AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING SPEAKING AT SMP N 31 PADANG

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ABSTRACT

This study aims to find the strategies used by teacher in teaching speaking at SMPN 31 Padang. Strategies in teaching speaking is a way that teacher provide to help students master their speaking skills, and to improve students' communicative competence in English. In this study, the researcher focused on analyzing the teacher strategy in teaching speaking English at SMP N 31 Padang. The research question are, what strategies are used by teachers and what strategy mostly used in teaching speaking. In conducting the research, the researcher used qualitative descriptive research. Researcher used observation and interview sheets to collect data. The subject of this research is an English teacher. The researcher used theory by Kayi, she describes thirteen strategies in teaching speaking, namely discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, pictorial narrative, drawing pictures, and finding differences. Based on the finding result the researcher found four strategies in teaching speaking. Those are; role play, brainstorming, story telling, and discussion. Meanwhile, the most widely used strategy by teacher in teaching speaking English is the role play strategy. The researcher concluded that by applying the formation role play strategy, students became more active and enthusiastic in learning to speak English with their seatmates.
(207 Words)

INTRODUCTION

According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally. And then Chaney in Kayi (2006) defined speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in various contexts.

Mastering speaking skills in English is important because the success of learning in English is shown by how the student speaks well. But in the fact, many students in Indonesia are difficulty with speaking skills. Some factors that cause problems in speaking to students by Sayuri (2016:47)), the first poor reading habits, uneven participation, and do not practice of English both inside and outside the classroom, and confusion in using grammar rules. Therefore the solution to facing problems in speaking skills is to pay attention to the component of speaking. According to Brown (2004:172-173) there are six components of speaking, those are vocabulary, grammar, pronunciation, fluency, and comprehension.

Related to the above, the teacher need strategies in teaching speaking. According to Brown (2010:113) , Strategy is a particular method of approaching a problem or task, a mode of operation to achieve a certain goal, a planned design to control and manipulate certain information. Then the strategy is as a teacher's remedy in making system areas that occur for the teaching and learning process. Brown and Yule in Anjaniputra (2013:2) state that Given that teaching strategies are important to achieve lesson objectives, which affect teaching and learning conditions, and speaking skills are usually a sign of successful language learning. The strategies that teachers use in teaching should be based on the student's ability and interest.

Based on previous study I have read with the tittle of An Analysis of Teachers Strategies in Teaching Speaking skill at SMPN 5 Padang. This study is aimed to find strategies that used by the teacher. The researcher of this study found six strategies in teaching speaking. Those are was plenty of practice, telling and showing, questioning for checking understanding, setting clear lesson and goals, training interview, discussion.

Related on the findings of strategies in teaching speaking in the study, the researcher is also interested in conducting research on teacher strategies in teaching speaking. And then the researcher do preliminary research at SMPN 31 Padang, activities learning there were running offline. T he students divide into two shifts to keep the rules of government after the pandemic of covid 19.

Based on an interview with an English Teacher on the Seventh of February 2022. The researcher found that English learning activities were held twice a week. English subjects are taught in general which include four skills, namely writing, reading, listening, and speaking skills. In the middle of interview I also asked about speaking activities at class. The teacher said that in speaking activities the teacher used various strategies. In implementing the strategies the teachers also use several media, those are academic literation books, textbook, infocus, and Youtube to support the activity of English learning especially in speaking.

Based on the above explanation and the previous study, the researcher also interested in observing and finding what are the strategies used by teachers at SMPN 31 Padang and the mostly strategy that used in teaching speaking. Therefore, the researcher became curious and try to investigate this with a research entitled "an analysis of teacher's strategies in teaching speaking at smp n 31 padang ".

RESEARCH METHOD

In this study, the researcher used descriptive qualitative research that focuses on the analysis of teacher strategies in teaching speaking at SMPN 31 Padang. According to Sugiyono (2016:1), qualitative research considers to social reality as holistic, complex, dynamic and meaningful objects. Bogdan and Taylor in Syahrum (2012:45), explained that qualitative methodologiesrefer to research procedures that process descriptive data: people's own written or spoken words and observable behavior.

The subject in this study is an English teacher who teaches at SMPN 31 Padang, and the students who are taught by that teacher, especially the seventh grade. The teacher has been teaching for more than ten years. she is also have variety of strategies in teaching speaking at class.

Data collection is done through observation and interview. Observation according to Mattew and Ross in Umar Siddiq et all (2019:65), are the collection of data through the use of the human senses. In some natural conditions, observation is observing social phenomena in the real world and recording events as they happen. Stewart and Cash in Umar Sidiq et.all (2019:60) defined that interview as interactive because there is an exchange or sharing of roles, responsibilities, feelings, beliefs, motivations, and information.

The researcher collected the data of research at SMPN 31 Padang focused on seventh grade and an English teacher as a interviewee. The researcher conducted the research during two weeks at class. The researcher used field note and documentation as tools to collect data in observation and interview sheets. Next, the researcher used the technique of analysis data according to Creswell (2014) in Syahrum Salim (2012:44-46), there are three steps, those are analysis pre-courts, data reduction, data display and conclusion.

The design of this research was descriptive research which the researcher used quantitative research because it is going to find the data about teachers' perception on communicative language teaching. According to Sugiyono (2016:13) Descriptive research is a research conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons, or connecting with other variables.

FINDINGS

Based on the result of observation during four meetings at class with the material about the action of things, descriptive text about describe people, animal and favorite thing. The researcher entered the seventh grade and take note while the teacher teaching at class. In the first observation, the material that the teacher taught is about the action of things. The strategy that teacher used is brainstorming. The

procedures are, the teacher asked the students to looked the picture in the handbook and then the students think about what the action of picture. For example the picture in handbook is knive; *The teacher said "what is the function of knive?"* and then *The students answer "the knive is used to cut".* Some studentsgive their opinion in English but sometime in Indonesian because they didn'tknow the vocabulary. Therefore, in practicing the material the teacher asked all of students to give an example of thing and the function of it in English simple sentence.

In the second observation the teacher used role play strategy with the material about descriptive text (describe people), it includes date of born, characteristics of people from the text, etc. The main of speaking activities are first, the teacher give an example from the book about describe people text. And then the teacher asked the students to act like what happened on the text with theirseatmates. They do the dialogue each other based on the direct of the teacher.

In the third and last observation the teacher also used role play strategy. The material about describe animal dan describe favorite thing . The procedure of speaking activities is the same with the previous meeting. The teacher asked the student act like what happened from the textbook about animal and favoritethings. And do the dialogue with their seatmates.

After the researcher collected the data from observation, the researcher do interview with an English teacher. Her name is Afrida, S.Pd, she taught at seventh grade. She has been teaching for more than ten years. she is experienced teacher. In the interview, the researcher give ten questions. It starts about her bioghrapy of teaching and the main thing is the question about the activities speaking class and what are the strategies she used. Based on the data from observation the strategies that teacher used are brainstorming and role play.

In interview, the teacher added two strategies that she usually used. Those are discussion and story telling. She explained about discussion that "*I divide them into some groups and then I give a topic, after that I asked them to discuss it and report it what the result of their discussion.* And she said about storytelling that ""*I asked the students to tell about their experience in front of the class that they prepared beforehand". And then the researcher asked about brainstorming, she explained that " , I showed a picture and asked them to guess it in English or I gave them one topic or picture and asked their opinion about it.*

Based on observation the strategies mostly used is role play strategy. The teacher also explained in interview that "

I often used role play, In my opinion (teacher) first role play. it easy to implement in the speaking class because the students role play the text from the book into dialogue based on direction of teacher and it makes the students active and confident at class to speak because all of them have chance to speak.

DISCUSSION

As a result of this research, the researcher came up with several strategies that the teacher uses in teaching speaking. In this part, the researcher explains in depth the research findings and their delivery regarding the strategies teachers used in the speaking teaching process. The researcher is attached to the theory of

Kayi. Based on the data collected and the analysis conducted, the researcher concluded that the teacher used role-play, brainstorming, storytelling and discussion strategies in learning process. Because it can be effective in developing students' speaking skill.

Role-play, according to Kayi (2006), is an activity in which students pretend to be in different social contexts and have a variety of social roles. In this strategy, the teacher gives information to the learners such as who they are and what they think or graphics. This strategy is effective to be applied to enhance students' activity in the process of learning and speaking English, as students are given the opportunity to have an interactive dialogue to express opinions, ideas, and solve problems. This statement is also strengthened by Harmer (2001), role play is a method that can be used to encourage students' mastery of speaking. In practice, providing opportunities for students to express how they feel and what they think.

Brainstorming, according to Kayi (2006) is the student activities to generate ideas quickly and freely. A great feature of brainstorming is that students aren't criticized for their ideas, so they can share new ideas. Students can brainstorm topics in small groups. They can also share ideas on topics. This strategy makes it easier for students to express their thoughts at all times by solving their problems and eliminates the fear of speaking in English. This strategy also strengthened by Retali Imani in his research that brainstorming helps

students to practice their speaking skills even in a simple way.

Story telling according to Kayi, students can summarize a story or story they heard from someone previously, or they can create their own stories to tell their classmates. This strategy encourages students to think creatively. It also helps students express ideas in the form of beginning, development, and ending, including characters and story modes. Kayi's theory above is enhanced by Retali Imani in his work at SMP Al Irsyad. Storytelling can not only train your speaking skills, but also enhance your students' creativity and critical thinking.

The last is discussion, According to kayi discussion is an activity in which the teacher can form groups of students, preferably 4 or 5 each, and offer controversial suggestions such as "people learn best when they read and people learn best when they travel. Each group then works on their topic for a set time and presents their opinion to the class. This activity promotes critical thinking and quick decision making, and students learn to politely express and justify themselves while disagreeing with others. This can help students practice how to politely disagree or agree with something. This is not only in the classroom, but also in their real life. Based on Kayi's discussion theory above, Hamza Fansouri in his research in MTS An Nur Tangkit, Jambi also strengthened the discussion by saying that discussion is an effective method of teaching conversational language as students can share their ideas and draw conclusions on their own.

Based on the discussion above the researcher conclude the strategies in teaching speaking by Kayi that researcher found at SMPN 31 are below:

Table 1
Strategies In teaching Speaking by Kayi

No	Strategies in Teaching Speaking	Strategies at SMPN 31 Padang	Based on
1	Discussion	✓	Interview
2	Role play	✓	Observation
3	Simulations		
4	Information Gap		
5	Brainstorming	✓	Observation
6	Story Telling	✓	Interview
7	Interviews		
8	Story Completions		
9	Reporting		
10	Playing Cards		
11	Picture Narrating		
12	Picture Describing		
13	Find the Difference		

CONCLUSION

Based on the results of the study, the researcher identified the types of strategies for teaching speaking in SMPN 31 Padang and the strategies most used by the teacher. The strategies used by the teacher are as follows: The first role play is for students to pretend to be in different social contexts and play different social roles. Secondly, brainstorming is the activity of students to generate ideas quickly and freely. Third, storytelling is an activity in which students can briefly summarize a story or story they have heard from someone beforehand. Lastly, the discussion is an activity where the teacher can form groups of students, preferably 4 or 5 in each group, and propose controversial proposals, and then discuss, report on it.

And the most strategy that teachers used in teaching speaking is role play because the forming role play strategy, students become more active in playing a role based on the materials which were given by the teachers and became more

confident. Forming role play strategy also made the students became so enthusiastic in learning English speaking and became more active to talk withtheir seatmates or group.

SUGGESTION

Based on the conclusion above, suggestions related to the research findings are presented to English teachers and other researchers. The researcher hopes that the result of this study can be used as experiences and reference for the other teachers and researchers. The teacher must know the character of the students in advance to choose the strategies to be used in the learning process in order to be able to be effective. The strategy the teacher uses can also encourage students speaking skill.

The researcher also expects the results of this research to contribute to a source of data for the next research on speaking teaching strategies and can also find matching strategies in order to develop speaking skills of students in middle school or upper secondary school.

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