

TEACHER'S STRATEGIES IN TEACHING SPEAKING SKILL FOR ELEVENTH GRADE STUDENTS AT SMA BOPKRI 2 YOGYAKARTA

Devi Widyaningsih; Rr. Hasti Robiasih
Universitas Sarjanawiyata Tamansiswa
dheviie.widya@gmail.com; hasti@ustjogja.ac.id

Abstract

The objectives of this research are (1) to describe the strategies used by the English teacher of the eleventh grade students of SMA BOPKRI 2 Yogyakarta in teaching speaking and (2) to find out how the English teacher applies the strategies in teaching speaking. This research is descriptive qualitative in the form of a case study. The data were collected from observation and video recording of XI IPA 1, XII IPA 2, and XI Bahasa. The data were transcribed, identified, described, and analyzed by using theory of Shaun Killianof on strategies in teaching speaking. The results indicate that not all of the strategies in teaching speaking were applied by the English teacher. In XI IPA 1 and XI IPA 2, the teacher applied six strategies, while in XI Bahasa, the teacher only applied four strategies in teaching speaking. The teacher applied the strategies to help students become active during the learning process. The strategies could help the students become more active in the teaching and learning process, because the implementation of those strategies was sufficiently executed.

Key words: *speaking, teaching strategies, teaching speaking*

Introduction

One of the objectives of learning English in high 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. Therefore, speaking is difficult for students.

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.

Teaching strategies in speaking activities are very important to overcome students' difficulties in speaking. Strategies in speaking can help students improve their fluency and accuracy in speaking. Each teacher may apply different strategies to improve students speaking skills. After practicing the strategies, teacher can see how the students' understanding in learning language and can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom a milieu for the realization of successful strategies (Brown, 2000:131). However, it is very important that the strategy applied is relevant with their needs and

interests. In searching for the best model of teaching speaking strategy, the researcher decided to analyze strategies in teaching speaking used by the English teacher of eleventh grade students of SMA BOPKRI 2 Yogyakarta.

This paper tried to describe strategies used by the English teacher of the eleventh grade of SMA BOPKRI 2 Yogyakarta in teaching speaking and how teacher of the eleventh grade of SMA BOPKRI 2 Yogyakarta apply the strategies in teaching speaking.

Theoretical review

Strategies in Teaching Speaking

According to Ur (1991:120), there are some characteristics of successful speaking, they are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level. Success in speaking is the purpose of teacher in teaching speaking. It can occur if the strategies used by teacher are highly effective. Students' success in speaking depends on the teacher's way in teaching speaking. To find a suitable strategy in teaching is not easy, teachers should think about how the strategy will be implemented, is it appropriate to students' needs or not.

In the teaching learning process of speaking, teachers need speaking strategies to make the learning process work well and can help students speak well and correctly. Killian (2015) on *The Australian Society for Evidence Based Teaching* explained how to improve student's speaking skill needed most teaching strategies in class. Those teaching strategies are collected to fulfill the language learners' needs during learning English, especially in speaking. The strategies are as follows:

1. Setting Clear Lesson Goals

It is crucial that teacher be clear about what he wants students to learn during each lesson. If teacher cannot quickly and easily state what he wants the students to know and be able to do at the end of a given lesson, the goal of the lesson will be unclear. Clear lesson goalshelp teacher (and students) to focus every other aspect of lesson on what matters most.

2. Showing & Telling

Teacher should normally start lessons with show and tell. Put simply, telling involves *sharing information or knowledge* with the students while showing involves *modeling how to do something*. When teacher has cleared about what he wants students to know and be able to do by the end of the lesson, a teacher needs to tell them what they need to know and show how to do the tasks.

3. Questioning to Check for Understanding

Research suggests that teachers typically spend a large amount of teaching time asking questions. However, few teachers use questions to check for understanding within a lesson. However, a teacher should always check for understanding before moving onto the next part of their lesson. Techniques such as *randomized sampling*, *student answer-boards* and *tell-a-friend* are helpful.

4. Summarizing New Learning in a Graphical Way

Graphic outlines include things such as mind maps, flow-charts and Venn diagrams. Teacher can use them to help students to summarize what they have

learned and to understand the interrelationships between the aspects of what teachers have taught them. Discussing a graphical summary is a fantastic way to finish off teacher's *show and tell*. Teacher can then refer to it one more time at the end of the lesson.

5. Plenty of Practice

As said by Killian, *practice makes perfect*. Practice helps students to retain the knowledge and skills that they have learned while also allowing another opportunity to check for understanding. If teacher wants to harness the potent power of practice, he must ensure that students are practicing the right things. Finally, research shows that students do better when their teacher has them practice the same things over a spaced-out period of time.

6. Providing Students with Feedback

Feedback is the breakfast of champions, and it is the breakfast served by extraordinary teachers around the world. Put simply, giving feedback involves letting the students know how they have performed on a particular task along with ways that they can improve. Unlike praise, which focuses on the student rather than the task, feedback provides students with a tangible understanding of what they did well, of where they are at, and of how they can improve.

7. Being Flexible about How Long it Takes to Learn

The idea that given enough time, every student can learn is not as revolutionary as it sounds. It is also the central premise behind *mastery learning*, a technique that has the same effect on student results as socio-economic status and other aspects of home life.

8. Getting Students Working Together (in productive ways)

Group work is not new and teachers can see it in every classroom. However, productive group work is rare. When working in groups, students tend to rely on the person who seems most willing and able to the task at hand. To increase the productivity of the groups, teachers need to be selective about the tasks they assign to students and the individual role that each group member plays.

9. Teach Strategies Not just Content

Teachers can increase how well students do in any subject by explicitly teaching them how to use relevant strategies. When teaching children to read, teacher needs to teach them how to attack unknown words, as well as strategies that will deepen their comprehension. When teaching them Mathematics, you need to teach them problem-solving strategies. And, just as with content, you need to tell students about these strategies, to show them how to use them and to give them guided practice before asking them to use them independently.

10. Nurture Meta-Cognition

Many teachers believe they are encouraging students to use meta-cognition when they are just asking students to use strategies – strategies such as *making connections* when reading or *self-verbalizing* when solving problems. Encouraging students to adopt strategies is important, but it is not meta-cognition. Meta-cognition involves thinking about options, choices and results – and it has an even larger effect on student results than teaching strategies. When using meta-cognition the students may think about what strategies they could use before choosing one, and they may

think about how effective their choice was before continuing with or changing their chosen strategy.

From the explanation above, it can be concluded that the strategies are very important in teaching and learning process. The right strategy can help the students in achieving the goals in speaking. Teachers must be able to apply the right strategies to help students in achieving the target language.

Research Method

This study is descriptive qualitative in the form of a case study which used observation to collect the data; it was done to observe the strategies employed by the teacher in teaching speaking. The research carried out from March to December 2017. This research was conducted at SMA BOPKRI 2 Yogyakarta. In analysing the data, the researcher did some activities, they were transcribing audio and video data into written form, identifying the utterances to find out the strategies used by English teacher, describing why the teacher used the strategies in teaching speaking, describing the strategies applied by the teacher.

Findings and Discussion

Finding

Based on the data analysis, there were some strategies employed by the teacher. They are as follow:

1. The Strategies in Teaching Speaking Used by the English Teacher of Eleventh Grade Students of SMA BOPKRI 2 Yogyakarta

The classroom activity of all classes was presentation, as the result, the teacher did not always use all of the strategies.

Table 1. The Strategies in Teaching Speaking Used by the English Teacher

NO	CLASS	STRATEGIES IN TEACHING SPEAKING
1.	XI IPA 1	a. Setting clear lesson goals b. Showing and telling c. Questioning to check for understanding d. Plenty of practice e. Providing students with feedback f. Being flexible about how long it takes to learn
2.	XI IPA 2	a. Setting clear lesson goals b. Showing and telling c. Questioning to check for understanding d. Plenty of practice e. Providing students with feedback f. Being flexible about how long it takes to learn
3.	XI BAHASA	a. Showing and telling b. Questioning to check for understanding c. Providing students with feedback d. Being flexible about how long it takes to learn

2. The Application of Strategies in Teaching Speaking by the English Teacher of Eleventh Grade Students of SMA BOPKRI 2 Yogyakarta

In applying the strategies, the teacher was consistent. The strategies done by teacher in class XI IPA 1, XI IPA 2, and XI Bahasa were in the same way. There were six strategies applied by teacher:

a. *Setting Clear Lesson Goals*

In this strategy, the teacher told the goals of the lesson in the beginning of the teaching learning process. Before starting the lesson, she told students to learn what would the presenters explain.

b. *Showing and Telling*

This strategy was used by the teacher to tell the rules of the teaching learning process. It was also to share the information about the lesson.

c. *Questioning to Check for Understanding*

After the presentation, the teacher checked the students' understanding by let other students to ask question to the presenters and also help the students who could not ask with the correct sentences.

d. *Plenty of Practice*

The teacher gave enough spaces for students to practice their speaking by using presentation. She gave a chance to students to practice their speaking ability and pronunciation. The teacher helped students in correcting the mistakes, for example when the student could not read the word correctly, the teacher help student to read correctly or sometime the teacher asked other students to help him.

e. *Providing Students With Feedback*

In this strategy, the teacher gave feedback after the presentation. It was about language used, power point, and how to present. She gave comments and told the presenters' lacks, and also asked them to revise it.

f. *Being Flexible About How Long It Takes To Learn*

Teacher gave time to the presenters to practice their speaking and time to learn about what they discuss about.

Discussion

Based on the research finding, here are the descriptions of strategies used and applied by the teacher of class XI IPA 1, XI IPA 2, and XI Bahasa.

Table 2. The Description of the Strategies in Teaching Speaking Used by the English Teacher of XI IPA 1

TEACHING SPEAKING STRATEGIES	UTTERANCES	DESCRIPTIONS
Setting Clear Lesson Goals	<p>T: Actually I already ask you to make or to prepare the question while your friend is presenting their presentation.</p> <p>T: Yes? Ok for the...ok please prepare the question while</p>	Teacher asked students to focus on the presentation about. She gave time to students to learn while the presenters were presenting their work by prepare a question.

	<p>presenters are presenting. You may take a note, so we will not waste our time. Understood?</p> <p>S: Yes.</p>	
Showing and Telling	<p>T: You will score your friends for the presentation but for the file and the content from me. Jadi nanti kalian scoring presenternya. The score will be from 75 to 95.</p>	<p>Teacher told the rule about scoring before the presenter present her work. She also gave score for the content, it means that teacher wanted to know the student's ability in report text.</p>
Questioning to Check for Understanding	<p>S: 30 to 85 pons in kg how much?</p> <p>S: dia nanya berapa 35 ampe eh 30 ampe 85 pons dalam kg itu berapa?</p> <p>T: ok Cendy, so...Kevin...have you ever...pay attention please! Hello...ok have you ever count the weight of your pitbull? Ditimbang pakai timbangan biasa udah pernah belum?</p> <p>P: Apa?</p> <p>T: Ditimbang pakai timbangan biasa.</p> <p>S: 1 pon itu 0.1453592 kali 30.</p> <p>P: Kalau dikiloin tu...</p> <p>T: in English please!</p> <p>P: in kg</p> <p>T: in kg...</p> <p>P: 1 hundred</p> <p>T: 1 hundred thousand e 1 hundred kilos.</p> <p>P: Maybe 20 to 30 kg</p>	<p>Teacher checked the students' understanding by held question and answer session between presenter and audiences.</p>
Plenty of Practice	<p>T: For the question, who wanna ask? Raise your hand please! Who wanna ask related to the raja ampat? Raise your hand. Siapa yang mau tanya? Havis do wanna ask the question? Pay attention to her. Who wanna ask? One question. Kevin maybe? Kevin?</p> <p>S: No, no, no.</p> <p>T: Or Cendy, what is the question Cendy? I'll count to 3 and I</p>	<p>–Teacher gave a chance for students to practice their speaking ability by asking a question to the presenter.</p> <p>–Teacher choose a student to ask question because, she wanted her students active in speaking activity.</p>

	<p>will choose you if you don't want to ask. 1, 2, 3, I want Sekar, what is your question?</p> <p>S: Me?</p> <p>T: Yes</p> <p>S: What make raja ampat different from the other?</p> <p>P: Maybe raja ampat have...apa ya? Terumbu karang yang masih bagus?</p> <p>S: Best coral.</p> <p>P: Best coral.</p> <p>T: Sekar satisfying?</p> <p>S: Yes.</p>	
	<p>T: ok. This one. Meriel how to pronounce the word a-c-c-o-r-d-i-n-g?</p> <p>P: Archipelago</p> <p>T: No</p> <p>S: Archipelago</p> <p>T: Anyone knows? Ok yang archipelago sampe according itu pronounce nya gimana?</p> <p>S: ə'kɔː.dɪŋ.</p> <p>T: Ok ə'kɔː.dɪŋ, and then for the first?</p> <p>S: archipelago</p> <p>T: ar?</p> <p>S: archipelago</p> <p>T: one more</p> <p>S: ɑː.kɪ'pel.ə.gəʊ</p>	Teacher asked students to practice the pronunciation.
Provide Your Students with Feedback	<p>T: Excuse me Meriel, better to say "next please when you want to move to the next slide.</p> <p>S: ok Miss.</p> <p>T: Meriel, it's not only reading the slide but you have to have the interaction to your friends also. Interact with your friends.</p> <p>S: ok Miss.</p>	<p>There are two feedbacks given by the teacher:</p> <ul style="list-style-type: none"> –Language used –How to present
Being Flexible about How Long It Takes to Learn	<p>T: ok thank you Meriel you may close the presentation.</p> <p>S: Thank you guys.</p>	Teacher gave enough time to the presenter to practice her speaking.

From the table above, it could be seen that the teacher only used six strategies for XI IPA 1. *Setting Clear Lesson Goals*, teacher gave time to students to learn while the presenter was presenting their work by prepare a question. In the *Showing and Telling*, teacher told the rule about scoring. It was used before the presenter presented her work in the class. *Questioning to Check for Understanding*, teacher used this strategy after she gave feedback to the presenter. *Plenty of Practice*, in this part, teacher helped students to practice the pronunciation and gave a chance for students to practice their speaking ability by asking a question to the presenter. After the presenter presented her work, teacher used *Providing Students with Feedback* strategy by gave feedback to correct her work about language used and how to present. And in *Being Flexible about How Long it Take to Learn*, teacher gave enough time to students to learn while presentation.

Table 3. The Description of the Strategies in Teaching Speaking Used by the English Teacher of XI IPA 2

TEACHING SPEAKING STRATEGIES	UTTERANCES	DESCRIPTIONS
Setting Clear Lesson Goals	T: so, the next presenter I want you to be more ready and please prepare yourself best at home. Tadi miss Ika bilang kalian boleh latihan sama siapapun tapi jangan sama? Ss: mantan.	Teacher gave time to students to learn and prepare the presentation more better.
Showing and Telling	T: Ok the next presentation will be Deo. Deo please prepare yourself. T: You are not allowed to talk and use your phone.	Teacher shared the information to the students. She also told one of the rules of teaching learning process.
Questioning to Check for Understanding	T: Try to make a good question. ok, count one, two, guys don't be afraid to ask. Ok, Feni. S: Deo, have you already try Seblak? P: yes. S: Which one the level that you eat? P: Two. T: Deo, two or tu:? P: tu:.	Teacher held question and answer session by let the students ask to the presenter related to the topic.
Plenty of Practice	T: So, who wanna ask Seto? For the Sambisari Temple? Maybe the one who lives near Sambisari, do you want to ask?	Teacher gave a chance for students to practice their speaking.

	<p>Ok Glory. S: (she asked) T: Glory, would you like to speak louder? S: How much that you need to pay to get to the temple? P: Especially for me S: For you? T: What do you want to tell? P: Kalau orang lain itu bayarnya 5.000 orang Indonesia. kalau orang luar itu 10.000. T: ok, for the domestic tourist is arround... P: The domestic is arround five hundred. T: Five hundred? S: Five thousand. T: Ok five thousand rupiah. And for the foreign tourist?.</p>	
	<p>T: would you like to move back to the...one more slide. Ok, this one. It's not statu but stætʃ.u: and then you pronounce jewellery. How to preonunce it? Anyone knows? Gimana tadi Seto pronuncenya? S: jewellery (dʒu:. ə l.ri). T: dʒu:. ə l.ri. And it's not metal but met. ə l mirrors. Kalau metal nanti gini kalian.</p>	<p>Teacher asked students to practice the pronunciation.</p>
<p>Provide Your Students With Feedback</p>	<p>T: better to say "next please". (when presenter asked to move the slide to operator) S: my absent is... T: my student number. Presenter continued the presentation. T: deo don't forget to have the interaction to your friends. S: yes miss. (continued his presentation) T: nineteen fourties. (teacher corrected whe the presenter tried to say 1940s)</p>	<p>–Teacher gave feedback to the presenter about language used and how to present. –She wanted the students more better in presentation. –She told the material and asked him to make a good report text.</p>

	<p>T: Thank you Deo. Wait before we move to the question and answer, I want you to revise it first. Deo, I told you, we have two text structures. The first one is general classification and second one is description. Why don't you put it from your work to the power point?</p> <p>P: I forget.</p> <p>T: Please revise it and I will give you the score after that.</p>	
Being Flexible about How Long it Takes to Learn	<p>T: ok Deo you may close the presentation.</p> <p>P: Thank you for your attention.</p>	Teacher gave enough time to the presenter to present her work.

From the table above, it can be concluded that the strategies used by teacher also six strategies in teaching speaking. Teacher used *Setting Clear Lesson Goals* strategy to ask students to be more ready and learn while presentation. *Showing and Telling*, teacher told who would be the next presenter. *Questioning to Check for Understanding*, after gave feedback, teacher held question and answer between the presenter and audiences. *Plenty of Practice*, teacher ask students to practice their speaking ability and pronunciation. *Providing Students with Feedback*, in this part, teacher told the lack of presenter. And then *Being Flexible about How Long it Takes to Learn*, teacher gave enough time to students to learn the presenter talking about.

Table 4. The Description of the Strategies in Teaching Speaking Used by the English Teacher of XI Bahasa

TEACHING SPEAKING STRATEGIES	UTTERANCES	DESCRIPTIONS
Showing and Telling	<p>T: You have to pay attention to your friends or to the presenters. You have to listen the presenters and then appreciate them. You will score your friends for the presentation but for the file and the content from me. The score will be from 75 to 95. After the friend is presenting the presentation, I want you to make a question. And then who wants to ask I will give you the additional score.</p>	Teacher told the rules of presentation in the beginning of teaching speaking process before the presenters present their work.
Questioning to	T: Ok, who wanna ask?	Teacher checked students'

Check for Understanding	<p>S: Where is the location of Blue Lagoon?</p> <p>P: (answered the question)</p> <p>S: How much the price to enter to Blue Lagoon?</p> <p>P: Lima ribu</p> <p>T: Five...five...five thousand rupiah.</p>	<p>understanding by letting the other students ask some question based on the topic.</p> <p>Teacher held questioning-session after presentation.</p> <p>Teacher also help the presenter to say the words in English.</p>
Provide Your Students With Feedback	<p>T: ok, but you present it too fast. Ele coba pakai interaksi juga, lihat temennya jangan Cuma lihat slidenya. Ok, Ele, would you like to repeat once again? But louder.</p> <p>P: Ha??</p> <p>T: Louder...lebih keras ngomongnya.</p> <p>P: (he repeat the presentation).</p> <p>T: Ele, please make the general clasification and then, give color for power point. And also good quality picture. So, I want you to revise it.</p>	<p>Teacher gave feedback about how to present, sound, and power point.</p>
Be Flexible About How Long It Takes to Learn	<p>T: Ok Ele you may close the presentation.</p>	<p>Teacher gave enough time to the presenter to practice his speaking.</p>

From ten strategies, the teacher only used four strategies in class XI Bahasa. Before the presenter present his work, teacher told the rule of presentation. After the presenter presented his work, teacher gave feedback, held question and answer to check students' understanding, and gave time depend on how long the presenter present his work.

From the observation results of strategies in teaching speaking used by the English teacher of class XI IPA 1, XI IPA 2, and XI Bahasa above, it could be concluded that the English teacher only applied six strategies in XI IPA 1 and 2, four strategies in XI Bahasa. Because the activity in the class was just a presentation done by the students, the teacher seemed like to find some difficulties to apply all of the ten strategies in teaching speaking. Teacher gave enough spaces for students to practice their speaking by using presentation method.

3. The application of strategies in teaching speaking by the English teacher of eleventh grade students of SMA BOPKRI 2 Yogyakarta

Here, the researcher explained how the teacher applied the strategies in teaching speaking of the eleventh grade students of SMA BOPKRI 2 Yogyakarta. Here the table of the application of strategies in teaching speaking by the English teacher:

Table 5. The Application of the Strategies in Teaching Speaking of Eleventh Grade Students

NO.	STRATEGIES IN TEACHING SPEAKING	THE APPLICATION IN THE CLASS
1.	Setting Clear Lesson Goals	Before the students started presenting their work about Report Text, in the beginning of the teaching and learning process the teacher applied the Setting Clear Lesson Goals strategy. It was applied by telling the goals to the students orally.
2.	Showing and Telling	Showing and Telling strategy was applied by explaining the rules of presentation before the students do the presentation. It was also applied by teacher to built direct interaction through share information to students.
3.	Questioning to Check for Understanding	Teacher applied Questioning to Check for Understanding strategy by held question and answer session between presenters and audiences after the presenters explained their work about Report Text. There were many kinds of question which were asked by the audiences. It was the way how teacher applied this teaching strategy. She applied this strategy to make sure that students not only listened to the presenter's explanation, but understood what they heard.
4.	Plenty of Practice	The teacher applied Plenty of Practice Strategy by used presentation activity. After the presenters explained their works, teacher asked students to practice their speaking and the pronunciation.
5.	Providing Students with Feedback	In applying Providing Students with Feedback startegy, teacher gave feedback which provides students with understanding of what they did and how they can improve. The feedbacks given by the teacher were language used, power point, and how to present.
6.	Being Flexible about How Long It Takes to Learn	The teacher gave 15 minutes as flexible time to the presenters to present their work about Report Text. But, for the presenters who finished before 15 minutes, teacher let them to close the presentation. She gave enough time to students to practice their speaking ability.

From the table of application strategies in teaching speaking by the English teacher above, it can be concluded that teacher applied those strategies in a good way. It means that the teacher applied those strategies based on the students' need. Even though there were four strategies could not applied in eleventh grade students, but the application of six strategies in teaching speaking was successful. The teacher was

able to build interactive speaking because the students in eleventh grade had been recommended to always speaking in English.

Conclusion

Based on the data analysis as mention in finding and discussion, it can be concluded that the teacher only used and applied six strategies in teaching speaking of eleventh grade. The teacher could not apply four teaching speaking strategies, because she just applied the strtategies based on students' need. The four teaching speaking strategies that could not apply by teacher were Summarizing New Learning in a Graphical Way, Getting Students Working Together (In Productive Ways), Teaching Strategies Not Just Content, and Nurture Meta-Cognition.

The teaching speaking strategies used and applied by the English teacher of SMA BOPKRI 2 Yogyakarta could help students active in the teaching and learning process, because the strategies in teaching speaking was already applied in a good way.

References

- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York: Longman.
- Killian, S. (2015). *Top 10 Evidence Based Teaching Strategies*. <http://www.evidencebasedteaching.org.au/evidence-based-teaching-strategies/> (diakses May 2017)
- Reiser, Robert A., & Walter Dick. (1996). *Instructional Planning: A Guide for Teachers*. Florida: Florida State University.
- Richards, Jack C., & Willy A. Renandya. (2000). *Methodology in Language Teaching: An Anthology of Current Practice*. USA: Cambridge University Press.
- Ur, Penny. (1991). *A Course in Language Teaching*. Cambridge: Cambridge University Press.