

EXPLORING TEACHING STRATEGIES IN ENGLISH SPEAKING SKILL FOR VOCATIONAL HIGH SCHOOL STUDENTS

Mulis

Universitas Al-Qolam Malang
mukhlis@alqolam.ac.id

Sarah Mustopa

Universitas Al-Qolam Malang
Sarahmustopa19@alqolam.ac.id

ABSTRACT

Speaking is a skill that deserves attention as much as literary skills in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language in terms of the ability to carry out communication in the language. The qualitative design of this research was chosen. The subjects involved in this research were the teacher and office governance automation students of Vocational High School, Al-Khozini. Further, the data collection technique used observation, interview, and document analysis. Then, an iterative technique was utilized which one data collection technique was followed by another one. Yet, data reduction, data display, and conclusion drawing were constructed. To obtain data related to teaching strategies, the researcher observed the teaching and learning activities while taking notes it was followed by an interview and document analysis such as a lesson plan as clarification or verification.

This research revealed several teaching strategies used by the teacher in teaching speaking skill such as demonstration, role-play, drilling, and cooperative strategies. Also, students faced some obstacles in speaking class such as barriers, low motivation, using their mother tongue, and lack of practice in the field in terms of speaking English. Hence, the teacher should note these obstacles by having interactive teaching strategies.

Keywords: Teaching Strategy, Obstacle, office governance automation student

INTRODUCTION

Language is one the symbol system in the form of sound and is arbitrarily used by the community to speak, work together, communicate, and identify themselves.¹² Yet, speaking is a skill that deserves attention as much as literary skills, in both first and second

¹ Chaer, Abdul. *Tata Bahasa Praktis Bahasa Indonesia*. (Jakarta: PT. Rineka Cipta, 2006)p.51

² Asna Ntelu, *Aneka Teknik Ketrampilan Berbicara Ragam Dialogis*, (Gorontalo: Ideals Publishing, 2017), p. 3

language. To most students, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out communication in the language.³ Yet, English language learning, especially in the aspect of speaking skills, has a very big influence on students when they can communicate well using English and it is as successful learning because it is one of the most difficult skills to learn, by Bueno, Madrid, and Melaren.⁴⁵ And teaching speaking skill is regarded as one of the significant elements of teaching a foreign language.⁶ Therefore, it is crucial that speaking should be explicitly taught in language classes: gaining the information, skills, and techniques of speaking.^{7 8 9}

One of the important factors in learning English for learners is the teacher's strategy. In this case, the teacher must have a special strategy used for learning, so the students can easily understand and not get bored when learning English. And to achieve good teaching and learning activities and learning effectively and efficiently. creating.^{10 11 12 13} Furthermore, teaching strategy is an approach to managing activities, by integrating the sequence of activities such as organizing subject matter and learners, equipment and materials, and time used in the learning process, to achieve predetermined learning objectives effectively and efficiently¹⁴ Hence, to carry out the teaching and learning activity easily and to understand and meet the target or goal of learning the teacher should apply an effective teaching strategy. The use of teaching strategies in learning activities

³ Intan Aulia Asfa, "The Effectiveness of Using Describing Picture of Student's Speaking Skill in Descriptive Text", *Tesis* (Semarang: IAINW, 2010), p. 8.

⁴ Bueno *et.al.*, *TEFL in Secondary Education* (Granada: editorial universidad de Granada) p. 4-7

⁵ Agus Setyononegoro dkk, *Bahan Ajar Keterampilan Berbicara*, (Jambi: KomunitasGemulung Indonesia, 2020), p. 3

⁶ Brown, H. D. *Language Assessment*. (San Francisco: Longman, 2004) p. 3

⁷ Burns, A. "Language Education and Acquisit Concepts for Teaching Speaking in the English Language Classroom1." *LEARN Journal: ion Research Network*, 2019: 2.

⁸ Dewantara Putu Mas, *Alternatif Strategi Pembelajaran Keterampilan Berbicara*, journal Santiaji Pendidikan (Universitas Pendidikan Ganesha, 2016) volume IV, no 1. p. 3

⁹ Jeremy Harmer, "The Practice of English Language Teaching, (Great Britain: Pearson Education Limited, 2001)", 3rd Ed, p. 271

¹⁰ Abdul Haris dan Jihad Asep. *Evaluasi Pembelajaran*. (Yogyakarta: Multi Pressindo, 2013) p. 6

¹¹ Haudi, *Strategi Pembelajaran*, cetakan I (sumeatera barat: insan sendekia mandiri, 2018) p. 1

¹² Alwi Habib, "Peran Penugasan Receptionist Dalam Peningkatan Kompetensi Menerapkan Keterampilan Komunikasi Lisan Pada Siswa Di Smkn 1 Probolinggo", *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, Vol 3, 2015)

¹³ Hermiyanto Sofyan dkk, *Problem Based Learning dalam kurikulum 2013*, cetakan I (Yogyakarta: UNY Press, 2017) p 61-62

¹⁴ Abdul Haris. *Evaluasi Pembelajaran*. (Multi Pressindo :Yogyakarta, 2013), p. 15

is very necessary since it is to carry out teaching and learning activities because, without a clear teaching strategy, the learning objectives that have been set are difficult to achieve optimally.

Previous research is a study on the topic of language models that previous researchers have carried out. Firstly, a research conducted by Khoirotul Amalia with the title *A Teacher Strategy in Supporting the Communication Competence of Class VIII students of Bintang Roudhoh Codo Junior High School* was conducted by the lecture method with question and answer and also discussions with the use of these strategies used to examine one speaking activity that is difficult for students to master, namely, the lack of self-confidence that exists in them. It is proven that of the 32 students who participated in the lesson, only 40% were active. Thus, classroom learning is not alive in the absence of a word or two questions coming out of students. Even teachers often feel confused when students are asked about understanding the material presented by the teacher because they always answer understanding. Then after the discussion strategy was held, there was an increase in student learning outcomes. As evidenced by the emergence of students by showing their communication competence, students are in solidarity and remain obedient to the teacher when they are given the rule to speak using Indonesian well, the students are very enthusiastic. The second research is a study conducted by Nia Florentina Robert, etc. with the research title *Teachers Strategies in Teaching English Speaking to Young Learners*. In the process of teaching and learning strategy is an activity that must be carried out by both teachers and students so that learning activities become effective and efficient. Teaching strategies are very important because they determine the success of the teaching process. The strategy used by the teacher must be interesting and can attract the attention of students. Some of the strategies used in teaching speaking are cooperative activities such as role-playing, creative assignments, and drilling. This article reports a qualitative study that uncovered teacher strategies in teaching speaking English to young students in junior high schools. Two junior high school teachers at SMP Purnama participated in this study and data were collected through interviews based on a case study design. The results of this study indicate that the techniques used by teachers in teaching speaking are very diverse, such as role-playing, storytelling, social strategies, and discussions. Teachers at SMP Purnama use more than one of the same teaching strategies as described above. This strategy helps students in mastering vocabulary in an

easier, faster, and fun way so that it supports of students' speaking skills. The teacher chooses a strategy based on the principles of teaching speaking. The teacher uses several strategies to help students be more motivated to learn and add to their new vocabulary. In this study, the researchers found that there were speaking teaching strategies used by the teacher including role-playing, storytelling, social strategies, and discussion. The third research is a study conducted by Faisal Razi, etc with the research title Universitas Syiah Kuala, Banda Aceh, Indonesia. Improving the speaking skill of the students requires creativity in strategies. Therefore, this research aims to describe the kind of strategies as well as the obstacles. This research used an observation sheet and interview guide as the instruments. The subjects of this research were two English teachers who teach junior high school students at SMP Inshafuddin Banda Aceh. The data were collected by observing and interviewing the teachers. Then the procedure of data analysis for this research involved data condensation, data display and conclusion. The result of the first research question of this research that there are five strategies used by teachers in teaching speaking skill; role-play- play, drilling, games, picture describing, and storytelling. It is suggested for the teachers to be creative in applying several strategies of students speaking skill. In conclusion, to succeed in applying the strategies, the teachers need to find the solution to overcome the obstacles.

Yet, the ability to speak English is one of the skills that are highly sought after by companies and organizations. In the OTKP (Office Governance Automation) major, the ability to speak, interact with customers, achieve information clearly, the ability to speak English will provide a competitive advantage and increase job opportunities in companies operating globally. In the OTKP major students are prepared to work in office fields that often involve interacting with international business partners, understanding English well will help students more easily operate the software, understand the instructions for use, and adapt to the latest technology. Many students think that speaking is a difficult skill, therefore teachers must also have an important skill in the teaching process, namely the ability to use various strategies.

RESEARCH METHOD

In this study, qualitative research was used. Then a descriptive qualitative approach was applied. Qualitative research is a research technique used to understand a

situation or event, as well as the relationship between the phenomena investigated.¹⁵ Meanwhile, according to Bogdan and Taylor quoted by Lexy.J. Moleong, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words of the phenomenon.¹⁶ The subjects of this research were the teacher and students of Vocational High School (SMK) Al-Khozini which class XI majoring in Office Management Automation (OTKP) was selected. OTKP class was selected as a research subject is because Office Automation and Management is a major that is closely related to correspondence and communication and the students are prepared to be able to communicate well, especially communicating in English. Besides, the teacher also has teaching experience in teaching English. In collecting the data, observation, interview, and document analysis were utilized. The observation was constructed by direct observations in the field which means the researcher took notes and video recorded. Then the observation was stopped when the researcher obtained saturation points by finding the same data over and over again. To verify the data of observation, the researcher conducted an interview technique with the English teacher for class XI OTKP SMK Al-Khozini. Further, the researcher had a document analysis; the teacher's lesson plan to confirm the data of observation and interview activities. Related to analysing data, the researcher employed three phases; data reduction, data display, and conclusion drawing.

RESULTS

The results of the study were collected through observation sheets. During learning, the researcher made notes on how teachers deliver material and what strategies teachers use. And the observation data revealed five strategies used by teacher in the classroom, role-playing, drills, small group discussions, demonstrations, and asking question strategies. From the data obtained, the first strategy applied by the teacher is role-playing. In applying role-playing, teachers ask students to act out certain ways of interacting with others in imaginary situations. During the observations, researchers found that they enjoyed practicing the given dialogue and practicing roles with the group. Besides, a drilling strategy was also used. In this activity, some students made mistakes while trying to pronounce the correct word. Further, the teacher discussed some pronunciation

¹⁵ Moleong, L. J. *Qualitative Research Methods*. (Bandung: PT. Remaja Rosdakarya, 2017)

¹⁶ Lexy J. Moleong, *Metode penelitian Kualitatif, cet ke 2*, (Bandung: Remaja Rosdakarya, 2006), hal. 9

mistakes and corrected them. During observation, the teacher corrected the student's mispronunciation and the students listened carefully to the correct pronunciation and tried to imitate the teacher.

After that the teacher gave orders to the students to read the dialogue that had been shared, simultaneously all students read the dialogue aloud, occasionally the teacher corrected every word that was pronounced. Through role-play strategies, students have the opportunity to apply their knowledge of dialogue and practice their communication skills. After reading the dialogue, the teacher invites students to interpret each sentence. Then the teacher asks for sayings or expressions that are difficult to explain, the teacher also asks students in turn to re-express the dialogue or short conversation that has been heard briefly using simple language. The teacher asks each student to form a group of two in each group. The teacher gives students 20 minutes to study and memorize the text of the dialogue. And in a cooperative strategy, each group member plays an active role in discussion, sharing thoughts, asking questions, and providing input to each other. The teacher gave orders to each group to come forward by practicing the dialogue he had memorized. After all the groups advanced, the teacher conveyed some wrong words in his pronunciation as a form of evaluation at the first meeting.

The result of the interview with the English teacher also confirmed the findings of the observation. The following was the result of the interview with English teachers related to the teaching strategies.

R What strategies do you use in English language teaching?

T *In class, I use expression material for English learning, then I use several strategies according to their needs such as role play, drilling, picture describing, small group discussion, demonstration, and asking questions. These all are applied so that the students get used to speaking English so that they can improve their speaking skills.*

Yet, the teaching strategies were used to make students comfortable in learning along with various expressions. In another hand, the teachers also trained students to get used to speaking English in their daily lives. This method used a drills technique related to the conversations.

R How do you apply the strategies used?

T *I distribute papers containing dialogues to students, after I read out the dialogues that I have shared with students. After that I asked the students to imitate as I had exemplified. Then I give time to study then I ask students to read the dialogue simultaneously, I also ask students to read with expression, intonation and also pronunciation, then I ask the students to interpret the dialogue. After the students interpret the dialogue, I ask the students to make groups of two people in each group,*

then I instruct them to memorize the dialogue, I give them time to memorize, then each group will come forward to practice the dialogue they have memorized.

Based on interviews and questionnaires, researcher found that there are several strategies used by teachers during the learning process. The initial step that the teacher takes, using the repetition strategy, the repetition strategy involves the teacher in re-presenting information or concepts that have been taught previously to students. It aims to remind students of the material already learned and strengthen their understanding. According to Marzano, well-composed and applied repetition over an adequate period of time can help students build deep understanding and strengthen brain connections.¹⁷ According to Hattie, regular repetition or review is one factor that has a strong positive impact on learning outcomes. Focused repetition aims to help consolidate information, overcome misunderstandings, and reinforce knowledge.¹⁸ Repetition strategies can also help identify and overcome comprehension difficulties students may have. The second step of the teacher is to use a demonstration strategy, this strategy involves the teacher as a model that shows students how dialogue or interaction should be carried out. In the demonstration strategy, the teacher directly reads or models a dialogue between two or more characters to the students. The aim is to provide concrete examples of how the dialogue should be, involving the correct use of language, intonation, facial expressions, and proper body movements. The next step of the teacher uses the role-play strategy, in the role-play strategy, students are asked to play a role or character in certain situations, such as imitating dialogue that has been delivered by the teacher before. Students will take different roles in such dialogues and interact with each other using correct English. Role-play strategies can be an interactive and fun experience for students, as they can collaborate with classmates and actively engage in language practice. In addition, this strategy also helps of the understanding and practical use of language in relevant contexts. The next strategy used by teachers is a group-based learning strategy, this strategy aims to stimulate cooperation and interaction between students, develop social skills, and increase understanding and mastery of concepts. Give the sheet containing the dialogue to the students, then the teacher asks the students to learn the dialogue. After the students learn the dialogue, the teacher asks the students to read the dialogue simultaneously, then

¹⁷ Marzano. R.J. *classroom instruction that works, Research based strategies for increasing student achievement* (2000) page 128

¹⁸ Hattie John *Influence on student learning* (university ofAuckland, 1999), page 56

the teacher corrects some words that are pronounced incorrectly and the students begin to correct. Then, the teacher divided into two groups and each group acted out a character who was in the dialogue. After reading the dialogue, the teacher asks the students to interpret the dialogue assisted by the teacher and also memorize the text of the dialogue. Next, the teacher divided several groups of two people and asked the students to come to the front of the class, in turn, to act out the dialogue with good pronunciation and without text.

CONCLUSION

This research revealed a number of teaching strategies applied by the teacher in English learning such as role play, drilling, picture describing, small group discussion, demonstration strategy, and asking questions strategy. The results of this study are different from previous research. They found several strategies such as discussions, lectures, and gameplay used by teachers of students' English speaking.

Yet, a role-play teaching strategy effectively enhances English speaking, but it should be integrated with other teaching speaking skill methods.¹⁹ Drilling teaching strategy also has a highly effective advantage in developing speaking skill. It is in line with research conducted by Herdianti.²⁰ In another hand, describing picture strategy can be a good way to improve speaking skills. Besides, this strategy is easy to apply in speaking classroom activities.²¹ And, the use of small group discussions is effective in improving speaking skills; because students in small groups can highly express their ideas without criticizing thinking and connecting students' characteristics as learners.²² Further,

¹⁹ Farhat Yasmin , Abdul Qahar , and Dr Muhammad Tanveer Afzal “*Effect Of Role Play Method On Teaching English Speaking Skill At Secondary Level In Public Schools Of District Mianwali*” *Journal of Positive School Psychology* <http://journalppw.com>2022, Vol. 6, No. 12, 2330-2341

²⁰ Herdianti Rochmana Putri “ *The Effectiveness of Teaching Speaking by Using Drilling Method through YouTube*” *Journal of English Teaching, Literature, and Applied Linguistics* ISSN 2614-5871 Vol. 6, No. 1;2022; <http://dx.doi.org/10.30587/jetlal.v6i2.4069>

²¹ Wahyuni, Dr. Khadijah Maming, Sudarmanto “ *The Use Of Describing Picture Strategy In Improving The Students’ Speaking Ability At UPTD SMPN 22 Barru*” *La Parole : Journal of Language Teaching and Pedagogy* Volume 2 Nomor 2 Tahun 2019 ISSN (Print) : 2615-3629 ISSN (Online) : 2654-8267

²² Sintya Crisianita, Berlinda Mandasari “ the use of small-group discussion to improve s tudents’ speaking skill”*Journal of Research on Language Education (JoRLE)* Vol. 3, No. 1, June 2022, 61-66 E-ISSN: 2723-617X

by using a demonstration strategy, a teacher not only shows students how to speak effectively but also provides them with a model they can emulate and practice with. This approach can significantly enhance their speaking proficiency over time. Therefore, the demonstration strategy was effective in improving students' English language skills. Using demonstration techniques when learning English, especially speaking skills is noted as a proper strategy to improve students' skills because it turns abstract ideas into reality in the classroom.²³ last, a teacher should prepare some questions before teaching English. By using questioning strategies, the teacher can direct students to a specific answer, encourage interaction, improve students' speaking skills, and help improve students' learning process. Besides, the teachers' questioning strategy is effective teaching because the teacher can control the class with repeated questions, which leads to students finding answers because the teacher gives students some prompts to ask and answer.²⁴

This research suggests the teacher in teaching speaking class such as providing ample opportunities for practice by encouraging students to speak as much as possible during class. Structured activities such as role-plays, debates, and discussions can be very effective. Further, creating a supportive environment is also noted to foster a classroom atmosphere where students feel comfortable making mistakes and experimenting with the language. Besides, focus on real-life communication by using authentic materials like videos, news articles, and podcasts to expose students to natural language use. And, the teacher should provide constructive feedback through giving specific feedback on pronunciation, grammar, and vocabulary use. Encourage self-correction and peer feedback.

²³ Muhammad Husnu , Zarwanda Otara Asfarina , Warisatul Aini “ *Demonstrating Technique in Teaching Speaking: Learning Opportunity and Students’ Perception*” *Humanitatis: Journal of Language and Literature* SK Dirjen DIKTI Nomor 36/E/KPT/2019 ISSN (Print) : 2338-9362 Vol.9 No.1 December 2022 ISSN (Online) : 2477-2267

²⁴ Lulus Irawati, Uphy Riska Nirmalasari, Erlik Widiyani Styati “ *Teacher’s Questioning Strategies Used in the English Speaking Class of Junior High School*” *JELTL (Journal of English Language Teaching and Linguistics)* e-ISSN: 2502-6062, p-ISSN: 2503-1848 2021, Vol. 6(2) www.jeltl.org: doi: <https://dx.doi.org/10.21462/jeltl.v6i2.566>

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