

## A STUDY ON TEACHING STRATEGIES APPLIED BY ENGLISH TEACHER IN TEACHING SPEAKING SKILLS AT EIGHTH GRADE STUDENTS OF SMP NEGERI 1 TOMA

**Astika Mega Duha**

Mahasiswa Program Studi Pendidikan Bahasa Inggris,  
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nias Raya  
([tikaastikaduha@gmail.com](mailto:tikaastikaduha@gmail.com))

### Abstract

Teaching strategies applied by English teachers to teach speaking skills are important to enhance the student's speaking skills. Teaching strategies applied by English teacher can help the students to understand English skills: listening, reading, writing, and speaking. Therefore, the teacher needs to apply teaching strategies appropriately in the classroom. This research aimed at finding teaching strategies applied by English teachers in teaching speaking skills in the eighth grade of SMP Negeri 1 Toma. The researcher used a qualitative method with a descriptive approach. The data used by the researcher is primary data because this data is collected through observation and interviews. The results showed that English teachers applied four teaching strategies in teaching speaking skills these strategies are question-answers strategies, group discussion strategies, project strategies, and role play or simulation teaching strategies. It can be concluded that teaching strategies in teaching speaking skills are very good to be applied in teaching speaking skills for students because they can help teachers improve the speaking skills of students. The researcher hopes the English teacher will be expanding and developing teaching strategies applied teaching speaking skills.

**Key Words :** *Teaching Strategies; Speaking; Skills*

### Abstrak

*Strategi pengajaran yang diaplikasikan oleh guru bahasa inggris didalam keterampilan berbicara sangatlah penting untuk meningkatkan kemampuan berbicara siswa. Melalui pengajaran strategi yang diaplikasikan oleh guru bahasa inggris dapat membantu siswa untuk memahami ketrampilan-keterampilan didalam bahasa inggris yaitu: mendengar, membaca, menulis, dan berbicara. Dengan demikian, guru perlu menerapkan strategi pengajaran yang tepat di dalam kelas. Tujuan penelitian ini untuk menemukan strategi pengajaran yang diaplikasikan oleh guru bahasa inggris didalam pengajaran keterampilan berbicara di kelas delapan siswa SMP Negeri 1 Toma. Peneliti menggunakan metode qualitative dengan pendekatan deskriptif. Data yang digunakan peneliti adalah data primari karna penelitian ini dikumpikan melalui observasi dan interview. Hasil penelitian di tunjukan bahwa guru bahasa inggris menerapkan empat pengajaran strategi didalam pengajaran keterampilan berbicara strategi ini adalah: question-answers strategies, group discussion strategies, project strategies, and role play or simulation teaching strategies. Dapat disimpulkan bahwa strategi pengajaran didalam pengajaran keterampilan berbicara sangatlah*



*baik diterapkan karna mereka dapat membantu guru untuk meningkatkan keterampilan speaking siswa. Harapan peneliti, guru bahasa inggris akan memperluas dan mengembangkan strategi pengajaran yang di aplikasikan di dalam penjatan keterampilan berbicara.*

**Kata Kunci:** Strategi Pengajaran, Keterampilan; Berbicara.

## A. Introduction

Language is an important aspect of human beings. Human beings use language as a communication tool. According to Patel & Jain, (2008:27), "The language is a medium through which one can express his ideas, thoughts, feelings and messages." Human communication can express every idea, thought, statement, and message. The most widely spoken language in the world is English. Patel & Jain, (2008:6) Worldwide language is the idea of the English language as a global method for correspondence in various vernaculars, and development towards language is the idea of the English language as a worldwide method for correspondence in various terminologies, and the development towards a global norm for language. The people use English to communicate and build relationships between countries to collaborate in various fields such as politics, culture, technology, and education.

In English language, four skills should be proficient: listening, reading, speaking, and writing. Speaking is a crucial skill for everyone, especially for the students. Speaking is one of the skills that students need to be proficient in when studying English. Speaking skills are an ability to use language to communicate

using verbal/oral symbols that can be improved through learning language. Speaking skills are an ability to use language to communicate using verbal/oral symbols that can be improved through learning language. Develop students' ability so the students can express themselves. Speaking is a process of conveying information, ideas, or thoughts from the speaker to the listener orally. "Speaking is the verbal use of language to communicate with others" (Fulcher, 2003:23). It means, that speaking is a productive skill of conveying meaning through utterances.

From the statement above, speaking is one of the language abilities that focuses on spoken communication, every piece of information can be produced, sent, and received by spoken. The speaker must pay attention to vocabulary, grammar, and pronunciation.

Teaching can be defined as demonstrating and assisting someone in learning how to do something, providing guidance in topics transferring knowledge, or pushing someone to know or understand something. Teaching is a connection process between the teacher and the students. Where the teacher distributes to the students all information about science



to the students with the aim that the students get the knowledge well in the classroom through the teaching process. Good teaching needs to implement teaching strategies in the classroom. Teaching strategies are a set of plans or guidance that a teacher creates before facilitating students in the teaching-learning process. The teaching strategies are methods in the teaching-learning process that involve the students in teaching-learning activities.

According to Rashid (1999:6-29), types of teaching strategies divided into two are:

1. Autocratic teaching strategies, these are the traditional of teaching. These are focused on teacher-centered or content-centered. Teachers are more active, and learners are passive listeners. The autocratic teaching strategies divided into some parts of activity strategies are: lecture strategies, demonstration strategies, tutorial strategies, and programmed instruction strategies.
2. Permissive or democratic teaching, These strategies are based on the "modern theory of organization" (Relationship Centered). These involve the participation of both the teacher and the student. It is mainly student-centered. These strategies help in exploring the creativity of the students and developing all aspects of behavior. Permissive style or democratic teaching strategies are divided into the following: heuristic strategies, question-answer strategies, project strategies, group discussion strategies, and role-play or simulation teaching strategies.

Many teaching strategies can be applied by teachers in the classroom but a professional teacher, teacher must consider the strategies that will be used in the classroom because the teachers must use strategies by the capability of the students in the class. The purpose of applying these teaching strategies is to realize effective and efficient teaching and learning activities. Therefore, in teaching strategies for teaching speaking skills, the teacher is supposed to choose the activity appropriately, choosing the material that is suitable for learners' ability and media tools. The influence of the teaching strategies applied by an English teacher in the teaching-learning process is crucial. Because, the students will be more interested in following of study. The competence in teaching speaking skills learning process is also important and influences the success of learners in their study. According to the argument provided, the teacher must make sure to teach English speaking skills in a way that the use of strategies for teaching in order to help students improve their speaking abilities. Besides that, the teacher must be concerned with the influencing factors students' motivation, material, and students' ability and strategies that can be



used in the teaching-learning process in the classroom.

SMP Negeri 1 Toma is one of the schools located in South Nias, Toma Regency. It is a formal education institution. This school also prefers English as one of the subjects. This school has been applied in any curriculum in 2013. SMP Negeri 1 Toma has a fourth English teacher who is professional in the field. These things are to make sure the students can improve their competence in the English language, especially speaking skills through teaching strategies appropriate. So, the researcher prefers this school as the research object for the eighth-grade students SMP Negeri 1 Toma.

Based on the preliminary study conducted through observation on January 24, 2024. The researcher observed teaching strategies applied by the English teacher, the being taught, the student's activities during the teaching and learning process, the student's motivation, and their participation in understanding the topic. However, the researcher found that eighth-grade students face some problems in learning English speaking. The common problems faced by the students are that students had difficulty pronouncing words, they could easily feel bored and lazy to learn, they had less confidence, they were not active in the learning activity, and they lacked vocabulary, grammar, and comprehension. In this case, every teacher

has various teaching strategies in the classroom because every teacher can apply strategy in the classroom based on the capabilities of the students. After all, each student has a different ability in English. Hence, the teacher must consider what strategies that will be used by him in the classroom because each teacher has goals to achieve in the classroom. In this thing, the role of the teacher in choose and apply teaching strategies has to suitable students' capabilities. As a result, the purpose of this research is to find out the teaching strategies used by English teachers in teaching speaking skills to their students.

Based on the above description, the researcher is interested in researching this topic. "A Study on Teaching Strategies Applied by English Teacher in Teaching Speaking Skills at Eighth Grade Students of SMP Negeri 1 Toma.

## B. Research Method

The researcher used a qualitative method with a descriptive approach. According to Devault at all, (2016:7), "Qualitative method refers in the broadest sense to research that produces descriptive data-people's own written or spoken words and observable behavior." In addition, other experts state that "Qualitative approach is concerned with subjective assessment of attitude, opinions, and behavior" (Kothari, 2004:5).



Moreover, Anderson, Gary & Arsenault, (2005:126) The study of qualitative research involves examining phenomena in their natural environments and employing a variety of methods to analyze, comprehend, and give significance to them. It can be concluded that the qualitative method involves collecting and analyzing data by describing, interpreting, and elaborating on the phenomenon of research. The researcher focused on describing the teaching strategies applied by English teachers in teaching speaking skills at eighth-grade SMP Negeri 1 Toma.

The subject of this research is Madam Lilis Jultrisinawati Ndraha, S.Pd an English teacher at the eighth-grade students of SMP Negeri 1 Toma. This research was done in one class.

In collecting data in this research, researcher used observation and interview. Observation is the act of closely observing someone. It could involve recording data with specific devices and using senses like touch, hearing, and sight. The type of this observation is a non-participant observer. Non-participant observer means that the researcher observed the subject without involved interacting directly with them. The interview is a conversation between two people. The purpose of the interview is to obtain the information from the informer. The type of interview is the structured interview. The researcher prepared several questions about teaching

strategies applied by English teacher in teaching speaking skills.

According to Miles, Huberman & Saldana, (2014:31-33) data analysis consisting of three activities in analyzing qualitative data, as follows: (1) Data Condensation, data Condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written field notes, interview transcripts, documents, and other empirical materials. In the data condensation, the researcher selects data based on observation and interviews done by the researcher. (2) Data Display, the second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. Data display could help a researcher to understand what was to be done in the analysis based on action and the researcher must understand. Display the data, the researcher organized activities based on the condensation process such as observation and interview. After that, the researcher would present the data in a descriptive form. (3) Drawing and verifying conclusion, The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analysis interprets what things mean by noting patterns, explanations, causal flows, and





propositions. After analysis of the data based on the data condensation and data display. In the last steps, the researcher draws and verifies of activity that was due by the researcher

### C. Research Finding and Discussion

The results from observations and interviews were used to gather findings. The research involved an English teacher and eighth-grade students from SMP Negeri 1 Toma. The researcher conducted research in the field for 5 meetings. The researcher followed the teacher's schedule during observations to understand the teaching strategies for speaking skills. Information from interviews with an English teacher from SMP Negeri 1 Toma was utilized in this research. Based on the research observation, the researcher found out the teacher used various strategies in the classroom activity. The researcher found 4 teaching strategies applied by an English teacher, those are 1) question-answer strategies, 2) group-discussion strategies, 3) project strategies, and 4) role-play or simulation skill teaching. These strategies are applied by an English teacher based on the material to be taught and the lesson plan that has been made by the English teacher.

In this section, the researcher summarized teaching strategies applied by English teachers at the Eighth-Grade students based on the observation that has been done.

1. Question-Answers strategies are strategies that help the teacher to enhance the participation of the student in the teaching-learning process. Besides that, these strategies can arouse students' curiosity and guide students to determine the answers based on the question of the teacher. The teacher uses these strategies to focus students on the problem being discussed. In the first meeting and second meeting, the teacher used the same strategies because the teacher teaches those materials in 2 meetings. The teacher teaches material about "Describing People and Animals." They implemented these strategies:

- The teacher displayed the pictures and the teacher asked the students to guess the pictures based on the question from the teacher.

*Teacher : He has a mustache, who is he?*

*Students : Mr. Messi, Madam*

*Teacher : Who has long hair?*

*Students : Mr. Ariel, Madam*

- And then, the teacher displayed again videos about describing people and asks the students to listen and analysis the videos.
  - The students must answer the question from the teacher
2. Discussion group is a session in which the students can interact, exchange ideas, deepen understanding, and develop



communication, problem-solving, and making a decision. These strategies can enhance the students in speaking skills and listening skills. They implemented these strategies:

- The teacher divided the students into 4 groups every group has 5 members.
- Every group must choose one of their teacher's favorites and then the students describe their teacher's favorite
- The teacher asks the students to interview his/her teacher's favorite. The students went to the teacher's office then, the students interviewed his/her teacher example what is the teacher's favourite food? What is the teacher's favorite color? Etc.
- After that, every student must choose one of the friends who present in front of the class.
- And then the students present the result "Teacher favorite" in front of the class by monologue.

3. Role-play or simulation skills teaching could improve the creativity and imagination of the students which every student creates the character in the development of their ideas. This role-play is done in pairs or groups. This strategy helps students to understand the material taught and students can express it in this role play. They implemented these strategies:

- Based on the group, the teacher asks the students to make a conversation about comparing people, animals, and things.
  - After that, the teacher asks the students to perform in front of the class
  - Every group must have a role, the teacher gives a time 10 minutes to make conversation.
4. Project strategies are strategies that can help the students to solve the problem. The teacher uses these strategies to teach the students to solve a problem. Project strategies can be done in groups and privately. They implemented these strategies:
- The teacher previously explained what is simple past tense and what are formulations of simple past tense.
  - After that, the teacher gave one of the projects to students, and this project was done in groups.
  - The assignment is for the students to start the sentence that been the beginning story, for example, "My mother cooked a cake last week" After that, the students would continue the sentence using simple past tense.
  - Every student must donate to sentences appropriate so that, get the new sentence that interesting.



- The result, the students read in front of the class.

Based on the observations above, it can be concluded that the teacher uses 4 teaching strategies in the classroom. Rashid's theory is that there are two types of teaching strategies, namely autocratic strategies and permissive/democratic strategies. Based on the observation results, the four strategies used by English teachers are part of the permissive/democratic teaching strategies.

Based on the results of the interview, the reason why teachers use these strategies is that these strategies are very easy to apply in the classroom, because of the demands of the curriculum they are currently using is K13 where teachers are required to make students more active in the classroom.

So question-answer strategies, group-discussion strategies, project strategies, and role-play strategies are strategies that can help students to be more active in the classroom so that students have a lot of knowledge gained because students not only get it from the teacher but students can dig their information from various other sources.

To apply the strategy, the teacher is guided by the lesson plan (RPP) that has been made by the teacher because in the lesson plan (RPP) there are steps that must be taken by the teacher in the classroom. Besides that, the teacher also uses teaching

media to support the needs of students in the classroom such as printed books, a projector, a laptop, and the Internet.

Although, in the observation results teachers mostly use permissive strategies but English teachers have also used autocratic strategies in teaching. According to the results of the interview, the strategy is good but not effective in the classroom because students are more passive and the teacher plays a more active role in the classroom therefore this strategy is rarely used by teachers in the teaching and learning process.

The conclusion of this research is teaching strategies for speaking skills is crucial because speaking has a big impact on the students. Thus, the teacher's strategies included helping students talk more, comprehend more, communicate better, and improve their English language skills, all of which increased the teaching-learning process. Not just one approach, but several strategies within just one meeting depending on the needs, student skills, and speaking practice.

Based on the description of the findings above, it can be concluded that the English teacher at SMP Negeri 1 Toma uses a variety of teaching strategies in teaching speaking skills in the classroom. These teaching strategies in teaching speaking skills help the teacher to teach the students.





#### D. Conclusion and Suggestion

Based on the research result, there 4 teaching strategies in teaching speaking skills applied by English teachers during the teaching-learning process, namely question-answers strategies, discussion strategies, role-play strategies, and project strategies at SMP Negeri 1 Toma.

English teachers apply teaching strategies in teaching speaking skills. Teachers strive to provide students with fun materials, teaching media, and interesting activities so that, the students are not bored in the classroom. This strategy is very useful and can increase students' interest in learning English, especially in speaking skills.

Based on the research finding it is suggested: (1) for the teacher, The researcher hopes The result of this research could be a reference and guidance to be applied by the English teachers when teaching speaking skills to the students in the class. Hence, teacher's have a lot of strategies related to teaching speaking skills in the class. (2) for the students, The researcher hopes this research can improve the students' speaking and the students want to practice speaking every day. besides that, the students also improve their skills in English they are: listening, writing, speaking, and reading. (3) the next researcher, The researcher hopes

the next researcher who takes the same study with this research will obtain more information about teaching strategies applied by English teacher in teaching speaking, I hope this research is useful for the next researcher as guidance and reference.

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