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**TEACHING STRATEGY TO PROMOTE STUDENTS SPEAKING SKILL IN
EXTRACURRICULAR OF THE 2nd GRADE AT AZMANIA BOARDING SCHOOL IN
THE ACADEMIC YEAR OF 2018/2019**

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Abstract

Speaking is one of the most important skills in communication that should be learned by the people. By speaking, the people combine information and ideas by communicating with each other. Extracurricular is one of ways to learn English. By following English extracurricular, the students can increase their speaking skill ability. All of students at Azmania Boarding School also follow the English extracurricular. Therefore, when they are in second grade, they are able to use English in their daily lives. The purpose of this study was to analyze the teaching strategy to promote students speaking skill in English extracurricular of the 2nd grade and the implementation of the strategy at Azmania Boarding School of Ponorogo in the academic year of 2018/2019. This research design was qualitative research of case study. As the data collection techniques, the researcher used qualitative observation and interview. The subject of this research was the instructor of the second grade's English extracurricular. Based on finding and discussion, the teacher's activities in classroom were learning by playing, singing and telling. Those activities were categorized as Active Learning strategy. This strategy gave good effect for the students. This strategy also increased students' motivation in speaking skill. The implementation of this strategy was by combining materials with song, story and game. The implementation of this strategy also based on the students' need. Based on the results of the study, the researcher gives suggestion related to the strategy of teaching speaking. For teachers, it is hoped that this research can encourage other teachers to adopt this strategy. Besides adopting this strategy, other teacher can modify this strategy to improve speaking skill of the students. The teacher also can apply interesting strategies to develop the students' ability. By using various strategies in teaching, it is hoped that the students are not bored and get good way to improve students speaking skill. For students, they need to increase their motivation and interest in learning English. They need to practice speaking skill in their activity. Students can use media in around them, for examples; song, story or novel, games, etc. to improve their speaking ability. The last for other researcher, the researcher hopes that the other researcher can do some improvement in many aspects that can be analyzed in English language especially in speaking skill.

Keywords: *Teaching Strategy, Speaking Skill*

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INTRODUCTION

English is international language in this world. Every country learns this language especially Indonesia. English as the world language also as foreign language in Indonesia is very commonly used in some activity. It means as Indonesian, they should able to use it as well as possible to communicate with other people in other country. By speaking, the students can combine information and ideas by communicating with each other. Many speaking learners try to use every way to get or achieve their goal to be a master of speaking. But they cannot apply their way in a good practice. Speaking is the most difficult part for student mindset. Speaking is a tool of communication, without speaking the people cannot communicate with other people. To increase speaking skill as well as possible the student should have abilities in grammar, pronunciation and also confidence.

Based on Chaney (1998: 3) speaking is a part of building and sharing the meaning of communication by the people verbal or non-verbal symbols. On the other hand, Donough and Shaw (2003: 134) state there are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/ or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking.

Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

Speaking is one of the most important skills that should be learned by students. They may find some difficulties if they rarely use the language, such as less of vocabulary, less confidence, and less practice. Therefore in the teaching and learning process, the teacher should be creative to find some strategies that make the students interested in learning. Based on Reiser and Dick (1996: 4) teachers can use different teaching strategies to achieve the goals of teaching and learning process. So, the teachers need interesting methods to make the students easy to understand the material.

The teacher as a facilitator of students should have a good strategy to increase their confidence and their ability. The teacher also should give more opportunity to interact in English language not in mother tongue.

Azmania Boarding school is a recent school in Ponorogo. This is equal as Junior High School. Based on vision and mission of Azmania Boarding School in particularly LAC (Language Advisory Council) the students start to practice the English language and Arabic language as their daily language start from 1st grade students. But the unique one is after they in second grades,

they are able to use English in their daily lives. Besides, a lot of activities in the boarding school, they also should memorize holy Qur'an anyway. Besides teaching and learning process in the school, English extracurricular has main role to promote students speaking skill. This extracurricular not only increase students skills but also facilitate the students as soon as possible to speak English as their daily language.

Based on phenomenon above the writer is interested to describe the Teacher's strategies in teaching speaking skill to promote students speaking skill in English extracurricular of 2nd grade at Azmania Boarding School of Ponorogo in the academic year of 2018/2019.

According to Gagne (in Wassid and Sunendar, 2008: 3) Strategy is someone ability to think, solve the problem and get decision. It means that strategy is way to solve the problem by analyze the situation and condition. Beside that the teacher should have a critical thinking to get the goal and make the learning and teaching process easier to be learnt.

Based on Cashin (1990: 60-61) there are kinds of teaching strategies to help the students in learning English, these are;

a. Case method

Providing an opportunity for learners to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and

integrating knowledge. The case method is an instructional strategy that engages learners in active discussion about issues and problem in practical application.

b. Discussion

There are many ways to stimulate the students' discussion. For example, the class begins a lesson with a whole group discussion to refresh students' memories. This strategy can also be used to help focus large and small group discussions.

c. Active learning

Many studies show that learning is enhanced when the learners become actively involved in the learning process. Active learning as learning environments that allow the students talk and listen, read, writes, and reflects as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing and other activities.

d. Cooperative learning

Cooperative learning is a systematic pedagogical strategy that encourages small groups of students to work together for achievement of a common goal.

Those are kinds of teaching strategies that can be used by the teacher to help the teacher in teaching process.

RESEARCH METHODOLOGY

In this research, the researcher used qualitative research. According to Creswell (2009: 4), qualitative research means for

exploring and understanding the meaning of individual or groups ascribe to a social or human problem. In this research the researcher uses case study to analyze the particular case or phenomenon in society. This research took place at Azmania Boarding School, on Azmania Street, no. 2 Ronowijayan, Siman, Ponorogo, and East Java. The researcher chose the extracurricular English Instructor of second grade students at Azmania Boarding School to be a subject.

In this study, the researcher used observation, and interview as data collection techniques to process the data. Marshall (in Sugiyono, 2016: 310) states that through observation, the researcher can learn about the behavior and the meaning of attached to those behaviors. Based on observation we get the different point of view because every learning and teaching at least has different habit.

Sugiyono (2016: 204) also gives two types of observation. The first participant observation, where the researcher has become, amongst other things, teachers, gang-members, pupils, nudists, hippies, bread salesmen, and medical students. The second is non-participant observation, where the researcher has only the role of researcher and observes situations of interest in that capacity.

Non-participant observation also has two types, those are; structured observation

and unstructured observation. In structured observation, the researcher uses research instrument that are systematically designed. Then, unstructured observation is the researcher does not prepare systematically instrument, so the researcher uses an instrument in the form of observation sign. In this research, the researcher uses the non-participant observation which is structured observation.

According to Moleong (2014: 186) interview is a meeting between two peoples to exchange information and ideas through questions and responses, resulting in communication and join construction of meaning about a particular topic.

The following procedure in analyze the data by Miles and Huberman Model (in Sugiyono, 2016: 338- 345) that the researcher used:

1. Reducing the data which have been gotten in the research location. Data reduction means explain the information in the complete explanation. Then choose the main case based on the data collection.
2. Displaying data can be done with the simple sentences, draft, short explanation, chart, etc. So it makes easy to understand what happen and the researcher can plan the next job building on the data that has been understood.
3. The last is the researcher makes conclusion based on the result of the data and offer the solution based on the data

obtained. So, the conclusion is given in form of description of a clear object.

FINDING AND DISCUSSION

The researcher did the observation on August, 21st 2018 until January, 3rd 2019 and did the interview on November, 23rd 2018. Therefore, the researcher collected the data from observation and interview during five times. The result observation on November, 29th 2018 was the teacher used song as her strategy in teaching, on December, 3rd 2018 the teacher used video in her teaching and on January, 3rd 2019 the teacher used games in her teaching and learning process.

Based on observation and interview, the teacher had interesting materials in teaching and learning process. The teacher used active learning strategy in her speaking class. The teacher applied three steps of classroom activities, there were; pre (opening), while (core), and post activities.

In the opening section, the teacher taught the students based on syllabus. On the other hand, she needed to find out some alternative strategies to teach the students. The teacher used yell, clap the hands, make a joke, or make a short conversation with the students to raise students' motivation in learning. Opening section also can attract the students before they come into the materials. Before coming into the materials, the teacher reviews the last materials. It is important to make the students' memories strong.

After opening section, the teacher comes into the core activity. This section is the process of transfer the knowledge between teacher and students. This activity consists of some steps, such as; introduction the topic that will be discussed, the step of giving the materials from teacher by singing, playing, telling, and doing exercise in group or individuals. The implementation of this strategy is combining the materials with song, story and game. This is based on students' need. The teacher always offers help to the students. The teacher also invites them to practice their speaking in every moment. Sometimes the teacher cannot provide the students' maximum opportunities in speak English due to time constraints. So the teacher gives opportunities the students in school event, especially telling story, speech contest, and radio streaming.

Then the next activity is post section. This is the end of teaching and learning process. In this section before closing the class the teacher evaluates the students understanding by question. Sometimes the teacher gives home work to the students. Before the teacher closes the class, she gives motivation to the students to be brave in speaking.

However, the students still find several problems in learning speaking although the teacher has a good communication with students. The teacher has many problems form internal and external factor. From

internal factor, she has to force herself to be creative to develop the materials. Moreover, she needs more time to prepare the lesson.

Then from external factor, in speaking activity the teacher finds a problem such as the students are shy to speak up. This is because of different language level of the students. Sometimes the students are shy to speak English because of afraid if they make a mistake in speaking. Besides, general problem in teaching speaking is students unconsciously use their mother tongue when they cannot transfer the language in English.

Then the teacher solves the problem above. From internal factor, she is spending her rest time to watch some videos, find out games, or song as her instructional media in her class. Then for external factor, the teacher invites the students to practice speaking whenever and wherever. The teacher can diagnose the students whether the students have difficulties in speaking or not by observing their attitude in doing practice. Then the teacher offers help to the students. Besides that, the teacher invites the students to sing a song in a moment when the students are bored in class. The teacher also gives motivation and asks to the students to speak up whatever they say to increase their confidence in English.

Then the advantages of the strategies that used by the teacher are students can understand the materials, practice speaking material directly and enjoy in learning, so

they automatically help them achieve a goal to speak English fluency. The disadvantage of this strategy is based on the teacher. She needs more time and spends her rest time to find out the adding materials, because the teacher is forced to be creative, active and up to date.

CONCLUSION

After describing and analyzing the data based on observation and interview about the strategy that used by the teacher and implementation of the strategy by the teacher in speaking extracurricular of second grade at Azmania Boarding School, the researcher draws the conclusion as follows:

1. Teaching strategies used by the Instructor in teaching speaking at Azmania Boarding school was Active Learning strategy. The activity of this strategy was learning by playing, singing and telling. The teacher used active learning strategy in her speaking class. This strategy gave good effect for the students. This strategy also increased students' motivation in speaking skill. The teacher gave motivation to the students to speak up even they felt so shy and unconfident. Furthermore, the class could run as well as possible.
2. The implementation of that strategy in language was by combining materials with song, story and game. The implementation of this strategies also based on the students' need. The teacher applies three steps of

classroom activities, there are; pre (opening), while (core), and post activities.

SUGGESTION

Based on the results of the study, the researcher gives suggestion related to the strategy of teaching speaking.

1. The Teachers

It is hoped that this research can encourage other teachers to adopt this strategy. Besides adopting this strategy, other teacher can modify this strategy to improve speaking skill of the students. The teacher also can apply interesting strategies to develop the students' ability. By using various strategies in teaching, it is hoped that the students are not bored and get good way to improve students speaking skill.

2. The Students

The students need to increase their motivation and interest in learning English. They need to practice speaking skill in their activity. Students can use media in around them, for examples; song, story or novel, games, etc. to improve their speaking ability.

3. The Researcher

The writer realizes that teaching speaking at Azmania Boarding school gets a lot of flaws. The researcher hopes that the other researcher can do some improvement in many aspects that can be analyzed in English language especially in speaking skill.

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