competition in Padang like English Debate and Speech. They got awards in speech and debate. For speech they got the 2nd winner and English debate they got the 3rd winner in national level. Beside that, on October 17th 2019, three students joined the singing competition in Dharmasraya. They got the 1st, 2nd, 3rd winner in singing. So many victories that they got in dharmasraya.

Based on the pre-observation at SMAN 1 Bungo, the teachers use strategies when they teach students in the class. As a result, the researcher watched when the teacher teaching speaking skill in the class. so many strategies that is used by the teacher like improve their speaking by conversation, storytelling and etc. The researcher found that using strategies are very helpful for teachers when teaching on speaking skill because the students more easily understand about the lesson. The benefit of

knowing from the teachers strategies in teaching Speaking Skill will not only felt by the students, but also by the teacher. Furthermore, the teacher will be able to make and prepare a better strategy in the future. Based on the background above, the researcher finally decided to conduct a research entitled: "An Analysis of Teacher Strategies in Teaching speaking skill at SMAN 1 Bungo"

RESEARCH DESIGN

This research used descriptive qualitative research because the researcher want to analyzed on describing of the teachers' strategies in teaching speaking skills. Creswell (2009:4) stated that qualitative research means for exploring and understanding the meaning individuals or groups describe to a social or human problem. Moreover, Gay and Airasian (2000:11) descriptive research involves collecting data in order to concern the status of the study. It means that descriptive research is a research to analyze problem of the study that happens in teaching learning, and all of the data are usually collected

through observation checklist and interview guideline. For the method, the researcher uses the phenomenological research because it relates with the teacher's experience in teaching and their perspective about the teachers strategies.

As statement, the researcher choose the qualitative research because the researcher wanted to described teachers' strategies in teaching speaking skills at SMAN 1 Bungo. In addition, descriptive research became useful research design in investigating many forms of teachers' strategies in teaching English language skills. Therefore, by adapted this descriptive research, the researcher described the fact about the teachers' strategies in speaking skills.

RESEARCH FINDING AND DISCUSSION

The aim of this research was to find out the teachers strategies used by the teachers in teaching speaking skill at SMA N 1 Bungo. The researcher wanted to know the teachers strategies in teaching speaking skill that is used by the teachers at SMA N 1 Bungo. The data was teacher strategies in teaching English speaking skill that is used by the teachers who are teaching at class X IPS and MIPA of SMA N 1 Bungo. There

are seventeen of teachers strategies which are investigated by the researcher in this research. There are 3 expert theories, based on Killian (2015), Leo (2003), Anjaniputra (2013). In collecting the data, the researcher used two instruments, there are observation sheet and interview guideline. After that, the researcher took the documentation in during teaching learning process in the class based on the data needed. During the observation process, the researcher wrote down every single activity of the teachers based on the indicators of the observation sheet.

In this research, the researcher provided 2 research questions (what are the teachers strategies in teaching English speaking skill, and why the teacher choose that strategies in teaching speaking skill). For the location, the researcher did the research at SMA N 1 Bungo in 2020/2021 academic years since January 6th 2020 until January 18th 2020 (see appendix). There are 4 English teachers at SMA N 1 Bungo in 2020/2021 academic years. In this research, the researcher takes the all English teachers as the participants because they teach in ten grades.

The first is Nana. She is 57 years old. She started to teach at SMA N 1 Bungo since 1988. She teaches at SMA N 1 Bungo for 32 years. The second is

Mimi. She is 49 years old. She started to teach at SMA N 1 Bungo since 2000. She teaches at SMA N 1 Bungo for 20 years. The third is Yoyo. He is 29 years old. He started to teach at SMA N 1 Bungo since 2018. He teaches at SMA N 1 Bungo for 2 years. The fourth is Riri. She is 26 years old. She started to teach at SMA N 1 Bungo since 2015. She teaches at SMA N 1 Bungo for 5 years.

The Teacher Strategies In Teaching English Speaking Skill

The researcher did the research during one week with five times observations, for each English Teachers. The researcher observed the English teachers based on the teachers strategies in teaching English speaking skill. At first observation, the researcher did observation started from teacher A (RL). The researcher saw that the English teacher A didn't use the all strategies in teaching learning process. From the various the teacher only use 8 strategies based on the expert that researcher made but the teachers has 1 her own strategies. At first meeting, they were plenty of practice, questioning for checking understanding. At second meeting, the teacher used 2 strategies, getting students working together, plenty of practice. Then, at third meeting, the teacher use 1 strategy, make your idea.

Next, at fourth meeting, the teacher uses 2 strategies plenty of practice, telling and showing. For the last meeting, the teacher used plenty of practice and training interview. The data can be seen in appendix.

The second observation was the researcher did observation of English teacher B (SM). The researcher found that the teacher B didn't use all the types of teacher strategies in teaching students in the class. From the eighteen various of teacher strategies in teaching English speaking skill, the teacher B only use 5 strategies in teaching. At the first meeting, there were setting clear lesson and goals it and showing and telling. At the second meeting, teach strategies not just content, At the third meeting, there were plenty of practice. Fourth meeting, there showing and telling and the last meeting, the teacher used plenty of practice.

At third observation, the researcher did observation started from teacher C (AP). The researcher saw that the English teacher C didn't use the all strategies in teaching learning process. From the various the teacher only use 5 strategies based on the expert that researcher made. At first meeting, they were showing and telling, teach strategies not just content. At second meeting, the teacher use strategies,

Questioning for Checking Understanding. Then, at third meeting, the teacher used 1 strategies, it was getting student working together. Next, at fourth meeting, the teacher used 2 strategies plenty of practice, Showing and Telling. For the last meeting, the teacher used plenty of practice. The data can be seen in appendix.

The fourth observation was the researcher did observation of English teacher D (CC). The researcher found that the teacher D didn't use all the types of teacher strategies in teaching students in the class. From the eighteen various of teacher strategies in teaching English speaking skill, the teacher D only use 6 strategies in teaching. At the first meeting, there were setting clear lesson and goals it. At the second meeting, the teacher used showing and telling. For the third meeting, the teacher used improving their discussion. At the fourth meeting was questioning for checking understanding. And the last meeting, the teacher used plenty of practice.

Then, in this part, the researcher presented data analysis of the finding from observation and interview guide. The analysis of the finding covered two research questions in chapter I. thus, in this research, the researcher discussed about the teacher strategies in teaching

English speaking skill at SMA N 1 Bungo.

After getting the data, the researcher analyzed about the teacher strategies in teaching English speaking skill at SMA N 1 Bungo. In analyzing the data, the researcher organized the data from observation sheet and interview guide. Then, the researcher listed the data and classified based on the teacher strategies in teaching speaking skill. The research question are (*What are the teacher strategies in teaching speaking skill at SMA N 1 Bungo?, Why the teachers choose the strategies in teaching speaking skill at SMA N 1 Bungo?*).

The researcher did observation on January 6th 2020 until January 18th 2020 by using observation sheet, took a picture during teaching learning process. It was aimed to find out the clear data that is needed for this research. In this observation, the observation have been done by researcher five for each teacher because the data of teacher strategies in teaching English speaking skill had been same or homogeny. There were four teachers who taught in different classes that had been observed by the researcher.

Based on the observation, there were some strategies that are used by the teacher A. the researcher observed and

took some pictures for each meeting. At Monday of January 6th 2020 at 08.00 o'clock until 09.30 am at X Mipa 3. At the second observation, the researcher observed the teacher on January 9th 2020 at 12.15 pm until 13.45 pm at X Mipa 2. Next observation, the researcher observed the teacher A on January 13th 2020 at 10.30 to 12.00 pm at X mipa 3. The fourth observation, the researcher observed the teacher in the class on January 16th 2020 at 08.45 until 10.15 am at X Mipa 4 . The last observation was the researcher observed the teacher when she taught students in the class on January 18th 2020 at Mipa 2. From the eighteen teacher strategies in teaching English speaking skill at SMA N 1 Bungo, the teacher only used 8 strategies, 7 strategies based on the expert and one strategies was her own strategies. They were plenty of practice, questioning for checking understanding, getting students working together, make your idea, telling and showing, creating task, training interview.

Next observation was Teacher B, there were some strategies that is used by the teacher B. the researcher observed and took some documentation for every meeting. At Tuesday of January 7th 2020 at 07.15 o'clock until 08.45 am at X Mipa 5. At the second observation, the researcher observed the

teacher on January 10th 2020 at 10.30 pm until 11.15 am at X Mipa 1. Next observation, the researcher observed the teacher B on January 11th 2020 at 08.45 to 10.15 am at X mipa 4. The fourth observation, the researcher observed the teacher in the class on January 14th 2020 at 07.15 until 08.45 am at X Mipa 5. The last observation was the researcher observed the teacher when she taught students in the class on January 17th 2020 at Mipa 2. From the eighteen teacher strategies in teaching English speaking skill at SMA N 1 Bungo, the teacher only used 5 strategies. Setting clear lesson and goals it, plenty of practice, showing and telling, questioning and checking for understanding, teach strategies not just content.

The third observation was Teacher C, there were some strategies that are used by the teacher C. the researcher observed and took some documentation for every meeting. At Tuesday of January 6th 2020 at 12.15 until 13.45 pm at X ips 1. At the second observation, the researcher observed the teacher on January 7th 2020 at 07.15am until 08.45 am at X ips 2. Next observation, the researcher observed the teacher C on January 10th 2020 at 07.15 to 08.45 am at X ips 3. The fourth observation, the researcher observed the teacher in the

class on January 13th 2020 at 08.45 until 09.30 am at X ips 3. The last observation was the researcher observed the teacher when she taught students in the class on January 14th 2020 at X ips 2. From the eighteen teacher strategies in teaching English speaking skill at SMA N 1 Bungo, the teacher only used 5 strategies. Showing and telling, teach strategies not just content, questioning for checking understanding, getting students working together, plenty of practice

The fourth observation was Teacher D, there were some strategies that is used by the teacher D. the researcher observed and took some documentation for every meeting. At Tuesday of January 8th 2020 at 07.15 until 08.45 am at X ips 4. At the second observation, the researcher observed the teacher on January 9th 2020 at 07.15 am until 08.45 am at X ips 5. Next observation, the researcher observed the teacher C on January 11th 2020 at 11.15 to 12.00 am at X ips 3. The fourth observation, the researcher observed the teacher in the class on January 15th 2020 at 07.15 until 08.45 am at X ips 4. The last observation was the researcher observed the teacher when she taught students in the class on January 15th 2020 at X ips 5. From the eighteen teacher strategies in teaching English

speaking skill at SMA N 1 Bungo, the teacher only used 5 strategies, setting clear lesson and goals it, showing and telling, improving students discussion, questioning for checking understanding, plenty of practice.

A. The Result Of Observation

The first instrument in this research was observation. The researcher needs to observe the members of English teachers at SMA N 1 Bungo. The observation was started from teacher A. the data can be seen below:

For the first observation, the teacher used plenty of practice strategy. Teacher A used these strategies, because as explained by the theory that plenty of practice made the students more confident and more fluency when they spoke in English. For example, the teacher gave the task for the students like story and asked students to practice. At the same meeting, the researcher found that the teacher use another strategy, it was called questioning for checking understanding. It was proved by following the data:

The teacher used this strategy. After the students re-tell the story in front of the class, the teacher asked them, gave some question about the story to check how deep they understood about the task. In this session, the

teacher could measure the students understood or not because the students not only asked to practice but they should comprehend it.

Killian ((1999), stated that Getting Students Working Together (in productive ways) is the teachers must be able to divide the groups so that all students work and responsible with their respective assignment. In this meeting, the teacher divided student into some group and student sit group respectively and the teacher controlled them.

Teachers' Reason of Choosing the Strategies in Teaching English Speaking Skill

After getting the data from observation, the researcher did the interview with the English teacher at SMA N 1 Bungo. To get the data from teachers' reason, the researcher did the interview with the all English teacher. There were 6 items of interview and the researcher get 24 data of interview from four English teachers at SMA N 1 Bungo. The result of the interviewed from the six questions and answers of Teachers' Interview, the points of the interview are strategies used by teachers, dominant type, reason, progress, and media. The researcher concluded that the teachers used the 9 strategies such were plenty of practice, telling and

showing, and questioning for checking understanding, setting clear lesson and goals it, teach strategies not just content, getting student working together, training interview, improving their discussion, and make your idea.

Furthermore, teachers have some reason of choosing the strategies. The reason like English Need Practice, improve the students speaking ability, practice is important, describe the picture, comprehend about the lesson, confident with their speaking, get the students' answer directly, measure about the students' understand, sharing about lesson, achieve the goals of the lesson, more focused on the lesson, be active, and can improve the students' speaking skill.

In teaching and learning process, the teachers also stated that they usually used real objects as the media to support their teaching. And after the researcher calculating the result of the teacher, it was found that the strategy mostly used by the teachers same with the data from observation, it was Plenty of Practice. The teachers agree that plenty of practice is one of strategy that could improve students' speaking skill because the student needed to practice more to increase their speaking English.

Based on the result of my observation and interview at SMA N 1

Bungo, then analyzed them based on the related studies, the researcher take a conclusion as follows: from the 17 theories that the researcher made, the often strategies used is plenty of practice. The detail analysis of teachers' strategies in teaching speaking skill was needed in teaching English which this is one of all that have to by the teachers.

All the teacher agree that the use of media in teaching learning process can help the teacher to teach the student easier because they can relate about the lesson and the media. The media that are used by the teacher are modern media such as laptop, LCD Projector, Picture, Speakers

CONCLUSION

In this part, the researcher will give the conclusion of this research. Based on the pre-observation that have been done and discussed by the researcher. The researcher saw the phenomena about the teachers' strategies in teaching speaking. Based on the phenomena, the researcher wants to identify the teachers' strategies in teaching speaking skills.

The teachers' strategies that is used by the teachers at SMA N 1 Bungo were plenty of practice, telling and showing, questioning for checking understanding, setting clear lesson and

goals it, teach strategies not just content, getting student working together, training interview, improving their discussion, and make your idea.

Teachers have any reason of choosing the strategies in teaching English speaking skill at SMA N 1 Bungo like Plenty of practice because English need practice, questioning for checking understanding because practice was important one and got the answer directly, telling and showing because the students could described of picture, setting clear lesson and goals it because the students could easier to comprehend about the lesson, teach strategies not just content because the students could did the task more easier, getting student working together because the students could be more active, training interview because could measure about the students' understanding, achieve the goals of the lessons, focusing on the lesson, and improving their discussion because the students could sharing the information with others, the last was make your idea because the students had own opinion to answer the question.

Recommendation

Based on the findings of the previous chapter, it is necessary to give the valuable recommendation for the program, students also for the other researcher. Recommendation hopefully

will become the consideration for them to improve the quality of the teachers' strategies in teaching English speaking skill at SMA N 1 Bungo.

1. For the students
 - a. The Students should study hard to reach the goal
 - b. Always increase speaking skill
2. For the teacher
 - a. The teacher should keep easy strategies for the student.
 - b. The teacher can give provide guidance and give something for the students' effort in increase their speaking skill.
3. For another researcher

The result of this research can be used as additional references for the next research. The researcher also hopes that the next researcher will continue this study by conducting the further investigation. The researcher hopes the readers would give any critics and suggestion for the researcher.

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