

TEACHER STRATEGIES IN TEACHING SPEAKING SKILLS AT SMP BILINGUAL TERPADU

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Abstract: This research was conducted to find the strategies used in teaching speaking by bilingual teachers, and explain the problems faced by teachers when implementing strategies in teaching speaking. The study designed with qualitative research. The subjects of this research were two SMP Bilingual Terpadu English teachers. The results of the first research question of this study reveal that there are six strategies used by teachers in teaching speaking skills, namely drilling, roleplay, storytelling, describing pictures, discussion, and presentation. Then, there are three obstacles faced by teachers when implement their strategies, namely lack of vocabulary, lack of confidence, and students sleeping during lessons. To overcome this problem, teachers use several methods such as; doing drilling to increase students' vocabulary, motivating students to increase students' self-confidence, implementing strategies that give students lots of space to speak English, and doing ice breaking to reduce feelings of fatigue and boredom during lessons.

Key Words: Teaching Strategies, Teaching Speaking, Bilingual School

INTRODUCTION

Speaking is also a part of daily routines employed to give guidance or resolve issues (Khalidah, Ni'mah, & Ismiatun, 2023). Nowadays, having speaking abilities is essential. There are two reasons why it is significant. The first is for educational purposes. English is now commonly used in educational institutions as a communication tool for subject discussion and transmission during the teaching and learning process. The second is for a career. In the 4.0 era, having speaking skills is an added value for everyone who wants to work in a company. This is because the government has implemented MEA (ASEAN Economic Citizen), so many companies need people who have good speaking skills to be hired. It is clear that speaking abilities are vital in these two areas.

Teaching speaking is a major focus for several language lessons, and it is undeniable that teaching strategy have an impact on students' ability to learn. (William & Burden, 1997). The teacher plays a vital influence in the effectiveness of the English learning process in the classroom. The teacher is expected to be able to guide and accompany students to achieve learning goals.

Teachers in Indonesia face a difficult task in providing teaching strategies for teaching speaking skills since English is not student's mother tongue. Especially for bilingual teachers, where they are required to guide students to be able to speak two languages in the school environment. Teachers must ensure that the material being taught is related to everyday life or topics that are relevant to students, and must also use English consistently in interactions with students, (Nafi, 2022). This attempts to help students get used to hearing and speaking English regularly, so they are exposed to good language models.

However, there are not many references for bilingual teachers to use speaking teaching strategies in bilingual schools, which makes the teaching strategies used by teachers less effective. This is what makes researchers interested in finding effective speaking skill teaching strategies for teachers in bilingual schools. The purpose of this study is to get to know the strategies that SMP Bilingual Terpadu teachers employ to teach speaking skills.

METHOD

The researcher used qualitative research. Creswell in Haryono (2020) states that qualitative research is a research procedure that is used to explore and understand the meaning that some individuals or groups of people think comes from social or human problems.

In this research, the researcher used questionnaire to find what are strategies used by teacher in teaching speaking. Then, the researcher doing interviews with the subjects to know how they implement their teaching strategies, their problem when teaching speaking, and their solutions to solve it.

There are four teachers at the SMP Bilingual Terpadu who were used as subjects for the questionnaire in this study. However, the researcher only selected two teachers who used the most teaching strategies with more than 4 years of teaching experience to be interviewed.

FINDING AND DISCUSSIONS

After giving questionnaire and doing interviews with the teacher, it was found that there are 6 strategies often used by teachers of SMP Bilingual Terpadu in teaching speaking. The strategies are drilling, role-play, discussion, presentation, storytelling, and describing pictures strategies.

Teachers' Strategies in Teaching Speaking

The teachers used the drilling strategy to increase students' vocabulary and practice pronunciation. To improve speaking skills, the first thing language learners need is to have a lot of vocabulary. Nation (2001) emphasizes that vocabulary mastery is a key component in successful language lesson and this process can be enhanced through various learning strategies that focus on recognition, repetition, and use of vocabulary in meaningful contexts. In the implementation, the teachers ask students to read them together and repeat the vocabulary ten times to help students memorize the vocabulary that has been given. According to Hiebert and Kamil (2007), repetition of vocabulary in the context of reading and language assignments can help students strengthen their understanding of vocabulary and connect it to a wider context.

In teaching speaking, the teacher not only focus to increase vocabulary students but they also heed to some aspect like practicing vocabulary, and increasing students' confidence. The teachers used roleplay, describing pictures, discussion, presentation, and storytelling strategy to familiarize and drill students in speaking English. According to Muryani & Yunus (2024), by placing vocabulary within real-life linguistic, it can help students overcome the obstacles of a lack of vocabulary and fostering a comprehensive and interconnected understanding of language. Besides that, strategies that provide opportunities for students to speak can develop students' speaking skills as a whole and increase their self-confidence in communication, (Purba, 2021).

In the implementation of role play strategy, teacher used dialogue related to daily activity to play by students. Besides that, the teacher also invited students to play as a role in public places such as the market, restaurant, etc. According to Thornbury (2005, p. 91), language teachers need to create situations where learners feel real situations in role-playing. Thornbury also added that self-generated dialogue allows students to be more creative and provides a more valuable learning experience. This strategy, usually used by teacher in introduction material, greeting and parting material, etc.

Apart from role play strategy, discussion strategy is also used by teachers to enable students' practice with their friends. According to Suparman (2010, p. 149) discussion is a method or way of teaching where each discussion participant has the right to speak and express his opinion. This approach, not only encourages student to active in understanding of the material, but invite students to more interactive with their friends in the learning process. By including of interactive features, it would not only make the learning process more engaging, but also lead to better retention of the vocabulary they have learned (Muryani & Yunus, 2024).

Different with role-play and discussion strategy, storytelling strategy used by teachers to speak English in front of the class individually. In the implementation, the teachers ask students to presenting the story with their language. Teachers usually choose stories from various genres such as folk tales, short stories, and students' personal experiences. This approach allows the development of students' speaking skills, creativity, and understanding of various topics through their narratives. Keen (1989) emphasized that storytelling is an effective way to develop speaking and communication skills. Keen also added that by telling experiences or stories, a person can learn to organize words better and express themselves more effectively.

Presentation strategy including strategies that often used by teachers when teaching speaking. According to Richards (2001), giving presentation assignments in front of the class provides students with the opportunity to practice speaking the language actively, improve their communication skills, and build confidence in speaking in public. The implementation of presentation strategies applied by SMP Bilingual Terpadu teachers is almost the same as presentations in general. But the teacher requires each student to take turns explaining the information they have obtained, the students also asked to convey information from their point of view. So, through presentations students can receive a higher level of interaction with their classmates and teachers (Rust et al., 2003).

The last is describing picture strategy. In the implementation of describing picture, or important figures, and they are asked to explain in more detail as a group. The teacher facilitates discussion in groups and each group member explains the picture in turn in front of the class. According to Murni (2018), Pictures can stimulate students to carry out creative activities, because pictures are real objects which are very helpful for teaching the meaning of words, especially in conversation classes. Murni also suggested that using interesting and relevant pictures to increase learners' motivation to expand their vocabulary. Thus, both methods encourage students' creativity, imagination, and public speaking skills.

Teachers' Problem and Their Solution

The first teachers' problem is students' lack of vocabulary were the main obstacles when teaching speaking skills in grade 7, limited vocabulary was caused by a lack of exposure to English in elementary school that make

students not confidence. Richards (2001) stated in his research that a lack of vocabulary can be a major obstacle in developing students' confidence in speaking, so teachers need to pay attention to this in their lesson plans (RPP) in language learning. To overcome these obstacles. To overcome this, teacher 1 applies various methods such as carrying out a drilling strategy at the beginning of every English lesson, holding vocabulary tests every two months, and adding reading material to expand their vocabulary knowledge. According to Novia (2021, p. 36), drilling is an effective strategy for helping pupils memorize vocabulary and practice pronunciation. Besides that, teachers also always motivate students before starting learning, this aims to increase students' self-confidence and increase their interest in learning speaking skills. According. Sari (2018), motivation can increase a person's self-confidence and belief so that they have a feeling of being able to achieve various life goals. This is because motivation functions as an effort to encourage students to remain enthusiastic in the learning process, (Farihah & Umamah, 2021).

On the other hand, the second obstacle faced by teachers was the student's habit of sleeping during lesson. This problem is caused by busy schedules at schools and Islamic boarding schools which make students tired so they fall asleep during lesson. Student fatigue can cause student concentration to decrease during the learning process and make the learning process not optimal (Sholehani, 2018). To overcome these obstacles, teacher 2 did an ice-breaking first before starting the lesson. This aims to make students fresher so students can be active when lessons start. According to Fanani (2010), ice-breaking is an activity that can be used to break the chaos, boredom, and boredom of the atmosphere so that the atmosphere can return to its original state (more conducive). Ice-breaking activities carried out by teacher 2 included; warm up by doing a little exercise and singing a song. Through these efforts, students become more relaxed and teachers can carry out lessons well. Moreover, through songs can help the students to acquire their language learning, since the students learn in an enjoyable situation, they will understand the lesson easily (Rahmawati & Yunus, 2020).

CONCLUSION

After the data from the questionnaire and interviews are analyzed, the researchers came to some conclusions. There are six teaching strategies that used by SMP Bilingual Terpadu English teachers, that are drilling, role-playing, discussion, describing pictures, presentation, and storytelling strategy.

The implementation of strategies by the teachers are to improve students' English-speaking skills. The teacher applies a drilling strategy by repeating vocabulary to make it easier for students to memorize vocabulary and improve their pronunciation. Then, the teacher uses roleplay strategies, describing pictures, telling stories, discussions, and presentations to provide space for students to practice their speaking skills. With this strategy, teachers focused students on communicating more with their friends so that their speaking skills develop.

Then, the obstacles experienced by SMP Bilingual Terpadu teachers in implementing these strategies are students' lack of vocabulary, students' lack of self-confidence, and students' habits of sleeping during lessons. Teachers have taken steps to overcome these obstacles, such as conducting intensive drilling, providing motivation to students, and conducting ice-breaking before starting lessons.

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