



## The Strategies Applied by Certified English Teacher in Teaching Speaking Skill (A Case Study at Junior High School Janapria in the Academic Years 2020/2021)

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### **Abstract**

The article was written to reveal what teaching strategies applied by certified English teacher in teaching speaking skill at junior high school and how the responses of students toward the strategies. The article was a case study of ethnography which was conducted at Junior High School Janapria in academic year 2020/2021. The research involved certified teacher and students of Junior High School Janapria as the research participants. Collecting the research data, the interview was employed to find the teaching strategies used by the certified English teacher, and a classroom observation was conducted to discover students' responses on the teaching strategies used by certified English teacher. The data was analyzed qualitatively. The article exemplifies and explains the rationale of the strategies and the responses. The research finding says that the English certified teacher employed four kinds of active and innovative language teaching strategies: role play, think pair share, group investigation, and articulation drill. It was identified that students' responses on the use of those teaching strategies were varied but can still be categorized as active responses which was indicated by various students' behavior including students were enthusiastically speak English, dare to practice speaking in English, dare to ask questions in English as well as giving the answers by using English.

**Keywords:** *Certified Teacher; Teaching Strategy; Students' Responses*

### **Introduction**

All around the globe, English nowadays has been spoken by more than one billion speakers. It means that english speaking skill is nowadays becoming one of indicators "conquering" the world. Mastering English means be able to speak it, with out asiding three other language skills, listening, reading and writing. Those skills are interrelatedly unseparated one another to make a great comprehension of english itself (Harmer, 2001:65).

Parallel with statement of Harmer, Bailey and Savage, in Murcia (2001: 103) said that mastery speaking is "the basic means of human communication" in which English speaking has been viewed as "the most demanded skill". Why it is so? Because the fact shows that most learners often evaluate their success in language learning through assessment of how much they can improve their speaking skill (Richards, 2008:53).

By and large, the teaching of speaking skill in Indonesia met several challenges and intricacies. Those challenges were found much effected by the intrinsic factors and extrinsic factors. The intrinsic factors were like the difficulty level of speaking skill itself while the extrinsic factors were coming from the teaching strategy, teaching media, and learning facilities. Here the extrinsic factor being focused is the use of teacher's strategies in teaching speaking skill.

The teacher's teaching strategies affected students' speaking skill very much, especially dealing with the opportunites given by the teachers to the students to speak and communicate their thoughts, ideas and feelings. The teachers or certified teachers in pratical at Junior High School Janapria were demanded to used their appropriate teaching strategies.

It was not easy task for the certified teachers to determine what teaching sterategies to be used since mastering speaking skill means mastering some criteria or indicators that makes up the speaking skill itself. Mastering speaking acquires the mastery of words stress, rhythm, and intonation. To be able to communicate the speaking skill, students must be able to communicate in the context of socio-cultural activities, students should have communicative competence that comprises four dimensions encompassing grammatical competence which includes rules of phonology, orthography, vocabulary, word formation, and sentence formation; sociolinguistic competence refers to rules for the expression and understanding social meanings and grammatical forms in different contexts and discourse competence (Brown, 1994 in Lazarton, in Murcia, 2001).

This speaking skill teaching challenges is in line with the statemnet from Sepesiova (2015:31) that says "one of the basic problems in foreign language teaching is to prepare learners to be able to use the language". The challenge means the teachers need extra efforts in defining teaching strategies to teach speaking skill. The challenge asides the facts that those students are having various and different background studies of English such as their learning habits and family background which also places much effects on speaking skill mastery.

For the sake of finding out teaching solutions, the certified teacher who is labelled as a professional teacher need to make sure the teaching strategies they used in teaching speaking skill give enough chance to the students to make drilling, practice the sepaking, utter the ideas, prevent the students become passive or having less opportunity to speak. The teacher strategy used must be able to encourage the students to speak up, not to be hesitate to talk what the students' thoughts without any hesitancy and afraid of making mistakes.

The teaching and learning strategy is a tactic of achieving goal at transferring learning matter to students. The teacher's teaching speaking strategies must avoid teacher's domination by "too" often making correction that lead the students be doubt. The teachers' strategy must not make students worried about the incorrect sound of pronunciation or articulation. These conditions must be created and involved into the teachers' teaching strategy that the good achievements could be achieved by the students in speaking skill.

The certified teacher is a teacher that met the qualifications or sucessfully fulfilling the governments terms and conditions to be categorized as a professional teacher. The certified teacher was involved during the reearch conducted because they were the teachers who taking account on the sucessfull of the speaking skill achievements.

The certified teachers was defined as the professional teacher who met the four teachers' competencies. Those teachers' competencies are Pedagogy competence, Professional competence, Personality competence, and the Social competence.

By mastering the four teacher's competencies, the certified teachers are demanded to be able to build the students' characteristic, arise students' interest and treat them according to the identification of students' background. A certified teacher must be able to engage the students in the teaching process. These all competencies are aimed at arising the teaching quality as well as to fulfill the demand of teaching goals.

A certified teacher is defined to be upper level than the mediocre teacher and the things that make a certified teacher different is that they can facilitate the teaching, they can motivate and educate their students. They are not only teachers acted as a prompter when students get "lost", they also acted as a good participant, and good hearer to the students.

Considering the problematic English language teaching matters above, the investigation was conducted to provide evidences dealing with the relevant issues on "the Strategies Applied by Certified English Teachers in Teaching Speaking Skill at Junior High School Janapria in the Academic Years 2020/2021".

### **Methodology**

The method employed here was ethnographic research method in which it is part of qualitative research method. The ethnographic method places the researcher himself to observe and interact with participants of the research in their real life environment. The researcher decides to use this research design to gain a deeper understanding on the strategies of English teaching, speaking in particular, which is conducted by the certified teachers at Junior High School Janapria in academic year 2020/2021. The article expands the knowledge on current issues on English teaching practice on speaking skill by the certified English teachers at Junior High School Janapria

### **Subject of Research**

Research subjects mean the informants from where the data were collected. The informants involved in this study were a certified English teacher at Junior High School Janapria that meet the requirements to be the research subjects of this research, and twenty five students at grade nine of Junior High School Janapria in academic year 2020/2021 were also participated.

### **Research Instrument**

Research instrument is all means and tools that was used by the researcher to collect the data from the intended research participants or research subjects around the research topic. To find out research evidences, two kinds of suitable research instruments were used. Those instruments are interview guidance and observation sheet.

The first research instrument was interview guidance and teaching-learning documentary review. The interview guidance was used as a means to collect the data on what kind of teaching strategies employed by the certified English teachers at Junior High School Janapria in academic year 2020/2021 in teaching speaking skill. Secondly, the observation sheet was also employed as the instrument to find out students' responses on the teaching strategies used by the certified English teacher in teaching speaking skill.

## **Technique of Data Collection**

It has been clear above that the two main instruments were used to collect the data needed. Those instruments were interview guidance and the observation sheet. Conducting the interview on certified teachers and observation on students' responses.

The first technique of data collection was interview. The interview guidance was an instrument containing some questions aimed to dig the information on what kind of strategies commonly used by the teachers when teaching English speaking skill. The interview process was recorded from the beginning of asking question to the end of question. The recording was aimed at collecting the data without stopping the informants every time they give the answers.

The second technique of collecting data was observation. The main advantages of using observation for collecting data are that they allow the study of phenomena at close range with many of the contextual variables present. The observation was used gather the information, evidences on the actual responses of the students toward teaching strategies employed by the certified teachers.

## **Data Analyzing Technique**

In analyzing data, a model of data analysis from Penny Ur (1991) was adapted. In this model of data analysis, Penny Ur (1991: 71) says that the ethnographic data analysis involves points like "what people say?" "what people do?" and "what people left behind?".

The data from interview section was transcribed, reduced, and rearranged into a draft of research evidences. The results of interview was listened and analyzed the full recording before transcribing, calculate how long it take, pick the right tools and construct a transcribe a draft. In this phase of data analyzing technique, the researcher involved the proof reader to make a proofread and short-cuts to save time.

The research data from observation was witnessed and ticked into the observation sheet. The data then analyzed by making categories, assigning coding for particular data obtain, organizing the data, and sorting the data as part of conclusion drawing. After going through the whole process of data analysis, the research data then displayed through a description, tables, graphic, or charts. All are designed to assemble organized information to draw a research conclusion.

## **Findings and Discussion**

### **Research Finding**

Speaking of the research finding, it was all about empirical facts, evidences, things and phenomena which were based on data collected. The facts of the research were seen through an in depth observation with some criteria that have been determined before deciding to held the field research. These facts, evidences, things and phenomena at first ignored which one related or not related to the research. Steps from this part of the research, would be data display which was aimed to show the whole findings that were found on the research field.

The interview findings related to the conversation between researcher and informants, in this case the teachers employed the teaching speaking strategy. The questions in interview have been designed to the particular model which was aimed at eliciting the information needed in the study. Since it was an ethnographic research, the researcher questioned the informants to discover what teaching speaking

strategy were used by the certified teachers as the interviewees or informants from the researcher point of view.

The interview found that one of speaking skill indicator, pronunciation. It was known that drilling strategy was used to make sure the students rightly pronounced the words. Any way what is drilling strategy in English language teaching?

Drilling strategy is a type of teaching strategy in which the students are demanded to make repetition on a model of pronunciation provided by the teacher. When the teacher make the drilling, it must be focused on accuracy of the words being pronounced. As the matter of fact, the pronunciation is not the only one indicator to determine speaking skill of the students. In delivering the speech, fluency is also important to develop students' self confidence and speaking performance. The transcriptions of interview on finding what strategies were used by the certified teachers in teaching speaking skill can be transcribed as follow.

Observation was conducted by the researcher where he came to the field and made his observation did. This observation was concerned at finding out the responses of students toward certified teacher's strategy of teaching. It was all about observing the responses without interrupting the teaching and learning process. Thus, the real data were naturally collected.

In collecting the data, the researcher came to the field to collect the data. The researcher at very first observed the teaching practices that were conducted by the certified teachers. The main indicators of speaking were observed. Those indicators were fluency, pronunciation, vocabulary, grammar and content.

These five indicators of speaking skill must appear during the observation conduct. From these five indicators, the researcher determined what students' responses on the use of teaching speaking strategies by the certified English teacher. If the students would have used good pronunciation with accurate fluency, as well as using good grammatical structure and various vocabularies in their speaking and also considering the content of their speaking, it could be said that responses are active and shown in various ways.

One of the points in speaking skill being observed is pronunciation. The students' pronunciation shows responses in "active" category since the observation sheet described all students were actively pronouncing the vocabularies given by the teacher. The students pronounced the words and made some drilling practices by imitating the pronunciation model given by the teacher. Thus, the students were actively engaged in the pronunciation drill and practice.

Parallel with pronunciation, grammar is a point in speaking that determine someone categorised capable or not capable in speaking skill. According to the data finding through the observation conducted, the students' responses to the way teacher teach grammar as part of speaking skill was shown in "varied" responses. These varied responses were indicated through the observation list which was ticked on fourth grade that means students show various responses. The various responses were like being able to use various kind of grammatical function in speaking practice. The students were not only mastering the tenses which told about time to use particular sentences, moreover, they were also pay responses on using conditional sentences types.

## ***Discussion***

The pronunciation drill was known for years as one of the strategies to have a proper pronunciation of the students. This strategy concept was owned by one of the most well known teaching method namely Audio Lingual Method. Even though, the audio lingual method was known as one of teaching method in listening skill but the drilling strategy is considered very appropriate to be used as a

strategy to improve the students' pronunciation. It is appropriate for the speaking skill because in drilling strategy the students are demanded to repeat and repeat again what pronunciation was given. This strategy made students used to and familiar with the way of pronouncing the words or vocabularies which is included into one of speaking skill indicators.

In short, the certified English teacher at Junior High School Janapria in the Academic Years 2020/2021 used drilling strategy to used as a teaching strategy to improve students' pronunciation in speaking skill.

The next transcriptions found during interview of the research is that the certified English teacher at Junior High School Janapria in the Academic Years 2020/2021 used role play as the teaching strategy to make the students fluent in speaking skill.

The informant of the research was not explicitly gave the information that role play was the strategy to use in making students fluent. However, by saying "play certain dialogs with their friends" the researcher came up with the conclusion that the certified teacher used role play because when the students spoke the content of the dialog alternately, it means they are practicing role play by acting as speaker A and speaker B of the conversation.

Role play strategy itself is a teaching strategy in which the students are demanded to do speaking practice by behaving like particular actors or actresses with certain dialogs. By using this kind of teaching strategy, students are able to enhance their fluency of speaking.

Among many strategies, role play is very important in teaching speaking skill because it gives students an opportunity to practice their speaking skill. Moreover, the role play provide students with speaking in different social contexts and in different social roles where the students can develop effective communication skill in daily situations as well as in conflict situation.

From the complete evidence of the data above, it is known that the teaching strategy to teach speaking skill used by the certified English teacher at Junior High School Janapria in the Academic Years 2020/2021 was role play by means of dialogue and conversation concepts.

From the finding, it was known that the certified English teacher used group investigation as the teaching strategy to deal with grammatical problems during speaking. In addition, the informants also revealed the used of another strategy which was indicated by the informant's statement that said "I use think pare share strategy to make sure the grammar used in speaking are appropriate or not" it was explicitly known that teacher used those two strategies in the teaching of speaking skill.

After all of the transcriptions of the interview process, the data shows that the certified teacher at Junior High School Janapria in the Academic Years 2020/2021 used four types of teaching strategies on speaking skill. Those four strategies are articulation drill strategy for students' pronunciation practice, and role play strategy to make students fluent in their speaking practice, while think pare share and group investigation strategies were used for both grammar and content of the speaking taught to the students.

## ***Conclusion and Suggestion***

### **Conclusion**

After all the research finding description, the study on strategies applied by certified English teacher in teaching speaking skill : a case study at Junior High School Janapria in the Academic Years

2020/2021 came up with some conclusions. Those conclusions are (a) The teaching of speaking skill strategies that were applied by certified English teacher at Junior High School Janapria in the Academic Years 2020/2021 were mentioned role play strategies, articulation drill, think pare share, and group investigation startegies. (b) The students' responses towards strategies employed by certified English teachers in teaching speaking skill at Junior High School Janapria in the Academic Years 2020/2021 were categorized as "varied" but can still be categorized as "active" responses which was indicated by various students' behavior including students were enthusiastically speak English, dare to practice speaking in English, dare to ask questions in English as well as giving the answers by using English.

### Suggestion

Considering the above result of investigations, some suggestions are suggested to the English language teachers and instructors of English language teaching "speaking" in particular:

1. Teaching speaking skills could be something fun and interactive by adjusting the language teaching strategies. The strategies approved here are roleplay teaching strategy, articulation drill, think pare share, and group investigation teaching strategy.
2. The startegies in teaching speaking skills can be more satisfying result by managing another investigations to make a comparison effects on students' responses.

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