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Exploring An Efl Teacher's Strategies In Teaching Speaking To Secondary Students

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Abstrak

Tujuan dari penelitian ini adalah untuk mengeksplorasi berbagai strategi yang digunakan oleh guru bahasa Inggris dalam mengajar berbicara Bahasa Inggris kepada siswa di sekolah menengah kejuruan, serta cara strategi mengajar berbicara tersebut diterapkan, dan manfaat juga tantangan dari penerapan strategi mengajar berbicara tersebut. Studi ini menggunakan pendekatan kualitatif dan dirancang sebagai studi kasus. Seorang guru EFL terlibat dalam penelitian ini, yang dilakukan di salah satu sekolah kejuruan di Jawa Barat. Untuk mengumpulkan data, observasi kelas dan wawancara digunakan. Hasil dari kedua analisis dan interpretasi dilakukan secara kualitatif. Hasil dari penelitian ini menemukan guru menggunakan berbagai strategi pengajaran berbicara, yaitu Conversation, Feedback and Correction, Live Listening, Drilling, Discussion, Communicative Tasks, and Reading Aloud.

Kata Kunci: *pengajaran berbicara, strategi mengajar berbicara, manfaat dan tantangan*

Abstract

This study aims to investigate the strategies used by English teachers in teaching English speaking to secondary students, how those strategies are implemented, and what the benefits and challenges of using those teaching strategies in speaking instruction are. This research employs a qualitative technique and a case study research design. An EFL teacher participated in this study, which was done at one of West Java's vocational schools. Data was gathered through classroom observation and interviews. Data from observations and interviews were evaluated and interpreted qualitatively. This study discovered that the teacher's teaching speaking tactics include Conversation, Feedback and Correction, Live Listening, Drilling, Discussion, Communicative Tasks, and Reading Aloud.

Keyword: *teaching speaking, teaching speaking strategies, benefits and challenges*

INTRODUCTION

In a language classroom, teaching strategies are crucial. It gives pupils opportunities to learn languages. Since learners are actively given simple tasks and activities, English as a Foreign Language teaching methodologies in Asia encourage student collaboration. The selection of or creation of teaching methods and materials is one of the challenging steps in the curriculum design process, according to (Weston & Cranton, 1986).

A teaching strategy is a comprehensive lesson plan that includes the framework, the instructional goals, and a description of the intended approaches utilized to implement the strategy, according to Isaac (2010) in (Tumanggor et al., 2018). Teachers will need the appropriate strategies to conduct their classes in a practical learning teaching activity. Understanding the many learning issues that students may be experiencing is one issue that teachers frequently run across when putting planned teaching tactics into practice. There will always be a range of study skills that need instructors' attention, regardless of the classes or pupils' teachers teach. Given the various learning styles, educators must be creative to fulfill each student's needs.

Each EFL student has an individual knowledge of English, depending on their learning style, both in theory and in practice. Especially in the field of speaking. Because not all English teachers encourage their students to utilize English while they are learning. Al Hosni (2014), noted that given that not all students have prior experience with English, being able to communicate verbally, in particular, is a significant barrier. The best possible emphasis must be on boosting motivation, the learning process, and the learning results when choosing teaching strategies (Darmuki et al., 2018).

Speaking is one of the most essential skills in language learning since it shows proficiency in the target language (Qadhi, 2018). In junior high school, speaking instruction uses actual conversational content. Speaking and writing are seen as active abilities in all English language skills, whereas reading and writing are regarded as passive abilities, according to Rao (2019). Developing speaking skills is the most critical aspect of learning a second or foreign language; proficiency is measured by one's ability to converse. According to Darmuki et al. (2018), speaking refers to the capacity to utter words (sound articulation) articulated to convey concepts or ideas. Nunan (2004) stated that speaking entails producing a succession of structured vocal utterances to convey meaning. Students need to learn to communicate in English to achieve their goals, ambitions, and purposes. For students to succeed in their objectives, intents, and purposes, they must learn to communicate in English. Rao (2019a), argues that for ELLs (English language learners) to speak English more fluently, teachers must be aware of the challenges they experience and try to apply various teaching strategies in the classroom.

William and Burden (2003), referenced in Maulidar et al., (2019), how a teacher teaches can determine whether students learn a language successfully or miserably because teachers'

strategies define the guidelines for education and the methodology of learning. Qadhi (2018), discovered that task-based learning, scripted and unscripted role plays, and ICT (Information and Communication Technology) were the best teaching methods for enhancing students' speaking abilities. Teachers should encourage their students to become independent learners by offering them several opportunities to speak up in class. They must plan their timetable to transition from the familiar to the unfamiliar.

Role-play, drilling, games, picture describing, and storytelling were among the teaching strategies discovered by Razi et al. (2021). These strategies for teaching English can make students in the junior high schools of the research state better communicators, particularly in terms of vocabulary, grammatical construction, pronunciation, and fluency. The teaching speaking English strategies by junior high school teachers used in research results from Uyun (n.d.), included games, role plays, debates, presentations, and discussions, just as in the other two previous studies. This strategy is also an implicit student-centered strategy because it often encourages students to cooperate in groups or pairs depending on the circumstances and aims of the activity.

Based on the previously described and discussed research, it is evident that the study only disclosed the strategies used by the English teacher in teaching speaking to junior high school students. To fill this gap, the researcher wants to know what teaching speaking strategies an EFL teacher used in vocational high school and how these strategies are implemented.

METHODS

This research employed a qualitative approach to explore the strategies teachers used to teach speaking. As a research design, this research used a case study. Case studies explore complex phenomena in-depth in a particular setting. Yin (2017) asserts that a case study is in-depth research that concentrates on a few situations to preserve a holistic and practical viewpoint.

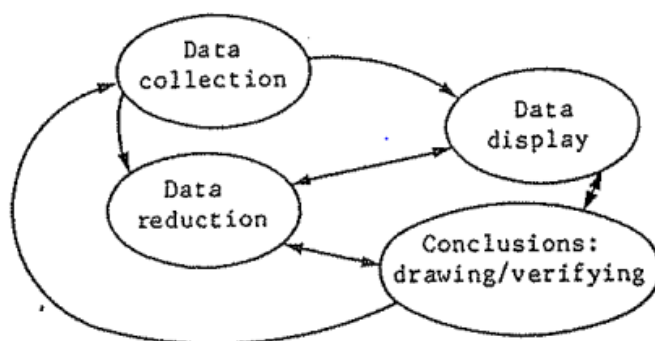
Vocational high school at Karawang, West Java, served as the setting for this research. Because vocational high schools concentrate on teaching students specialized skills, like office work, science, technology, engineering, and health, it was chosen as the research location. Therefore, the researcher also intended to figure out if the student's future job based on their current major is related to the speaking teaching strategies used by the teacher. Additionally, the participant in this study had years of experience teaching English as a foreign language.

Data were collected through observation, interview, and documentation for a thorough overview of learning activities. The researcher presented in the classroom for four meetings and examined the strategies used by the teacher in teaching speaking in English lessons. Semi-structured interviews using open-ended questions were conducted in this research. This

research employed semi-structured interviews to learn more about the benefits and challenges teachers have while implementing teaching speaking strategies. Existing data are recorded via documentation. After observing the class and interviewing the teacher, it was taken into account from the resulting data, was explained and given in this study. When it was created, each piece of data was recorded and presented in the research.

To analyze the data, the researcher used Miles & Huberman (1994) data analysis framework, as seen in Figure 1.

Figure 1 Components of Data Analysis: Interactive Model by Miles and Huberman (1994)



The first step was data collection. The data for this study was gathered through classroom observation and interviews. At the start, the researcher observed teaching and learning activities to determine teachers' teaching strategies to teach speaking. The teacher was interviewed to discover the benefits and challenges of implementing teaching speaking strategies.

Secondly, the audio data for the data interview were reviewed to verify that it was audible and clear enough to be transcribed. Next, the data were transcribed. When the data transcript is complete and well-organized, the potentially interesting, relevant, and valuable data to the research question is separated. The researcher corrects the writing on the data observation field note sheet. Because the data from observations and interviews is so broad, it must be limited. The researcher reduced the data at this step by selecting, focusing, identifying, and summarizing the raw data to answer the research questions.

Thirdly, the data display included primary data from the study. The data can be presented in a table, chart, textual, graphic, or other format. In this research, the researcher presented the data in narrative form using textual appearance. And the last step was drawing/verifying conclusions. The conclusion includes answers to questions posed by the researcher at the initial phase of the research. The researcher has put down every problem that the researcher explores. During the data collection stage, the researcher generates findings supported by explanations based on the reduced and presented data and confirms the data by connecting it to the research questions.

FINDINGS AND DISCUSSION

Several teaching strategies used by an EFL teacher in one of West Java's vocational high schools were uncovered through classroom observation analysis. Conversation, Feedback and Correction, Live Listening, Drilling, Discussion, Communicative Tasks, and Reading Aloud are among them. Those strategies are used in the XI TSM, XI TEI, XI TKJ, and XI AKL classes. An EFL teacher implements these strategies when presenting Degree of Comparison (Comparative and Superlative Degree) material. The following section will explain how each strategy is implemented.

1.1 Conversation

The process by which people socialize, build, and sustain relationships with one another is referred to as conversation (Liddicoat, 2021). A conversation strategy was used to recall material in the last week. The teacher asks students if they remember last week's material, *"Okay, students, do you remember what we learned last week?"* All students keep silent at first. Then one student answered, *"Asking opinion, Miss."* Afterward, the teacher asked students about Asking Opinion and Giving Opinion material. The teacher starts the conversation by asking students first and developing several questions to create an academic conversation between the teacher and students and relate it to daily life. The English language was often used here because the teacher asked in English, and the students also answered in English, even though it still mixed with Indonesian.

1.2 Feedback and Correction

The teacher evaluates student learning through feedback and correction. Feedback is offered not only when students make mistakes, but also on their behaviour, attitudes, language abilities, and growth (Almazán, 2015). This strategy is used for speaking practice in classes XI TKJ and XI AKL. Because the practice consists of reading the text Degree of Comparison aloud, the teacher provides feedback by correcting the student's pronunciation following the student's practice. For example, when a student said 'catches' that student pronounced it wrong, she said 'catces'. The teacher corrected her pronunciation with the right one, and the student repeated the sentence correctly.

Feedback and Correction were also implemented in the final stage of the main learning activities for class XI TEI and XI TSM 2. The teacher instructed students to fill in sentences after writing questions on the whiteboard. The sentence is 'Agung than Aziz.' The students must fill in the blank space by using Degree of Comparison concept. One student came to the front of the class to fill the gap and answer 'more tall'. Because the student's answer is wrong, the teacher corrects it: *"When there is only one syllable or satu suku kata, maka verbnya ditambah -er. So, the right answer is 'taller'."*

Based on the example above, the teacher provides feedback in two forms. When teaching speaking in XI TKJ and XI AKL classes, accurate student pronunciation in reading aloud practice is given feedback and correction. Meanwhile, in XI TSM and XI TEI, correct students' answers provide feedback and correction.

1.3 Live Listening

Students listen live when they hear real people speak in class rather than recordings (Scrivener, 2010). When the primary learning activity began, this strategy was implemented. After the class secretary finished writing the material on the whiteboard, the teacher explained the concept of comparison, which became the material that day. The explanation lasted around 20 minutes and was given in Indonesian and English. Because the teacher utilized English to convey the material in multiple long sentences, students were forced to listen to how the teacher speaks English.

1.4 Drilling

Drilling is a strategy that involves repeating words. According to Larosa et al., (2020), drilling, or repetition drill, occurs when a teacher or student models language and a group of students repeats it together. The teacher always uses a drilling method in learning from the first meeting to the last. Drilling was used pre-activity, when the teacher provided examples of Degree of Comparison words or sentences. The vocabulary in the example sentences is tailored to the technical language of each class's majors. When a student mispronounces a word, the teacher will repeat it with the correct pronunciation, and the students will also repeat it.

"I have two examples here. I will read this sentence and repeat it after me. Do you understand?" the teacher instructed. In the first example, the students pronounce each word correctly. However, in the second sentence, when the teacher asks the students to read the sentence first, there is a mispronunciation of the 'Wi-Fi' word. The students said, *"Wai-fi in the principal's office is as fast as the signal in the classroom."* The teacher instructed the students to repeat the word, *"Wahy-fahy, not wai-fi. Repeat, please."* Furthermore, the students followed the teacher's instructions.

1.5 Discussion

Discussion is considered a real-life language experience in which students use their capacity to engage in such speaking activity by Musa et al., (2021). After explaining the primary topic, the teacher enabled students to ask questions about what they did not understand. Furthermore, the teacher will immediately respond to that question. A student asked, *"Umm... positive degree can use one syllable, ya miss?"* the teacher answered, *"Yap. A positive degree can use both one or more than one syllable, the important part is in 'as'. Do not forget to use 'as' at the beginning and last word."* the students added, *"Ummm...*

berarti, 'faster' can add 'as' and become positive degree, miss?" "Correct." the teacher answered.

In the discussion session, some students were embarrassed to ask questions because they were scared their English would be incorrect. On the other hand, the teacher informed these students that it did not matter if their vocabulary or pronunciation was wrong because the teacher would help them correct them.

1.6 Communicative Tasks

Communicative tasks are activities in which teachers provide tasks to students. This task should encourage students to communicate meaning using whatever linguistic knowledge, abilities, and strategies they have (Burns, 2019). The type of communicative task is the classic type, that is, information-gap-technique. Information gaps imply that any activity should have a space or blank for the learner to fill in by decoding or encoding information (Prabhu, 1987; Namaziandost et al., 2019).

The first step in using this strategy is for the teacher to write questions on the board. The questions were still concerning the Degree of Comparison material. The question is, 'The computer in the principal's room is than in the classroom (expensive).' The teacher addressed the students who went to give answers to the questions. Students initially appear hesitant to come to the front of the class. Nonetheless, the teacher assured students they would receive a score if they bravely answered the questions. Students gradually come forward courageously to answer the questions.

1.7 Reading Aloud

Reading Aloud is the last teaching speaking strategy the teacher uses to teach vocational high school students in this school. Supraba et al., (2020), stated that reading aloud is a reading exercise in which students read something aloud with proper pronunciation, intonation, and word stress. In the implementation, the teacher divided students into pairs and shared two Degree of Comparison texts. Students are free to choose one of the texts they want to read. While students practice reading aloud in front of the class, the other students pay attention to them to listen carefully about the pronunciation. The teacher gives appreciation to students after they practice speaking and write a score in the book score.

According to the teacher's interview, the benefits of implementing those teaching speaking strategies are engaging students to participate in learning activities actively, stimulating students' interest, and helping students' pronunciation. By using proper strategies, students will actively participate in learning, such as answering the question, asking a question, and practicing speaking. As Groccia (2018) argued, student engagement has emerged as a critical priority in

attempts to improve teaching and learning. Stimulating students' interest is seen by giving option words about their major. Håland et al. (2021) study found that reading aloud can also stimulate students' interest. Students are encouraged to suggest whether that word can be used in the sentence example. One of the teaching speaking strategies that can help students' pronunciation is drilling, because the implementation of the drilling strategy is repeating a word or sentence said by the teacher, students will know how to pronounce it correctly. In line with Mendrofa et al., (2022) study, drilling also has benefits in speaking because drilling notices students' mispronunciation.

Furthermore, the teacher encountered challenges when the teaching speaking strategies were implemented. Student's low motivation and language barriers become the challenges. Not in all activities do students have high motivation. There are also times when they are low motivated. According to the teacher's claims, many students indicate they cannot talk or read when the teacher implements one of the strategies and instructs them. When they speak English, they struggle. They always make excuses since they are Indonesians, not native English speakers. Moreover, they are unmotivated to improve their English skills because they believe it is acceptable not to be proficient in English because they are not native English speakers. According to Hasanah et al., (2019) study, students' low motivation also becomes the most significant challenge that three teachers abroad feel.

The biggest challenge that the teacher faced was language barriers. Language barriers have emerged as the most significant challenges since students frequently struggle to understand what the teacher is saying because the teacher provides teaching in English. Furthermore, due to the language barrier, students find it difficult to re-explain what the teacher taught. Similarly, the language barrier included vocabulary, pronunciation, grammar, and fluency found in Mukminin et al., (2018) study. Because students exhibited limitations in terms of the vocabulary they knew, the grammar they understood, and their fluency in building sentences when speaking English.

CONCLUSION

Following the findings, an EFL teacher in this study used seven strategies to teach speaking to vocational high school students. The strategies include Conversation, Feedback and Correction, Live Listening, Drilling, Discussion, Communicative Tasks, and Reading Aloud. Conversation, Feedback and Correction, Live Listening, Drilling, and Discussion are used in all teacher's classes. Communicative Tasks and Reading Aloud were only used in the two types.

The teacher feels the benefits and challenges of implementing those teaching speaking strategies. The benefits of using a teaching strategy in teaching speaking are that the strategies involve students actively participating in learning activities. Students' interest might

be raised due to using teaching speaking strategies because they will discover new things during learning activities. Finally, the strategy helps students in pronouncing certain words. The teacher feels benefits by choosing suitable strategies to increase students' speaking skills. The benefits of using teaching speaking strategies are inextricably linked to the teacher's challenges. Students' low motivation and language barriers are the challenges.

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