TEACHER'S STRATEGIES IN TEACHING ENGLISH SPEAKING AT MAN 2 PALEMBANG

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Abstract

The purpose of this study was to determine how a teacher at MAN 2 Palembang taught English to a bilingual class of tenth-graders. Case study qualitative research was used as the research design for this study. The researchers used interviews to gather in-depth information about the English teacher's instructional strategies. The participant was one of the English teachers at MAN 2 Palembang and was selected using a sampling technique known as purposive sampling. The researchers used thematic analysis to analyze the data in order to obtain information about the difficulties in teaching speaking skills at MAN 2 Palembang. The findings revealed that there were three strategies used by the teacher in teaching English: (1) the teacher used a combination of role plays and storytelling; (2) the teacher used a combination of brainstorming, group discussion, and oral presentation; and (3) the teacher used ice-breaking and conversation for teaching English. The teacher utilized the technique because it is straightforward and based on a manual. The teacher also utilized additional methods. It could be concluded that the majority of students enjoy the teacher's strategies.

Keywords: Teachers' strategies, teaching, English speaking

INTRODUCTION

English serves as a globally recognized language and holds the prominent position as the primary mode of communication worldwide. English is spoken by a global population exceeding 2.5 billion individuals. It is widely recognized as a global language that facilitates communication among individuals from diverse cultural backgrounds across the globe. It plays an important role in various fields, including the field of education (Riadil, 2020). In essence, the primary objective of acquiring proficiency in the English language is to facilitate effective intercommunication among individuals, irrespective of their respective mother tongues. English has emerged as an indispensable discipline in contemporary society, serving as a vital tool for both mundane interactions and formal discourse.

The English language holds significant importance in various domains such as education, politics, business, society, and entertainment. Acquiring and honing proficiency in the English language is widely recognized as a crucial skill for effective communication, as emphasized by Leong and Ahmadi (2017). The primary objective of utilizing the English language is to facilitate effective communication, enabling individuals to articulate and convey their ideas and thoughts to others. The acquisition of spoken English is widely regarded as one of the most challenging aspects of language learning, as many students encounter difficulties effectively expressing themselves orally. There exist multiple efficacious strategies aimed at enhancing students' oral communication abilities.

Teaching is a pedagogical approach employed to impart knowledge and facilitate the learning process among students in relation to a specific subject matter. The profession of teaching can be understood as a skilled and specialized occupation within the realm of education, encompassing the responsibility of guiding students' growth and fostering their overall development across various educational stages (Ayua, 2017). The primary objective of the pedagogical process is to facilitate the acquisition and comprehension of knowledge by students. The teacher plays a crucial role in facilitating the achievement of teaching goals, thereby ensuring the smooth progress of the learning process. The teacher, being the primary facilitator, must demonstrate creativity in selecting instructional materials and strategies to ensure students' comprehension of the conveyed information.

The instruction of spoken English holds significant importance in numerous language courses, with teaching strategies being an undeniable determinant of instructional outcomes (Anjaniputra, 2013; Afriani, et.al., 2021). The strategies utilized to attain proficiency in writing and speaking diverge due to the distinct objectives associated with each skill. The results of the study by Sari and Zanil (2020) showed that the teacher's approach was crucial in helping students learn speaking skills. The examination of the strategies employed by these teachers is of great interest to researchers, as teaching strategies are recognized to have an impact on the quality of students' English learning environments and, ultimately, their proficiency in spoken English.

Moreover, in accordance with Indonesian Republic Law No. 14 of 2005 concerning teachers and teachers, teachers are regarded as professional individuals in the field of education, with their main responsibility being the provision of education, instruction, guidance, and assessment to students in early childhood, primary, and secondary levels of formal education. In order to enhance Indonesia's competitiveness compared to other developed nations, it is essential to enhance the quality of education within the country.

Indonesia would greatly benefit from the substantial involvement of professional English teachers. Generally, a teacher assumes the role of an individual positioned at the forefront of the classroom, facilitating the transmission of knowledge. Teachers are often overlooked individuals who play a crucial role in the field of education, which encompasses the vital task of nurturing and instructing the upcoming cohort of the nation. The ability to adapt to the rapid progression of scientific knowledge and employ suitable learning models and methodologies tailored to students' needs is considered a key characteristic of a professional and proficient teacher (Desilawati & Amrizal, 2014).

Numerous prior investigations have been conducted in connection with this research endeavor. According to Linnan's (2014) study, it has been noted that the acquisition of English language skills is crucial for individuals in Indonesia, as it enables them to actively participate in the global economy and contribute to the economic development of their nation. Additionally, the individual holds the belief that the challenges are rooted in the distribution of teachers among classes, the decrease in allocated time for English instruction in the 2013 curriculum, the utilization of inadequately written textbooks, and the less than optimal proficiency level of spoken English within the classroom setting. The anxiety that learners experience when attempting to express their thoughts and ideas is one of the difficulties associated with language acquisition. This apprehension is not limited to the act of speaking itself but also encompasses factors such as limited engagement as well as difficulties encountered in utilizing grammar, vocabulary, and pronunciation effectively during communicative interactions. Furthermore, it has been observed that speaking activities conducted in the classroom may not always align with the desired outcomes set by the teacher (Sari & Zainil, 2020). There are numerous factors that contribute to students experiencing apprehension when it comes to expressing themselves in spoken English within a classroom setting. The pedagogical process should encompass not only the interaction between students and their teachers but also foster peer-to-peer engagement among students. There are numerous strategies that can be implemented in order to foster an environment conducive to student interaction.

Based on an initial investigation conducted at MAN 2 Palembang and an informal discussion with an English teacher at the aforementioned institution, it was revealed that MAN 2 Palembang offers a bilingual class as part of its specialized program focusing on two languages. In a bilingual classroom setting, students are habituated to engaging in daily communication in the English language, thereby developing proficient and accurate English-speaking skills. Consequently, a subset of individuals frequently engage in and emerge

victorious in diverse speaking competitions, including but not limited to speech competitions, storytelling competitions, and news reading competitions.

In short, according to the background above, the researchers is very interested in conducting research on teachers' strategies in teaching English at MAN 2 Palembang. Therefore, this research is entitled "Teacher's Strategies in Teaching English Speaking at MAN 2 Palembang," with the aim of finding out the teacher's strategies in teaching English speaking at MAN 2 Palembang to be successful in learning English.

Teaching English speaking

In a broad sense, the objective of teaching is to create an environment that is conducive to learning. In this particular context, the act of teaching is primarily focused on the dissemination of knowledge, while education focuses mainly on the imparting of values. Consequently, teachers necessitate the implementation of highly efficient and meaningful pedagogical practices.

Definition of English speaking

In the field of English education, the acquisition of speaking skills is considered fundamental, alongside listening, reading, and writing abilities. There is a prevalent argument among individuals that the acquisition of speaking skills in the English language poses a considerable challenge. This is primarily attributed to the fact that speaking occurs in real-life contexts and encompasses the interpersonal dimension of genuine communication. Firmansyah and Fegian (2019) argue that speaking holds paramount importance in the English language as it serves as the fundamental basis for effective communication, subsequently becoming an essential component of the learning process. Furthermore, according to Nasiri and Iran (2016), the development of speaking skills is crucial for effective communication. According to Zuhriyah (2017), speaking is a form of communication wherein a speaker transmits a message to a listener, who then engages in the interpretation of the information contained within the message. The five components encompassed in language proficiency are pronunciation, grammar, vocabulary, fluency, and comprehension.

Definition of teaching English speaking

The instruction of English speaking holds significant importance within the realm of teaching and learning. Anjaniputra (2013) asserts that numerous language programs prioritize

the instruction of oral communication skills, and it is imperative to acknowledge the impact of teaching strategies on the overall effectiveness of language instruction. Due to the distinct objectives associated with each talent, the methodologies employed to acquire proficiency in writing and speaking would vary. The instruction of students in verbal communication is a pedagogical approach aimed at facilitating the expression of emotions, articulation of needs, interaction with individuals in various contexts, and the exertion of persuasive influence. Therefore, it is imperative to possess a comprehensive understanding of oral communication when instructing English language learners in speaking proficiency, in addition to facilitating the organic enhancement of their speaking abilities. In general, the pedagogy of teaching speaking skills centers around implementing activities that effectively involve students and foster their active participation and creativity.

Strategies in teaching English speaking

Broadly speaking, strategy pertains to a systematic course of action designed to accomplish objectives of varying timeframes, encompassing the immediate, intermediate, and distant future. The teaching strategy refers to the actions undertaken by the teacher to execute the teaching plan, with the aim of guiding students towards the predetermined objectives by utilizing a range of teaching elements such as objectives, materials, methods, tools, and assessments. Teachers are required to utilize a multitude of instructional approaches to effectively convey information, and they must possess the ability to employ diverse pedagogical methods to facilitate student learning and achieve desired outcomes. According to Iksan and Dirham (2018), it is imperative for teachers to demonstrate innovation in their selection of resources, materials, and teaching strategies in order to effectively facilitate student acquisition of information and achieve educational objectives.

Furthermore, the examination of strategy within the context of English instruction is inherently intertwined with the comprehension of various strategies and methodologies. Within the realm of language education, there exists a collection of theories, philosophies, and principles that serve as the foundation for a specific set of educational practices (Richards, 2010). Language education is often examined through the lens of three interconnected components: approach, method, and technique. Various theoretical perspectives on the nature of language and its acquisition give rise to diverse approaches to language education, resulting in the utilization of distinct strategies. These strategies, in turn, employ various types of educational activities.

According to Brown (2010), the selection of a specific design and strategy for teaching a foreign language in a given context is primarily rooted in this approach. Hence, it can be inferred by researchers that education encompasses a sequence of instructional endeavors within the classroom setting, wherein teachers deliberately select activities to provide students with linguistic input.In order to facilitate the professional development of teachers, a variety of strategies can be employed to ensure an effective and engaging teaching and learning experience. Teachers necessitate a repertoire of theoretical strategies, particularly when instructing the skill of oral communication, in order to facilitate the teaching process. Various strategies can be employed in the instruction of oral communication, including but not limited to discussion, role play, storytelling, and interview techniques (Hakim, 2017).

1. Discussion

Discussion is the exchange of information, opinions, and ideas (Argawati, 2014). Discussion-based learning is interactive, and it is claimed that it surpasses lecture-based learning in terms of retention, higher-order thinking processes, attitude formation, and motivational maintenance. This is due to the fact that the dialogue method encourages children to participate more actively and gives them immediate feedback.

2. Role plays

An interview is a formalized exchange of dialogue in which one participant poses inquiries, while the other participant offers responses (Hakim, 2017). Students are assigned the responsibility of engaging in dialogue with their peers regarding a designated subject matter. Typically, students who engage in collaborative group work assume the roles of questioners and resource individuals, and are provided with learning resources to facilitate their interviewing process. Consequently, it is necessary for teachers to employ pedagogical approaches tailored to the unique attributes and skill levels of their students when instructing oral communication. Additionally, teachers should furnish students with instructional materials that foster active engagement, incorporating diverse media formats (Anjaniputra, 2013).

3. Story telling

Storytelling is the act of retelling a story that one has read or heard in one's own words based on one's understanding (Zuhriyah, 2017). In this activity, students are given a task and trained in English to verbally summarize stories or stories they hear from others.

4. Interview

An interview is a formalized exchange of dialogue in which one participant poses inquiries, while the other participant offers responses (Hakim, 2017). Students are assigned the responsibility of engaging in dialogues with their peers regarding a designated subject matter. Typically, students who engage in collaborative group work assume the roles of questioners and resource individuals, and are provided with learning resources to facilitate their interviewing process. Consequently, it is imperative for teachers to employ pedagogical approaches tailored to the unique attributes and skill levels of their students when instructing oral communication. Additionally, teachers should furnish students with instructional materials that foster active engagement, incorporating diverse media formats (Anjaniputra, 2013).

METHODOLOGY

Research Design

The researchers employed a qualitative research design based on the research question. In qualitative research, according to Creswell (2012), case studies are problematic, in-depth examinations of a limited number of cases or systems involving the comprehension of phenomena, activities, processes, or one or more individuals. In addition, data for this study were collected through interviews. The interview was conducted to determine the English Speaking Teacher's Strategies at MAN 2 Palembang.

Population and Sample

The population of this study was the English teacher at MAN 2 Palembang. To get the sample, the researchers used the total population sample. The researchers chose one of the English teachers in the bilingual class of tenth grade students at MAN 2 Palembang.

Data Collection Technique

The researchers used an interview to gather information about the teacher's strategies for teaching English at MAN 2 Palembang in accordance with the research problem and research design. To learn more about the teachers' methods for teaching English, the researchers conducted interviews. A qualitative interview, according to Creswell (2012), was

conducted when the researchers asked one or more participants open-ended questions and recorded their answers.

Data Analysis

The researchers employed thematic analysis as a method to examine the data and extract insights regarding the challenges encountered in teaching speaking skills at MAN 2 Palembang. According to Braun and Clarke (2006), thematic analysis is a research method that involves the identification and reporting of patterns, commonly referred to as themes, within a dataset. Several procedures were employed to analyze the data pertaining to the instructional strategies utilized by teachers in teaching speaking skills to English as Foreign Language (EFL) students. Initially, the researchers employed Creswell's (2014) recommended approach to data analysis, wherein they commenced by collecting and organizing the data in preparation for analysis. Furthermore, the researchers thoroughly reviewed all of the available information. Furthermore, all of the information was coded by the researchers. In addition, the researchers conducted a comparative analysis of the findings from prior studies. Finally, in qualitative research, the researchers clearly interpreted the findings or results.

FINDINGS AND DISCUSSIONS

After analyzing the data from the interviews, the researchers found several strategies used by teacher in teaching English speaking at bilingual class of tenth grade students at MAN 2 Palembang. There are several themes and codes listed from the qualitative data analysis which are shown in table 1 below:

Table 1. Themes and Codes of Teacher's Strategies in Teaching English Speaking at MAN 2 Palembang

NO.	THEMES	CODE
1.	The teacher used a combination of role plays a n d storytelling strategies for teaching English speaking to the students.	- In the pre-speaking activities, the teacher introduced the topic of the lesson for example: Telling the story. - In the while-speaking activities, the teacher explained about storytelling and taught about how to tell a good story using intonation and gestures when telling stories. after that, teacher asked to the students to made a story and act the story according to the roles that have been determined by the story, where students imitated the situation of the characters in such a way with the aim of dramatizing and expressing a person's behavior, expressions, movements in social relations between humans. Finally, those who were ready, they came to the front of the class to tell the story. - In the post-speaking activities, the teacher gave appreciation on their performance and some

		suggestions of their mistaken, next giving chance if the students had question. Finally, the students concluded the result of learning process.
2.	The teacher used combination of brainstorming, group discussion, and oral presentation strategies for teaching English speaking to the students.	- In the pre-speaking activities, the teacher asked some questions related collected students' ideas to the topic and written it down on the whiteboard for example, first group presents a topic about offering service then other students ask question. - In the while-speaking activities, the teacher explained about how to pronounce and express well in offering service and gave an explanation of several presentations' strategy steps. furthermore, teacher asked to the students to create a discussion group and students have the opportunity to discuss with their friends. After that, the teacher asked the students to present topics about their discussion material. - In the post-speaking activities, the teacher complimented the students' work and gave some advice for their errors and gave the students on the class an opportunity to asked any questions. Finally, the teacher and students concluded the result of learning process.
3.	The teacher used conversation for teaching English speaking.	- In the pre-speaking activities, the teacher started the class by ice breaking, showed picture and the words from social media, the teacher introduced the topic to the student for example, the conversation started with greetings. - In the while-speaking activities, the teacher explained about conversation. Furthermore, the teacher gave the opportunity for students to made a conversation script with a free theme with their friends. After that, students practice their conversations in front of the class. - In the post-speaking activities, after the students did conversation with their friends, then the teacher and students came to a conclusion regarding the learning process.

Discussion

Upon conducting a thorough examination of the data analysis, the researchers discovered that the English teacher employed a variety of instructional strategies, including role play, storytelling, brainstorming, group discussion, oral presentation, ice-breaking activities, and conversational exercises, in order to facilitate the development of speaking skills among twelfth grade learners.

Initially, the teacher employed a pedagogical approach that integrated both role play and storytelling techniques in order to facilitate the development of oral communication skills among the students. The teacher initiated the educational exercises during the pre-speaking phase by initially introducing the subject matter of the lesson. In this section, the teacher employed a series of role-playing tactics. The utilization of role-playing techniques for the purpose of enhancing speaking skills was observed in the instructional practices employed by the teacher. Several guidelines were implemented to foster student engagement in role-

playing activities, including granting them the autonomy to select their desired roles, encouraging the expression of personal thoughts and opinions, and assigning specific characters for portrayal (Harmer, as cited in Kayi, 2006). Teachers implemented the pedagogical strategy of role-playing in order to provide students with an opportunity to enhance their oral communication abilities by assuming the persona of a specific character. The research conducted by Anggraeni et al. (2020) aligns with the gathered data, indicating that the teacher implemented scripted role play activities, wherein students were instructed to portray specific characters. The teacher implemented the role-playing strategy by following a series of steps. Initially, the teacher provided instructions to the students, directing them to commence the lesson by engaging in a conversation. Furthermore, the teacher provided guidance to the students through the process of reiterating the dialogue. Furthermore, a comprehensive analysis of the dialogue was conducted by the teacher and the students in order to ascertain its underlying significance. Furthermore, the teacher elucidated that students were required to utilize not only the content conveyed in the dialogue but also non-verbal cues such as gestures and facial expressions. Furthermore, the teacher allocated a specific period for students to engage in dialogue practice with a peer.

The subsequent phase entailed engaging in a while-speaking activity. In this section, the teacher employs narrative techniques to facilitate the instruction of the English language to the students. Initially, the teacher provided an overview of storytelling and elucidated the techniques involved in effectively conveying a narrative through the strategic use of intonation and gestures. The act of story telling involves the process of recounting a narrative that has been either read or heard, utilizing the storyteller's own language and interpretation, as per Zuhriyah (2017). During the final phase of the post-speaking activity, the teacher provides commendation for the participants' performance and offers constructive feedback regarding any errors made. This practice holds utility in enabling students to enhance their academic performance relative to previous levels. Subsequently, afford students the chance to inquire should they have any queries. Ultimately, students draw conclusions regarding the outcomes of the learning process.

Second, the strategy used by the teacher is a combination of brainstorming, group discussions, and oral presentations. In the first stage, the teacher starts with brainstorming lessons by asking students about their experiences or what they know about the material, gathering their ideas together, and then mentioning the topics to be studied. In the next stage, the teacher gives an explanation to students about the details of the topic and gives examples based on the textbook. After that, they were asked to form a discussion group to discuss the material provided by the teacher, and if the discussion group was ready, they would

immediately present the results of their discussion in front of the class with the theme given by the teacher. Presentation is the initial stage of learning a new item (Cunningsworth, in Trialdi, 2012). Whether the learner has to give a presentation or lecture in real life or not, the experience of standing in front of a class and speaking for continuous turns is excellent preparation for speaking in life (Thornbury, 2005). These combined strategies are effective for students in learning to speak, including integrating skills, practicing speaking, making decisions, preparing for real life, acquiring knowledge through language, promoting student-centered learning, and expanding the role of the teacher.

Third, the teacher used icebreakers and conversation to teach English to the students. In the first stage, the teacher started the class by ice-breaking, showed pictures and words from social media, and introduced the topic to the student. For example, the conversation started with greetings. The next stage was while-speaking activity. In this part, the teacher applies the conversation strategy to teach the students. Conversation strategies are techniques that help the speaker and listener (interlocutor) maintain a conversation to go smoothly and reach the conversation goals. They are skills that enhance the linguistic and sociolinguistic knowledge on which most texts focus: grammar, vocabulary, and usage (Kehe and Kehe, 2004). First, the teacher explained about conversation. Furthermore, the teacher gave the opportunity for students to make a conversation script with a free theme with their friends. After that, students practice their conversations in front of the class. In this section, the students had a conversation based on the prompts with their partner in front of the class. The teacher could measure students' speaking ability at this stage. The last stage in applying the conversation strategies to teaching speaking was the post-speaking activity. After students have conversations with their friends in front of the class, it means that they already understand the material presented by the teacher. Anyone who wants to ask is welcome; thus, the teacher asks students to conclude about today's learning process.

CONCLUSION AND SUGGESTION

Based on the research problems and result of this study, the researchers drew conclusions that in teaching speaking skills to the bilingual class of tenth grade students at MAN 2 Palembang, the teacher has used a variety of strategies such as role plays, storytelling, brainstorming, group discussion, oral presentation, ice breaking and conversation. The strategy chosen was determined on the material to be taught. The result, students' responses resulted in a positive attitude that those strategies made them become active, creative, knowledgeable, and capable of conversing with others.

Additionally, there were some student's perceptions toward English speaking strategies applied by the teacher. First, most of the students interested on the strategies applied and rarely feeling bored. Second, the strategies applied by the teacher increasing students comprehend on the material, if they had difficulties, they would ask the teacher made it clear. Third, some activities practiced were fun such brainstorming, discussion, storytelling, role play and conversations while oral presentation was quite stressful. Some students felt comfortable when gotten attention from the teacher. Most of students felt that the strategies in teaching English speaking by their teacher enhanced their motivation in speaking English. The last, most of the students felt that their English-speaking skills were increased including fluency, grammar, vocabulary and pronunciation.

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