

## Exploring Teacher's Strategies in Speaking Skill at the Tenth Grade Students of SMA Negeri 13 MBD

<sup>1</sup>Angganita Peraso, <sup>2</sup>Sophia Binnendyk, <sup>3</sup>Dian Sartin Tiwery

<sup>1,3</sup>Program Studi Diluar Kampus Utama, Universitas Pattimura  
<sup>2</sup>English Education Studi Program, FKIP, Universitas Pattimura  
Corresponding e-mail: [anggaperaso9@gmail.com](mailto:anggaperaso9@gmail.com)

### ABSTRACT

This study investigates teachers' strategies to enhance speaking skills among tenth-grade students at SMA Negeri 13 MBD. Using a qualitative approach that involved interviews and observations, the researcher focused on the experiences and classroom practices of the English teacher. The study identified four primary strategies utilized in teaching speaking: think pair share, role play, storytelling, and group discussion. Each technique fosters a supportive learning environment, encourages student interaction, and boosts confidence in speaking English. The findings indicate that these strategies improve students' fluency and accuracy and engage them more deeply in the learning process.

**Keywords:** *Teacher strategies, Teaching Speaking, speaking skill*

### INTRODUCTION

Transferring knowledge about a subject to students is called teaching. Receiving and comprehending knowledge is the aim of the teaching and learning process for the students. The teacher must use creativity in choosing resources and instructional strategies that enable students to grasp the subject immediately if they meet the learning objective. Furthermore, the effectiveness of the learning process depends on the teacher's role (Fanshuri, 2019). Additionally, the efficiency and efficacy of the learning process significantly depend on the role of the teacher.

In the definition of Rohani (2004), teaching is the practice of managing the learning process. Teaching is the process of conveying knowledge, promoting learning, and providing the resources and atmosphere needed for learning. Educational philosophy, approach to teaching, strategy, methods, and classroom practices will all be based on the teacher's comprehension of the student's learning type (Brown, 2008). Teaching includes actions that influence students' activities and those that help them grow as individuals and become capable of integrating into the group to which they belong. It is possible to conclude that interaction between the teacher and students occurs during teaching.

Activities for learning English are conducted in four languages. Among the four languages is speaking. Along with listening, reading, and writing, speaking is an essential part of learning and teaching English. Speaking is a way to express oneself and communicate with others. Talking is another word for having a conversation with someone. Speaking exercises in the classroom that are realistic can be practice skills that

students may wish to use. Outside of the classroom, errors can be corrected in a safe setting error instead of causing problems or humiliation (Watkins, 2005). That may suggest that the goal of teaching speaking in the classroom is to prepare students for communication in real-world situations by giving them practice speaking in front of others. Students can practice this with the teacher or other students in the classroom. It can potentially boost students' self-confidence, affecting how well they perform in real-world speaking situations. Additionally, it can support and encourage students as they work to improve their oral English correctness and fluency.

Teaching speaking is the process by which a teacher provides guidance and knowledge to a student to enable them to communicate. Therefore, it is essential to understand the students when teaching speaking entirely. We require the appropriate teaching speaking method to meet teaching and learning goals. At SMA Negeri 13 MBD, the speaking learning process involves students repeating vocabulary exercises provided by the teacher and focusing on correct pronunciation. This strategy is important because students have gone through a period of lost learning, resulting in limited practice of their speaking skills, which affects their vocabulary and pronunciation mastery. Typically, the teacher asks students to come to the front of the class or encourages them to stand up and repeat sentences in front of their classmates, helping to build their confidence in public speaking.

Additionally, there are differences between male and female students at this school, with female students showing a greater interest in learning than male students. Based on the preliminary study, the researcher found several factors contributing to students' difficulty in speaking English accurately and fluently. This is based on what the researcher observed, especially in the strategy.

These problems include a lack of vocabulary, anxiety about making grammatical errors while speaking, and mistakes in pronunciation. To address the abovementioned problems, English teachers in the tenth Grade of SMA Negeri 13 MBD need to find teaching strategies to boost students' speaking. In recent years, teachers have developed highly effective ways of teaching speaking. Kayi (2006) identified several ways to teach speaking, including conversation, simulations, role-play, brainstorming, storytelling, information gaps, interviews, reporting, playing cards, story completion, picture description, identifying the differences and picture narration. Additionally, teachers have suggested specific solutions in prior studies. Ma'rufah (2017) states that a strategy is a series of planned actions to reach a specific goal. Considering these challenges, the researcher decided to study how effective different strategies used by the teacher are in improving students' speaking skills." Based on those problems, the researcher conducted a study exploring teachers' strategies in speaking skills among the tenth-grade students of SMA Negeri 13 MBD.

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## **METHOD**

This study employed two instruments, namely interviews and observation (field note)

### **- Interview**

In this study, the researcher employed a structured interview approach. During the interview process, an interview guide containing a list of questions related to teaching strategies was utilized. The interview consisted of questions designed to gather information, with additional questions based on unexpected or noteworthy responses from the planned questions. The interview was conducted with the English teachers after the teaching and learning process was completed.

### **- Observation (field notes)**

This aimed to see how students and teachers interact in the classroom; interviews were conducted to investigate teachers' strategies for teaching speaking. The researcher seeks to understand the methods teachers employ when teaching speaking skills, the benefits and drawbacks of each method, and the teacher's approach to classroom management. The interview used by the researcher was a structured interview utilizing a set list of questions; all interviewees were asked the same ones. This approach is more organized and structured, allowing for easier comparison of answers from different candidates. This was to answer the second research question, explaining how the teacher implemented each technique when teaching the SMA Negeri 13 MBD 10th graders to speak.

## **FINDINGS AND DISCUSSION**

The findings of this study were gained from observation and interviews. The observation was done during six meetings, during which the researcher saw and observed the learning-teaching process in the tenth grade of SMA Negeri 13 MBD. The interview was done with 10 questions for English teachers in the grade.

Hancock and Elizabeth (2009) state that observation is a technique that can be used when other data-gathering techniques are not feasible. It is also helpful when data obtained in other ways is too complex to verify or has little value. The researcher employed participant observation in this study. The researcher does not participate in the teaching and learning process in the classroom; instead, they observe passively. When making observations, researchers used field notes and the camera on smartphones to collect data. This observation was made thrice on July 30, August 6, August 9, and 2024. The instructor was Mr. Anton Magelang, a tenth-grade English teacher.

This research focuses on classroom activities to enhance students' descriptive and storytelling abilities in English. The activities in the meetings are structured to gradually

develop students' speaking, writing, and listening skills through teacher-led instruction, peer interaction, and reflective practice. Below is a detailed explanation of each meeting, including the strategies used by the teacher and the expected student responses.

Meeting 1. July 30, 2024 Pre-activity

Teacher: Introduce the topic of descriptive text. Explain its purpose and importance in communication.

Students: Engage in a brief group discussion about their favourite objects or places. Each group shares a few ideas with the class.

While activity

Teacher: Use the Think-Pair-Share method. Ask students to choose an object or place they want to describe.

Students: Think: Spend a few minutes thinking about describing their chosen object, considering sensory details (sight, sound, smell, etc.).

Pair: Partner with another student to discuss their descriptions and provide feedback.

Share: Each pair shares their descriptions with the class. The teacher encourages students to ask questions and provide constructive feedback.

Post activity

Teacher: Summarize the key points from the lesson and provide feedback on the students' presentations.

Students: Write a short reflection on their speaking experience and what they learned about descriptive text.

In summary, after the teacher applies the Think-Pair-Share strategy, students will respond in various ways: engage creatively, work through challenges in their descriptions, receive valuable feedback, and reflect on improving their descriptive language and presentation skills.

## **CONCLUSION**

The researchers drew some findings after examining the information gathered from the questionnaire and the interview. In summary, the teacher's methods for teaching speaking skills, especially to the tenth grade at SMA Negeri 13 MBD, show how interactive approaches like role-playing, storytelling, debate, and discussion can improve students' speaking talents. Students can express themselves more freely through role-playing, boosting their confidence while participating in fun educational activities. Using a framework, storytelling helps kids improve their language abilities and encourages creativity. Students can freely express their opinions in a collaborative setting created by discussion activities, which promotes understanding amongst participants and exposes them to various ideas. Finally, debates promote critical thinking and structured argumentation, equipping students to articulate their ideas clearly and persuasively. Together, these methods improve speaking skills and encourage active student engagement, critical thinking, and a supportive classroom culture conducive to language learning.

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