

Strategies Used in Teaching Speaking: A case of six EFL Teachers at Junior High Schools in Moa Island

¹Vecky Lekusa, ²Christian Albert Lewier, ³Fredy Meyer

^{1,3}*Program Studi Pendidikan Bahasa Inggris,
PSDKU Kabupaten Maluku Barat Daya, Universitas Pattimura*

²*Program Studi Pendidikan Bahasa Inggris
FKIP, Universitas Pattimura*

Corresponding e-Mail: vecky.lakusa@gmail.com¹

ABSTRACT

Speaking is one of four basic skills which signifies the level of mastery in English language learning. A foreign language teacher can be considered as fully capable in his journey of teaching when he can enable his learners to speak the language satisfactorily. Thus, his strategies for teaching this language skill is pivotal. Teachers have to choose the appropriate strategies to be applied in speaking class in order to motivate the students as well as promote the acquisition of speaking ability. The present study was designed to find out types of strategies commonly used by EFL teachers and how do these teachers perceive the use of each strategy they were applying in teaching speaking. The teachers apparently teach students who notably restricted by some prohibiting factors to language learning development. In collecting the data a case study was used as an approach to describe the condition. Six EFL teachers at Junior High schools in Moa Island were observed and were asked to fill the questionnaire and were involved in an interview. The results of this study show that the teachers applied several strategies in teaching speaking such as story telling, picture describing, role play, games, and drilling. From those strategies, role play was perceived to be the most common strategy and frequently used by the EFL Moa Island teachers in teaching speaking. All in all, these teachers strongly agree that speaking strategies contributed greatly in improving the students' speaking ability and so attractive to the students' interest in learning English especially speaking. Class dynamic was significantly high when various strategies were applied in speaking learning activities.

Keywords: *Teaching speaking, teaching strategies, EFL teachers.*

INTRODUCTION

Speaking is an important skill to be learned by students. When talking about speaking, it talks about the interaction to give the information or to receive the information using oral interaction. Speaking is also considered as a skill that happens in real life where students feel difficult to deal with it. To overcome the problem teachers should find the appropriate ways or strategies.

Teaching speaking for junior high school students is a little bit more difficult than teaching for elementary school and senior high school because they are in the transition process of changing habits and characteristics. Some of them are trying to get their self-confidence while some of them are still busy playing all the time. The other reason why teaching speaking for students at junior high school is quite difficult because they have a new experience in learning

English such as they are not only learning vocabulary or simple sentences, but they have to do more such as learn to speak English correctly and fluently to prepare their self to be in senior high school.

Speaking is one of four basic skills in English that is very important to be learned because it helps or leads the students to be better in English. According to Harmer (2007:123), "speaking activities give practices opportunities-chances to practice real-life speaking in the safety of the classroom" while Bailey (2005, p.3) states that students will be familiar with sentences that are used in speaking. In this case, students are demanded to learn English through speaking because through speaking, students will aware of their ability, for instance, when the students want to make conversation in English with someone or their classmate, at least they must have sufficient vocabulary, they also think about some roles like grammar, structure and so on.

Component of Speaking

Speaking has some components that are very important for the student to be learned. Richard (2008) States that speaking is a complex set of abilities that involves many components, including pronunciation, listening, and grammar skills (Hughes, 2011: 6). Students will be considered to have a skill in English if he/she able to communicate fluently with good grammar, pronunciation, fluency, accuracy, comprehension, and appropriate vocabulary.

For most students mastering speaking skills is the most important aspect of learning a foreign language, because speaking has five components namely, vocabulary, grammar, fluency, and pronunciation. There are five components of speaking skills according to Syakur (2007) cited in Husen (2012) such as comprehension, grammar, vocabulary, pronunciation, and fluency. Harris in Meilyaningsih (2015) also states that the components of speaking skills such as pronunciation, grammar, vocabulary, fluency, and comprehension are crucial in choosing strategies to teach speaking.

Strategy in teaching speaking

According to Brown (2010:113), Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. In teaching speaking, teachers need to have a good teaching strategy because it can overcome problems in the class, and also as an important tool to control and manage the class to achieve the teaching-learning goal.

Brown (2001:14), strategies were the specific activities manifested in the classroom that were consistent with a strategy and therefore were in harmony with an approach as well. These teaching strategies are collected to fulfill the language learners' needs during learning English, especially in speaking. The strategies are as follows:

1. Roleplay/simulation

Role play is a learning activity that should be appropriate for the student and social culture experience because the activity should give learners opportunities to use the language they know and should start with simple dialogues before moving on to the more advanced interaction (Cameron, 2001).

4. Picture describing

Harmer (2007, p 42) states that when students tell or describe the picture, they can easily construct the story. It indicates that picture describing is a good strategy, besides it is interesting, it also contains many words.

5. Telling story

The telling story is a strategy to encourage students' speaking ability using the target

language, in this case, is English. The teacher can encourage the students to retell the story they have read. According to Harmer (2007:129), the best stories of course are those which the students tell about themselves and their family or friends.

METHOD

The research design in this research is survey design. According to Creswell (2012) survey design is the procedure in research in which investigators administer a survey to a sample or to the entire population of people to describe the attitude, opinions, behavior, or characteristic. In collecting the data, there are several stages as follows.

The first is Asking for permission from the headmaster and English teacher to interview the teacher related to strategies used by the English teacher. Constructing the questionnaire related to strategies the teacher used in teaching speaking in order to know their perceptions about the strategies.

The second is asking for permission from the school that there will be research distributing the questionnaire to the teacher and the last stage is collecting all the results of research data managing, analyzing the results of research data and drawing the conclusion.

The research took place at five eighth-grade junior high schools in Moa island. The population of this research was the EFL teachers at five Junior High Schools in Moa Island. The sample of this research were six EFL teachers in the eighth grade of Junior High Schools in Moa island. In collecting the data, the researcher used an interview and questionnaire. The interview is used to know what strategies are used by the teacher in teaching speaking and the questionnaire is used to gain information about teachers' comments or perceptions on speaking strategies.

To analyze the data, the research will use a formula from (Sugiyono,2008)

$$P = F/N \times 100$$

P = percentage

F= frequency

N= number of respondent

FINDINGS AND DISCUSSION

After interviewing the English teacher, the researcher found some information related to speaking strategies used by EFL teachers. The following are interview results

Speaking Strategies

T1 is an English teacher from SMP TIAKUR. She has been teaching for 6 years. He applied two strategies in teaching speaking. They were picture describing and role play. However, he bears in her mind what students need in the teaching-learning process. His reasons for applying the strategies are because the strategies depend on students' condition and they were able to learn by the strategies. She also said that these strategies are interesting and make them active in the class.

However, when students faced problems while doing their tasks, the students would come to her and told their problems. Furthermore, Then, he created the class comfortably. She also hoped her students were not bored in learning speaking such as asking them to learn outside the class. The teacher always encouraged his student with wise words and gave them some motivation in learning speaking. Before he left the class, he asked them to memorize some new vocabulary related to the material they have learned.

T2 is an English teacher from SMP TIAKUR. She has been teaching for 12 years. In the

teaching-learning process, she prepared a handbook for the media. Furthermore, she prepared a lesson plan as her guide and media like a book. Then, she got resources from the handbook. She always takes a few times to prepare herself before teach. She preferred applying some strategies. They were story telling and role play. In addition, she had some reasons for applying the strategies because the students had an opportunity to speak in the class. Firstly, she used storytelling and had the students tell a story in English. So, they would practice at home and tell the story in front of the class. Secondly, she used role play strategies to make her students confident and happy to speak English in the class.

However, in teaching speaking, there are always some problems for the students, there is a lack of vocabulary and less motivation to learn English. For her, to fix those problems, she tried to make some joking and make the class fun. Even there are many problems in the class, all of the students had the opportunity to talk. She also encouraged her students by giving them motivation and never interrupting them. Then, she would give the new vocabulary before ending the class.

T3 is an English teacher from SMP 2 TIAKUR. She has been teaching for 11 years. She preferred applying some strategies in teaching speaking. They were role play, drilling, story telling. She had reasons for applying the strategies. The first, the strategies would motivate students, attract students' interest in learning English, and the second, the strategies would encourage the students to speak and could encourage the student to be brave to speak in front of the class. Some problems, the teacher tried hard to make the class interesting and always allow them to practice. The teacher also encouraged them to speak English with advice and supportive words. Before leaving the class, the teacher gave them the new vocabulary.

T4 is an English teacher from SMP PGRI KAIWATU. He has been teaching for 12 years. The strategies that used by him were role play, and drilling. He believed these strategies are interesting and make them active in the class. The challenges that he encountered were lack of motivation, less vocabulary, and being afraid to make a mistake. To fix those problems the students were asked to practice as much as possible, in every meeting, the teacher also gave the new vocabulary to memorize at home and present in the next meeting.

T5 is an English teacher from SMP WEET. She has been teaching for 10 years. The teacher tends to apply speaking strategies like picture describing, drilling, and role play. She had reasons for applying those strategies because those strategies enable students to be created in learning speaking and allow them to improve their speaking ability. The challenges that the teacher faced in the speaking class were less vocabulary so they tend to speak Indonesia rather than English, and are shy. To fix those problems, she tried hard to make the class interesting and always allow them to practice.

Common Strategies in Teaching Speaking.

Based on the result of the interview, there were some common strategies in teaching speaking used by EFL teachers. Some of the teachers chose some similar strategies such as, two teachers chose picture describing (33,2%), story telling was chosen by two teachers (33,2%) while the game was chosen by one teacher (17%), and three teachers chose drilling (50%), but the most common strategy that used by teachers was role play (100%) all teachers applied it in teaching speaking, they thought it was useful than others, it was considered as a great strategy to improve students' speaking ability.

Teacher Perception about Speaking Strategies.

Regarding the questionnaire that consists of ten statements and the number of the respondents are six English teachers from a different school, the researcher tried to explain it

differently as follows.

From statement number one, where four teachers with a percentage of (67,7%) answered strongly agree about role play attract the student interest in learning speaking while one teacher about (16,7%) agreed and the other one about (16,7%) only chose neutral. Thus it can be seen that teachers agree if role play strategy attracts students' interest in learning speaking. With statement number two in the questionnaire, three teachers with percentage (50%) chose strongly agree because they believed that role play strategy make students interact in the class than from two teachers about (33,7%) just agree because they also believed to the statement. While one teacher about (16,7%) answered neutrally because she believed that role play strategy does not always make students interact in the class. All of those answer indicated that role play strategy is useful to make students interact in the class.

By statement number three, it could be seen that four teachers with a percentage (66,7%) answered strongly agree, they believed that role play strategy gives more opportunity to speak in the class, while two teachers about (33,7%) agreed about the statement as well. From statement number four, there were three teachers with a percentage (50%) who chose strongly agree, they believed that role play strategy can make the classroom atmosphere more varied. One teacher (16,7%) also supported that statement, while two teachers (33,7%) chose neutral. Related to statement number five about role play strategy is easy to be applied, four teachers by percentage (66,7%) chose strongly agree and one teacher (16,7%) chose to agree, while one teacher (16,7%) chose neutral.

In relation with the statement number six, it could be seen that four teachers by percentage (66,7%) chose strongly agree while one teacher (16,7%) chose to agree and the other one (16,7%) chose neutral, it could be said that role play strategy makes students easier to improve their speaking skill. From statement number seven, it could be seen that three teachers with percentage (50%) chose strongly agree and two teachers (33,7%) chose to agree because those teachers think that role play strategy helps the student to cooperate as a group students can express their idea in speaking class. While one teacher by percentage (16,7%) chose neutral.

From statement number eight, three teachers with a percentage (50%) answered strongly agree and two teachers with a percentage (33,7%) chose to agree while one teacher chose neutral. Thus, it can be seen that the teacher believed that students can practice naturally by using role play strategy. From statement number nine, there were four teachers with a percentage (66,7%) who answered strongly agree and one teacher (16,7%) chose to agree, while one teacher chose neutral, it could be seen that role play strategy improves students' pronunciation. By statement number ten, there were three teachers with percentage (50%) and two teachers chose to agree while one teacher with the percentage (16,7%) chose neutral, it could be seen that most teachers strongly agreed that role play strategy increase students' vocabulary.

Based on the result of the research conveyed by the researcher above, the research tried to discuss the result of the interview and questionnaire. The results were discussed in three sections in order to answer the research questions.

The strategies used by EFL teachers in teaching speaking at eighth grade of junior high schools in moa island

The first research question was related to the speaking strategy used by EFL teachers. This question could be answered by referring to the result of the teacher interview the result showed the teachers applying some speaking strategies in their teaching class, they were role play, picture describing, story telling, games, drilling. There were six teachers, each teacher comes from a different school, some of the teachers chose to use different strategies, but some teachers

chose to use the same strategies in their speaking classes were six teachers used role play in their speaking classes, only three teachers used picture describing while story telling was used by two teachers, drilling was used by three teachers and just one teacher chose to use games.

In the interview, the researcher also found some pieces of information related to the teachers' activities in speaking. They had reason to use those strategies because those strategies were needed to fulfill the students' needs. They believed that those strategies were very important to help their students during speaking class such as helping them to be active in the class, attract the students' interest and their speaking will be improved. Killian & Bastas (2015) explained how to improve students' speaking skills needed most teaching strategies in class. Members of the student in the hot seat must help the student guess the word by describing it, they have limited time and can not say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.

In teaching speaking, the teachers encountered many problems, the problems were described as follow, lack of vocabulary make students were shy to speak because they were afraid of making mistake, to fix those problems, the teachers always try hard to make the class interesting and tried to find the best way to overcome it.

The most common strategies applied by EFL teachers in teaching speaking at eighth grade of junior high schools in Moa Island

The second research question was concerning the most common speaking strategy used by teachers. From six teachers were chosen as respondents, all of them chose role play as a strategy in their speaking class, it indicated that role play was the most common strategy in teaching speaking at eighth grade of junior high schools in Moa island and it considered as a good or appropriate strategy that matched with students' needs, even they faced many problems like lack of vocabulary, tend to speak Indonesia, shy, lack of motivation and afraid to make mistake. Even though on those problems, teachers believed that role play could solve those problems. Role play is a learning activity that should be appropriate for the students and social culture experience because the activity should give learners opportunities to use the language they know and should start with simple dialogues before moving on to the more advanced interaction (Cameron, 2001). It indicated that teachers have to prepare the topic that students are familiar with.

Dorathy & Mahalakshmi (2011) states that role play helps the students cooperate as a group or gathering and open with a specific and goal to see each other. Besides, the role play attracted the students to work together which means they should join and act in it. Apart from role play as the most common strategy used by EFL teachers at eighth grade of junior high school in moa island, there were four strategies that the researcher found, they were picture describing was chosen by three teachers, story telling was chosen by three teachers, two teachers chose drilling and one teacher chose game. Those were important to be applied in the speaking activity.

The teachers' perception of the most common strategy used in teaching speaking at eighth grade of junior high schools in Moa Island

The third research question was concerned with the teachers' perception of speaking strategy. Regarding the result of the questionnaire, the teachers gave their positive perceptions of the role play strategy as the most common strategy in teaching speaking in the eighth grade of junior high schools in moa island. From the questionnaire that consists of ten statements, the teachers gave their responses as follows. The first one was about 83,4% of the teachers agreed

that role play strategy attracts student interest in learning speaking. The second was 83,2% of the teachers agreed that role play helps the students to interact in the speaking class. Third, 99,9% of the teachers agreed that through role play the students are given more opportunities to speak in speaking class. Fourth, 66,7% of the teachers agreed that role play can make the speaking class atmosphere more varied. The fifth there was about 83,4% of the teachers agreed that role play is easy to be applied in speaking class. Sixth, there was 83,4% of the teachers agreed that role play make student easier to improve their speaking skill. Seventh, there was 83,7% of the teachers agreed that role play helps the students to cooperate as a group in speaking class. Eighth, there was 83,7% of the teachers agreed that role play helps students to practice naturally in speaking class. Nine, there was 83,4% of the teachers agreed that role play increases students' pronunciation and the last one was 83,7% of the teachers agreed that role play increases students' vocabulary.

Based on the explanations above, it can be seen that the teachers who have been taught at eighth grade of junior high schools in moa island agreed that role play strategy is useful not only for the student but also for the teachers in speaking classes because it can improve student speaking skills. Since the speaking skills of the students are improved, the teachers also are considered a success in teaching experience. Dorathy (2013: 3) states role play can improve the students speaking skills in any situation, and help the students to interact. While Kusnierek (2015: 81) states that role play can be successful apparatus in the teachers' hands.

CONCLUSION

This research is conducted to investigate the strategy used by EFL teachers in teaching speaking at eighth grade of junior high school in Moa Island. Based on the findings explained and discussed in the previous chapters, the researcher concluded some points of the research as follows: the data of the study were gained from interviews and questionnaire and the number of respondents was six. From the interview, it can be found that the teacher used five strategies in teaching speaking, they were role play, picture describing, drilling, story telling and game, but the most common strategy used by the teacher was role play. Teachers also perceived that the speaking strategy that they use can help them to achieve the target in terms of teaching-learning speaking.

Regarding to this research, the teacher should attract students' interest in learning English, especially speaking courses by applying appropriate and good strategies. The researcher recommends teachers use role play as the strategy in teaching speaking. Teachers have to improve their knowledge related to speaking strategy so they will be able to prepare their material dealing with the strategy they have. The teacher should find a more useful and interesting strategy in teaching speaking. Teachers should match the speaking strategy with the students' ability in order to students can enjoy the speaking class without any problems that are usually encountered by the students, such as being shy, afraid to make mistakes, and so on.

After reading this research, hopefully, the students could get the motivation to develop their capability in speaking English through speaking strategies. And should have an alternative in learning speaking. This research is hoped will be the guideline for the next researcher in conducting the research related to speaking strategy. This research also can be developed by the next researchers that are interested in doing research about speaking strategy.

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