AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING ENGLISH SPEAKING SKILL

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ABSTRAK

Penelitian ini berusaha untuk menentukan jenis dan frekuensi taktik yang digunakan oleh guru dalam mengajar berbicara bahasa Inggris. Penelitian ini difokuskan pada pengajar Bahasa Inggris di Jambi. Data diperiksa secara kualitatif. Temuan mengungkapkan bahwa guru menggunakan empat taktik yang berbeda. Ini adalah meningkatkan wacana siswa, mengembangkan permainan peran, mengembangkan narasi, dan wawancara pelatihan. Dalam mengajar bahasa Inggris sebagai bahasa kedua, bermain peran adalah pendekatan yang paling umum digunakan oleh para guru. Guru menetapkan bahwa dengan menerapkan teknik bermain peran berkembang, siswa menjadi lebih aktif dan percaya diri ketika memainkan peran berdasarkan materi yang diberikan oleh guru. Selain membuat siswa lebih bersemangat belajar bahasa Inggris, bermain peran mendorong mereka untuk terlibat dalam lebih banyak percakapan dengan teman sekelas dan teman sebayanya.

Kata Kunci : Analisis, Strategi, Public Speaking

ABSTRACT

This study seeks to determine the types and frequency of tactics employed by teachers in teaching English speaking. This study focused on the English instructors in Jambi. The data was qualitatively examined. The findings revealed that the teachers employed four distinct tactics. These were enhancing student discourse, developing role play, developing narratives, and training interviews. In teaching English as a second language, role-playing was the most prevalent approach employed by teachers. Teachers determined that by implementing the developing role play technique, pupils became more active and confident when playing a role based on the materials provided by the teachers. In addition to making students more passionate about learning English, role-playing encouraged them to engage in more conversation with their classmates and peers.
Keywords :Analysis, Strategy, Public Speaking

INTRODUCTION

Speaking is one of the goals of studying English at school. Speaking is used to convey instructions or get things done, according to Richards and Renandya (2002: 201). It means a pupil must talk to explain his goal. Speaking requires vocabulary, grammar, and pronunciation. Fluent and correct speaking is needed. To reach the goal, pupils must talk fluently. Reiser and Dick (1996) say teachers might utilize numerous tactics to attain learning goals. Teachers can use learning to help pupils talk better. Students' needs and interests influenced the approach. SMA N1 Bungo.

SMA N 1 Bungo produces intelligent students in Muara Bungo. It's shown by the "A" grade, the number of pupils, and English competitions like debate, speaking, and song. Some SMA N 1 Bungo students recently joined the speaking competition in SMA N Titian Teras Jambi and won 3rd place. Some pupils won the provincial English Debate in Padang. Some kids also won 1st, 2nd, and 3rd in Dharmasraya's singing competition, notably in English. Good teaching, speaking abilities, and methods are applied. SMA N 1 Bungo students recently competed in English Debate and Speech in Padang on November 5. Speech and debate awards. Nationally, they placed 2nd in speech and 3rd in English debate. Three kids participated the Dharmasraya singing competition on October 17. They sang 1st, 2nd, 3rd. Dharmasraya saw several victories.

Pre-observation at SMAN 1 Bungo shows that teachers employ teaching tactics. The researcher observed the teacher teaching speaking in class. The teacher uses dialogue, storytelling, and other methods to improve students' speech. Using strategies helps teachers teach speaking skills because students understand the lesson better.. **(Arial 12, justified, 1 spasi, menjorok ke dalam 1 cm)**

METODE

This research employed descriptive qualitative research to assess teachers' speaking skills teaching methodologies. Creswell (2009:4) said qualitative research explores and understands how people or groups describe a social or human situation. Gay and Airasian (2000:11) say descriptive research entails gathering data about the study's situation. Descriptive research analyzes teaching-learning problems using observation checklists and interview guides. The researcher employs phenomenal research since it pertains to teachers' teaching experience and tactics.

As stated, the researcher chose qualitative study to describe SMAN 1 Bungo teachers' speaking styles. Descriptive research was also used to study instructors' English language teaching practices. This descriptive investigation described the teachers' speaking styles.

This research was done at SMA N 1 Bungo at Pasir Putih, Rimbo Tengah, Kabupaten Bungo, Jambi 37211.

Observation sheet and interview guideline were research data. Teachers at SMA N 1 Bungo provided the data. They were RL, SM, AP, and CC.

Observation Sheet and Interview Guide were employed by the researcher.

1. Notes

First, observe. Creswell (2000:211) defines observation as collecting firsthand information by observing people and places. Explains that observation is used to measure a particular behavior. The researcher collected observational data directly. Observed teachers' techniques. 17 Number Items are organized into 3 Theories on observation sheets.

Second, interview. Interviews are straightforward question-and-answer sessions. Interviewees are termed interviewer. Based on Gay and Airasian (2000:219), an interview is an intentional encounter between two people to gather information. Which dialogue involved an interviewer and interviewee? (who gave answers to the question). The interview asks about direct language teaching practices.

This study employed complete sampling. Participant selection uses total sampling. Gay and Airasian (2000:210) define total sampling as selecting a participant to describe the procedure.

This research employed observation and interviews to acquire data. First, the researcher watched the teacher teach, then they observed the teacher using study-related indicators. After observing, the researcher interviewed teachers and recorded their answers about teaching Speaking.

Miles and Huberman in Sugiyono (2014:338) claimed qualitative data analysis activities were interactive and continued until done, so data was saturated. Data reduction, display, and conclusion/verification are data analysis activities.

Reducing Data Data reduction involves picking proper data based on criteria. This technique focuses and simplifies. Any qualitative project involves ongoing data reduction. This involves selecting, focusing, simplifying, abstracting, and transforming. The researcher will decide that the data should be reduced, concentrated, and organized. After that, well-supported conclusions can be reached. Research activities reduce data.

Displaying data

Second, the researcher displays data. The researcher uses words as data. The researcher analyzes and narrates data. Observation and interviews are used to collect and analyze data. The researcher employed interviews and observations to acquire deep knowledge. From the established data, would have picked research-related data.

c. Conclusion/verification

The researcher draws a conclusion after representing and reducing the data. Interpreting the data continuously and throughout the investigation will draw the researcher. This research has concluded. This study reveals how

teachers at SMA N 1 Bungo teach English speaking.

Research requires phases. As a process, the researcher will follow some procedure. Detailed instructions follow.

1. Data are collected. The researcher will prepare the instruments before the study. 2. The researcher observes.

3. Researchers will interview teachers.

4. The researcher records the teachers' interview results.

5. Analyze the data.

6. Research results are found.

FINDINGS AND DISCUSSION

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.

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