



The Teacher's Strategies in Overcoming Students' Speaking Problems at SMAN 1 Selayar

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ABSTRACT

The aim of this study was to find out the teacher's strategy and students' speaking problems at SMAN 1 Selayar. This study used mix method namely quantitative and qualitative. There were 215 students in the population. Then, there were 20 students and 1 teacher of SMAN 1 Selayar as sample of study. Taking of sample was carried out by cluster random sampling. The instruments used observation, questionnaires and interview guides. The results of this study showed that some strategies used by teacher in overcoming students' speaking problems at SMA Negeri 1 Selayar namely Role Play, Number Head Together, Discussion and Grouping. While, there were 13 (65%) students who said nothing in English as one of students' speaking problem. Then, students thought to speak English as 9 (45%) students. The worry statement in making mistake to speak English was 8 (40%) students. Students felt nervous in speaking English as 11 (55%) students. Students who were not confident were 7 (35%) students. It can be concluded that there are two dominant students' speaking problem, namely students think nothing in speaking English and be nervous in speaking English. While, the dominant strategy is Role Play. The further researcher is recommended to be more detail finding problem faced by students in order for the teacher to apply strategy based on students' need.

Kata Kunci: Teacher Strategy, Speaking Problem, Role Play



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INTRODUCTION

Given the significance and function of English at an early age, the quality of learning must be enhanced. If he is provided with enough and accurate English language skills from an early age, it is guaranteed that these talents will be used in the next level of school. Especially in this day of globalization, when English is one of the primary languages of international communication, each person must be able

to communicate effectively and accurately in English verbally and in writing as science, technology, and communication advance (Sujarwo et al, 2020).

English is a topic that students may need to learn since it consists of listening, speaking, reading, and writing. Speaking and writing are considered to be productive abilities, while listening and reading are considered to be passive or receptive. Among the four critical abilities, speaking may be a requirement if the English teaching content is contained in the kind of textbook.

When someone want to utilize the English language, they must first learn the language. Speaking, listening, reading, and writing are all examples of language abilities. Vocabulary, grammar, and pronunciation are all components of language systems (Sirajuddin, 2020). Many individuals learn English at school, where it is a required subject.

Speaking is a critical ability in the English language since we cannot hold a conversation without it. Speaking is a useful linguistic ability (Siahaan, 2008:95). That is, speaking is a person's ability to make sounds that have meaning and can be understood by other people, in order to facilitate effective communication. Additionally, speaking is the act of communicating with others via language (Fulcher, 2015). This implies that this activity includes two or more individuals, with participants acting as both hearers and speakers, requiring them to respond quickly to whatever they hear and contribute at a fast rate of speed, with each participant having an intention or set of intentions.

Thus, the English teacher should take an active role in developing students' speaking abilities by including communicative language exercises and engaging media in the classroom and then offering enough chances for students to practice their speaking skills. According to Safari & Fitriati (2016) speaking is an interactive activity in which speakers seek to create meaning via the production, receipt, and processing of information. Speaking is a tough skill to master, since foreign language students are often fearful of making errors when they attempt to talk. One of the difficulties in learning to speak is the learners' fear of expressing their thoughts, language, and how to utilize grammar, vocabulary, and pronunciation in their interpersonal interactions (Hughes, 2011: 6).

Students who are able to speak effectively in English with acceptable grammar, pronunciation, fluency, accuracy, understanding, and vocabularies were regarded to have an English skill. However, achieving this greatest standard of English is not simple since students must talk while also thinking about the components of speaking. As a result, students should study those components of speaking in order to develop into effective communicators. In this scenario, students should focus on mastering those components of speaking while developing their speaking ability. It becomes the English teacher's responsibility to establish a pleasant, fascinating, and dynamic English lesson for students, particularly in all speaking activities, in order to instill confidence in them to talk. Additionally, the aim of teaching speaking is to improve pupils' ability to communicate effectively while engaging with others.

Teachers need methods to ensure that all pupils are capable of learning the art of speaking (Rosmayanti & Sabillah, 2017). In the teaching-learning process, the teacher acts as a facilitator in the classroom, assisting students in their learning. This is consistent with what Khamkhien says in his study (2010: 186), that the lecturer's role as a facilitator in the classroom makes the class dynamic, and that the lecturer needs time to prepare materials for an interactive classroom. Additionally, the lecturer should be able to relate the material's themes to what learners already know about their linguistic abilities, personal lives, and real-world circumstances. Each teaching-learning process should be planned, reflected on, and evaluated

by the lecturer. The instructor must be able to recognize the difficulties encountered by students throughout the reflection process.

The learning strategy is a tool for assisting learners in accelerating their information acquisition in order to grasp the topics they were taught (Sukmawati & Sabillah, 2020). Additionally, the learning method assists learners in comprehending the particular material included in the topic they are studying and may help them concentrate their attention on the desired outcome Bester & Brand, (2013) The learning approach does not come naturally to a well-trained individual.

Along with the benefits or impacts of these methods, there are also drawbacks, notably If SPI is utilized as a learning method, it will be difficult to manage students' activities and success; furthermore, this approach will make learning more difficult to organize since it will conflict with students' study habits. Occasionally, applying it takes an extended period of time, to the point that the instructor often struggles to adapt it to the time given.

Based on my prior observations during my internships 1 and 2, I saw that teachers used a variety of strategies, as well as a unique approach, while resolving students' speaking difficulties. And the pupils' accomplishments are varied. This prompted the researcher to perform the study at SMAN 1 Selayar.

One of the methods is problem solving learning models, which are founded on the recognition that teaching is not just delivering a lecture and imparting information to pupils. However, teaching is about attentively examining, searching, investigating, thinking, analyzing, and discovering. As regards the effect or overuse of problem-solving techniques, Students should be taught to think methodically, how to create a discovery, and how to think and act creatively. Solve issues in a realistic manner Identify potential sources of information and undertake investigations, Interpret and evaluate observational findings, Stimulate the growth of forward-thinking pupils by making education more relevant to real-world issues and by educating confident students. Along with the benefits or advantages of this approach, there are also disadvantages: it requires sufficient time, involves more people, not all classes include difficulties, requires frequent preparation and attendance, and certain students who are passive may exhibit ineffectual conduct. Due to the critical nature of strategy, researchers want to ascertain instructors' methods for resolving difficulties in SMAN 1 Selayar's speaking class. This research describes various instructors' methods for resolving speaking difficulties in English classrooms. The aim of this research is to examine how instructors apply their methods while teaching speaking classes.

METHOD

Research Design

The research was conducted using a mix method. Furthermore, this research combined quantitative and qualitative methods. Mixed method refers to the use of two or more research method in enggle study (Morse & Niehaus, 2016). As a result, the goal of this research is analyzed and described the teacher strategy in solving speaking problem of the students. This research design was used to describe and interpret the object in a realistic manner. O'Donoghue (2018) defined qualitative research as descriptive in nature, in which data are gathered via the use of words or images rather than statistics. Meanwhile, Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to

wider populations. The study's results were presented using documents, field notes, and interviews. The researcher used a descriptive technique in this study, which is a type of research in which an effort is made to describe and understand an item in line with reality.

Research Instruments

In this research, the researcher used observation, questionnaire and interview as researcher instrument to collected data. The observation and interview were the primary instrument in this research. While, the Questionare as the secondary instrument in collecting the data in this researchh.

FINDING AND DICUSSION

Data Presentation Interview

The interview is a means for the researcher to ascertain the method used by the instructor in the classroom and to ascertain how the teacher overcomes the difficulties encountered by students during the learning activity at SMAN 1 Selayar. The next paragraphs will elaborate on the solution:

- 1) How are the students' conditions in the class English lesson?

(Bagaimana kondisi siswa di dalam kelas ketika Pelajaran bahasa Inggris berlangsung?)

Teacher 1 Answered:

T1: the students good enough in learning activity
(Baik dalam keadaan sikap untuk menerima pelajaran)

- 2) What is the speaking problem of the students in learning process?

(Apa masalah berbicara yang siswa hadapi dalam proses belajar?)

Teacher 1 Answered:

T1: The problems was faced by the students was they are usually worried about the pronouncation and the tense. So, they are sometimes difficult to speak English.

(Masalah yang biasanya dihadapi oleh siswa adalah mereka khawatir dengan pronunciation den tenses mereka)

- 3) What are the teachers strategies to overcome speaking problemin the process of learning English?

(Apakah strategi pembelajaran apa yang Anda gunakan untuk mengatasi permasalahan berbicara ketika proses belajar bahasa Inggris sedang berlangsung?)

Teacher 1 Answered:

T1: Most of the time I use Role play (Through video) Role play, Number Head Together, Discussion, Grouping and Simulation in front of the class. So, they will be confidence to pronounce the words in English

(Hampir setiap waktu saya menggunakan teknik role play dengan Number Head Together, Discussion, Grouping and Simulation menggunakan video kemudian mensimulasikan video yang telah mereka lihat sehingga mereka akan lebih percaya diri dalam mengucapkan kosakata dalam bahasa inggris)

- 4) What are the advantages and disadvantages of the strategy you use?
(Apa kelebihan atau kekurangan dari strategi yang Anda gunakan?)

Teacher 1 Answered:

T1: The advantages of this strategy is each person will get same opportunity to speak, it will not be dominated by the students who have good skill in speaking ability (Role play)
Simulation: in this strategy is able to encourage the students' ability in speaking because each student will get different responsibility and he/she does not need to master all the materials in their group.

(Keuntungan dari strategi ini setiap anggota kelompok mendapat kesempatan untuk berbicara, sehingga kelas speaking tidak didominasi oleh siswa yang memiliki kemampuan speaking yang baik.

Sedangkan dalam simulasi, strategi ini dapat mendukung kemampuan berbicara siswa karena setiap siswa mempunyai tanggung jawab dan mereka tidak perlu untuk menguasai materi yang ada pada group mereka.)

- 5) Do the strategies that you use in teaching speaking can overcome the students' problem in learning english?

(Apakah strategies yang anda gunakan dalam pembelajaran speaking dapat mengatasi masalah siswa dalam belajar bahasa Inggris)

Teacher 1 Answered:

T1: Yes, they do
(Ya.)

- 6) What strategies are suitable for teaching speaking?
(Strategi apa yang paling cocok untuk mengajar speaking?)

T1: Role - play, Numbered heads together

- 7) What strategies are not suitable in learning speaking why and give reason?
(Strategi apa yang tidak cocok? Mengapa? Berikan alasannya)

T1: Discussion Strategy, generally during the activity in the class (discussion) only dominated by several students who are interested in English

(Strategi Diskusi, Secara umum selama aktivitas dalam kelas (diskusi) hanya akan didominasi oleh beberapa siswa yang tertarik dengan bahasa inggris)

Observation Result

Taking field notes

Date: May 6 2021

Time: 08. 30 – 10.00

Participants: Observer, Students and Teacher SMA Negeri 1 Selayar

Physical setting in the classroom

My observation began in the classroom activity. I could see the screen of the computer, and pay attention to the participant of the class. I had a clear view instruction from teacher. I just pay attention to the classroom learning activity until at the end of the learning process

Activities (actions and behaviors)

Learning process of SMA Negeri 1 Selayar the students is really excited in learning process, every students confident to practice and really excited in learning process. some of students actively in the classroom, but certain students more likely unconfident to show their skill in speaking, During the teacher explain about the material, some students turn of their camera so, we cannot identify their activity, but only certain moment. The students build their excited as time is follow. The excited of the students prove that when students say

" me mam want to be the first to perform in fornt of the class"

The teacher used the role play strategy in to build speaking skill of the students by showing them video. Afterward students practice the material that already given by the teacher.

Participant point of view in overcoming speaking problem

The students partisipation in speaking class is good. The teacher and students is have a good interaction. The problem during the class is, some students are unconfidence to speak english, they are a little bit shy, scared and worry to pronounce wrong the word. The students who unconfidnce and just keep silent in the class. The teacher say *" Coba lisa, respons your friend who already perform or give any comment"*

the students respons *"still shy but try to overcome her problem by saying*

" is it okay mam kalau saya combine dalam bahasa indonesia dan inggris mam, what yang harus saya responskan mam?"

"Yes oaky, You just can act based on the number that you get"

So the tecaher try to find out the strategy to overcome the problem by using role-play strategy and number head together and give some games to make the students comfortable to speak english.

Impact observer might have had on the situation observer observed

Observer join the learning class the observer impact in the classroom only a little bit awkward at the very first place of the students, but when learning process was running the students enjoy in the learning process, because of the learning process used daring and in the classroom activity, so the students don't pay attention more to the observer, so the classroom learning process run effectively.

Summary

Students are enjoy the learning process, and they respect each other shows by excited in speaking class

Questions/things to follow up with

Students should more active in the classroom

Based on the observation result above the problem that facing by the students in learning activity expecially in speaking class is some students feel unconfidence to speak English, they are worried to be wrong to produce the words in English.

Data Questionnaire Presentation

Table 4.1 I am worried about making mistakes in speaking

No	Items	Frequency	Percentage (%)
1	Strongly agree	5	25,00
2	Agree	9	45,00
3	Undecided	2	10,00
4	Disagree	4	20,00
5	Strongly Disagree	0	0,00
Total		20	100%

Table 4.1 presented that most students (45%) agreed and (25%) strongly agreed that they are worried making mistake in speaking. The others students (20%) were disagree about worried in making mistake in speaking.

Table 4.2 I am fearful of criticism or losing face when speaking English

No	Items	Frequency	Percentage (%)
1	Strongly agree	0	0,00
2	Agree	11	55,00
3	Undecided	2	10,00
4	Disagree	6	30,00
5	Strongly Disagree	1	5,00
Total		20	100%

Table 4.2 presented that most students (55%) agreed and (10%) undecided that they are fearful of criticism or losing face when speaking English. The others students (30%) were and (5%) Strongly Disagree.

Table 4.3 Sometimes i cannot think of anything to say

No	Items	Frequency	Percentage (%)
1	Strongly agree	2	10,00
2	Agree	13	65,00
3	Undecided	2	10,00
4	Disagree	2	10,00
5	Strongly Disagree	1	5,00
Total		20	100%

Table 4.3 presented that most students (65%) agreed and (10%) strongly agree that Sometimes they cannot think of anything to say. The others students (10%) were undecided (10%) were disagree and (5%) Strongly Disagree

Table 4.4 I speak very little or not at all

No	Items	Frequency	Percentage (%)
1	Strongly agree	1	5,00
2	Agree	9	45,00
3	Undecided	0	0,00
4	Disagree	9	45,00
5	Strongly Disagree	1	5,00
Total		20	100%

Table 4.4 presented that half of students (45%) agreed and (5,00%) strongly agree that they speak very little or not at all. The others students (45%) were Disagree, (10%) were and (5%) Strongly Disagree.

Table 4.5 I use indonesia language when my teacher ask me in English

No	Items	Frequency	Percentage (%)
1	Strongly agree	1	5,00
2	Agree	8	40,00
3	Undecided	8	40,00
4	Disagree	2	10,00
5	Strongly Disagree	1	5,00
Total		20	100%

Table 4.5 presented that half of students (40%) agreed, (40%) Undecided and (5%) were strongly disagree that they use indonesia language when my teacher ask me in English. The others students (10%) were Disagree, and (5%) Strongly Disagree.

Table 4.6 I am shy when speak English

No	Items	Frequency	Percentage (%)
1	Strongly agree	3	15,00
2	Agree	3	15,00
3	Undecided	3	15,00
4	Disagree	7	35,00
5	Strongly Disagree	4	20,00
Total		20	100%

Table 4.6 presented that very diverse half of students (35%) Disagree, (20%) were strongly disagree and (15%) were undecided that they shy when speak English. The others students (15%) were agree, and (15%) Strongly agree.

Table 4.7 i am nervous when speak in English

No	Items	Frequency	Percentage (%)
1	Strongly agree	1	5,00
2	Agree	11	55,00
3	Undecided	2	10,00
4	Disagree	5	25,00
5	Strongly Disagree	1	5,00
Total		20	100%

Table 4.7 presented that most students (55%) agreed and (5%) strongly agree that they nervous when speak in English. The others students (25%) were disagree, (10%) were undecided and (5%) Strongly Disagree.

Table 4.8 I am not confidence speak English

No	Items	Frequency	Percentage (%)
1	Strongly agree	3	10,00
2	Agree	7	35,00
3	Undecided	3	15,00
4	Disagree	7	35,00
5	Strongly Disagree	1	5,00
Total		20	100%

Table 4.8 presented that students (35%) agreed and (10%) strongly agree that they are not confidence speak English. The others students (35%) were disagree, (15%) were undecided and (5%) Strongly Disagree

The teachers` strategies in overcoming problems in Speaking class at SMAN 1 Selayar

At SMA Negeri 1 Selayar, the teacher's methods for overcoming difficulties in speaking class included a combination of role-playing and numerical heads. The study's findings corroborate many previous studies performed by other researchers. Indah Merdekawati (2011) conducted a prior research on the teacher's approach for teaching speaking in a regular class.

Based on interview results from English teacher of SMAN 1 Selayar, the dominant strategy that used by the teacher is role play and the other startegy is Discussion, Number head Together and Grouping. The teacher used the varoius strategy because the teacher want to build the interest of the students and solve the students speaking problem in terns of vocabulary problem and student self confidence in speaking skill. The result of the study inline the research by Prasetyaningrum et al (2020) under the tittle English Foreign Language Students' Strategies in Overcoming Speaking Problems. The result showed that students' got problems in speaking, the students' dominant problems those were anxiety of speaking, unavailability environment and lack of vocabularies. In solving the students' problem in speaking, the students' used some strategies those were role-play, telling-story and games. Meanwhile, another previous research which inline with the result of this study conducted by Riadi (2019) under the tittle Students' Strategies in Overcoming Speaking Problems at the Eleventh Grade of MA NW Montong Mas in the Academic Year 2018-2019. The result showed that students' got the problems in speaking, the students' dominant problems those were anxiety of speaking, unavailability environment and lack of vocabularies. In solving the students' problem in speaking, the students' used some strategies those were role-play, tellingstory and games.

There are some previous research discussed about the teacher strategy in solving students speaking problem. The instructor taught English speaking using four methods: successful discussion, argument, role acting, and everyday conversation. Following that, Rianingsih (2015) performed a study on Teacher Strategies for Overcoming Students' Speaking Difficulties at Ma An-Nur Cirebon's English Intensive Program. As a consequence of her research, she discovered that teachers had many methods for overcoming students' speaking problems. These strategies include debate, role play, prepared speeches, interviewing, games, and brainstorming. Additionally, it was discovered that the instructor approach for overcoming students' problems in the English Intensive program had a positive effect on students' responses. Anik Pratiwi Wijayati (2011) conducted a third prior study in which she investigated metacognitive strategies in the teaching and learning process of speaking in a regular class. As a consequence, the instructor used a range of instructional techniques throughout the instructional process. She used a visual tool to assist pupils in comprehending and drawing the necessary background information. She utilized a game to de-stress the issue, and so on. Sri Wahyuni (2013) conducted a fourth prior study in which she examined both direct and indirect instructors' strategies for teaching speaking in regular class. The research shows that students used a diverse variety of techniques that fell into six distinct approach categories, with a preference for metacognitive methods.

Additionally, it demonstrates that speaking skill and gender had a substantial effect on the adoption of emotional techniques. Otherwise, Hasbullah, (2009) did a research on Teachers' Strategies for Overcoming Obstacles in the Teaching of Speaking at Singosari Malang SMK NEGERI 1 Singosari Malang. As a result of overcoming the students' speaking difficulties, the teacher employs several teaching strategies, including providing immediate rewards, educating students about the importance of English, creating enjoyable activities, awarding additional points, providing a list of words, quoting words from the media (song, newspaper, magazine, and so on), drilling, giving direct correction, reading aloud, and training students to. The most often utilized technique in learning activities is pair work. Nur Haliza's earlier research was also conducted (2019). "Teacher Strategies to Help Students Overcome Speaking Difficulties at SMPN 2 Pangkajene. The study revealed that the techniques employed in the learning process included inquiry strategies linked to the expository approach and also five to ten vocabulary memory methods. Students have difficulties while communicating due to a lack of vocabulary and a lack of familiarity with English.

The instructor employs a variety of methods to help students overcome their problems with speaking at SMA Negeri 1 Selayar, including role play as a way for pupils to develop their own thoughts on the assigned topic. Discussions as a method for increasing students' English proficiency, as a strategy for increasing students' comprehension of the subject at hand, and games as a strategy for increasing students' English vocabulary (Simsek & Direkci, 2019; Pratiwi et al., 2021). These findings corroborate a previous research performed by Anggraeni & Assafari (2020). At SMAN 1 Palopo, teachers' strategies for teaching speaking skills are discussed. Teacher 1 used discussion, role-playing, brainstorming, writing, conversation, blogging, image description, and learning assignments, as shown by her research. While teacher 2 facilitated learning via discussion, modeling, role-playing, brainstorming, writing, questioning, reading, explaining, and ice hockey. Both instructors use a variety of methods while instructing students in speaking. And At SMA Negeri 1 Selayar, students have a favorable attitude toward teaching methods aimed at overcoming students' problems. The benefits include increased self-confidence, increased participation in speaking activities, increased student knowledge, increased student ability to speak, increased student comprehension of how to speak English, and increased student ability to answer to inquiries in English. Throughout the teaching and learning process, the instructor engages students in speaking activities at SMA Negeri 1 Selayar, which they like and relax from.

The issue that arose in this study is quite similar to the one that arose in previous studies. According to the observation and questionnaire, there were a few problems encountered by students during speaking class. Students agreed 9 students (45%) and strongly agreed 5 students (25%) that they are concerned about making a mistake while speaking. 1 students (5%) agree and are unsure 2 students (10%) that they are afraid of criticism or losing face while speaking English. 13 Students (65%) agreed and 2 students (10%) strongly agreed that they sometimes run out of things to say. Half of the 8 students (40%) agreed, 8 students 40% were undecided, and 5% were strongly disagreed that they utilize Indonesian when my instructor asks me in English. There are 11 students 55% of students who agree and 1 students 5% who strongly agree that they feel anxious while speaking in English. There are several difficulties that students face when speaking at SMA Negeri 1 Selayar. They are limited in vocabulary because they lack motivation to enrich their

English vocabulary, confused in choosing vocabulary because they still lack the necessary vocabulary to communicate their meaning, lack of confidence because they are not accustomed to speaking English, and the students continue to feel shy and concerned. The most common issue seen by students at SMAN 1 Selayar is students' inability to think of anything to say and their nervousness while speaking in English. The research's findings corroborate those of a previous study performed by Fitria (2013) The research reveals that the students' speaking problem is inhibition, which is characterized by students' fear of being noticed when they speak English, their concern about making mistakes, and their fear of being criticized when they speak English incorrectly. This is caused by their lack of understanding of grammar, a limited vocabulary, and a low level of pronunciation mastery. Another previous study conducted by Raharjo (2016) the result showed that the students had problems with their speaking ability, particularly in term of inhibition, nothing to say, low or uneven participation, mother tongue used, speech act (pronunciation, grammar, vocabulary and fluency). Furthermore, that result also revealed with the students' solutions of the problems, such as knowing the lesson carefully, remembering more vocabularies, being well prepared, learn more about tenses or correct grammar, being more confident, try to speak English more actively, listen the original pronunciation from the western music, asking the teacher about what difficulty that want to ask and make a discussion with friends to study together.

There are some research that have different result with this study. The research conducted by Fitriani et al (2015) the result showed that psychological problems is the most dominant problem faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak. Meanwhile, another research conducted by Riadil, (2020) the result showed that The most problematic for the students is mother tongue use, 77% students use their other tongue in English class and 83% agree that mother tongue is easier than English. both of previous study had a different result with this study it influence by the place in conducting the research and the sample of the research.

CONCLUSION

The teacher employs a variety of methods to help students overcome their problems with speaking at SMA Negeri 1 Selayar, including role play as a way for pupils to develop their own thoughts on the assigned topic. Discussion as a technique for increasing students' English proficiency, as a strategy for increasing students' comprehension of the subject at hand, and games as a strategy for expanding students' English vocabularies. The most often used technique is the role-playing strategy. At SMA Negeri 1 Selayar, the students' reaction to teaching methods for overcoming students' problems may be classified as a positive approach for overcoming students' difficulties. There are several difficulties that students face when speaking at SMA Negeri 1 Selayar. They are limited in vocabulary because they lack motivation to enrich their English vocabulary, confused in choosing vocabulary because they still lack the necessary vocabulary to communicate their meaning, lack of confidence because they are not accustomed to speaking English, and the students continue to feel shy and concerned. The students' dominant problems those were anxiety of speaking, unavailability environment and lack of vocabularies

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