



# TEACHING STRATEGY ON SPEAKING ABILITY FOR ELEVENTH GRADE AT SMA RK SERDANG MURNI LUBUK PAKAM

\*Ranto Nicolius Turnip

\*\*Dr. Masitowarni Siregar, M. Ed.

\*\*Dr. Rahmad Husein, M. Ed.

## ABSTRACT

This study aimed to find out the strategy on teaching English on Speaking skill which is implemented in SMA RK Serdang Murni Lubuk Pakam. The research was conducted by using descriptive qualitative analysis. It was conducted in SMA RK Serdang Murni Lubuk Pakam, especially the English teacher who taught for the eleventh grade students at SMA RK Serdang Murni Lubuk Pakam. The data were gathered by administering interview and classroom observation. From the result of the analysis, it was found that the teacher used practicing dialogue and discussion as the strategy to teach the eleventh-grade students at SMA RK Serdang Murni Lubuk Pakam. The strategy wasn't going according to lesson plan goal. It was caused several things, such as; the teacher ran the class activity monotonously, there were less speaking activities in the class, the students didn't have intention to be involved in class activity, and the students' willingness was also low. Therefore the researcher believes that the teaching strategy by using discussions and practicing dialogue were not effective in teaching and learning process for the eleventh grade students at SMA RK Serdang Murni Lubuk Pakam.

**Key words:** *Descriptive Qualitative, Speaking Skill, Teaching Speaking, Strategy of Teaching Speaking.*

## INTRODUCTION

### *Background of the Study*

Speaking is a process to convey and to share ideas and feeling orally. It involves some skills such as accuracy, appropriateness, fluency,

and vocabulary building. It is a crucial part of second language learning and teaching therefore we need to practice it in our educational environment, especially in an English lesson. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Students' speaking ability were relatively low compared to another abilities which teacher has been thought.

Based on the preliminary data, the researcher found that the students have difficulties on learning speaking. The teacher tended use explanation and discussion as the activities. When the observer did the interview to some students, it was found that the strategies used by the teacher made them bored and sleepy. Even though the students could communicate with their friends during the discussion activity, they felt that they did not get enough time to practice their speaking.

The variety of classroom activities to engage students' involvement is also lacking. Considering their age, the students are in a transition stage between children and adults. They possess a lot of energy and are in need of attention from peers. Considering this, designing various activities that offer interactions among the students can be helpful to get students involved and engaged in the teaching and learning process which will in return increase the chance of achieving teaching objectives.

Students are expected to take action and be able to adjust and put themselves in accordance with their competence. The schools build the student's potential that they have. Students need conditions to conduct

experiment and explore according to their talents and interests. *Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 butir 1* stated that:

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for them to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed by themselves, society, nation and state.

The learning process in the classroom was conducted based on curriculum. The curriculum contains guidelines of learning programs. Subjects, competencies, teacher methods, and assessments technique have been drawn completely in the curriculum. According to *Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 butir 19*, curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used to guide the implementation of learning activities to achieve specific educational objectives.

Based on the explanation above, the researcher conducted a study at SMA RK Serdang Murni Lubuk Pakam to find out whether the problems on learning speaking also occur there.

## **REVIEW OF LITERATURE**

### **1. Speaking**

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998:13). Speaking is a skill used by someone in daily life communication whether at school or outside. Speaking is a productive skill which involves

the speaker to use speech to express meanings to other people (Spratt, Pulverness, and Williams, 2005). Another definition is proposed by Harmer (2007: 343). He defines speaking as an activity which happens when two people are engaged in talking to each other. In this activity, speakers have to share their ideas, thoughts, or opinions during the speaking activity.

From those definitions above, it can be concluded that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. The speaking also an activity involving two or more people to share their thoughts, ideas, or feelings by using verbal and non verbal symbols. There is an interaction among people in a speaking activity either verbal or non verbal which can be learnt by using some techniques or methods. Speaking also the way to express ideas, opinions, or feelings to other by using words or sounds of articulation in order to inform, to persuade and to entertain that can be learnt by using some teaching learning.

## **2. Teaching Speaking**

According to Spratt, Pulverness, and Williams (2005:145), every teacher changes roles during a lesson that will be appropriate to the type of lesson, activities, lesson aims, and the level and age of the students. At different times we may act as a planner, an informer, a manager, a parent or friend, or a monitor. For example, when students doing a role play, as a monitor, we have to make sure that they are doing what we

want them to do. As a teacher, we also can act as an involver, diagnostic, and resource. These roles are to make sure that the students are taking part in the activities, to recognize their difficulties, and to help and to give advice to the them. Finally, by applying the roles of teacher in the teaching learning process, the teachers can help the students to master the language. Besides, the students will feel comfortable that result on the achievement of the aims of the teaching learning process.

### **1. Teaching Strategy of Speaking**

Harmer, J (2001) The teaching strategies have been bolded within the text of a learning experience. The teaching and learning strategies have been linked to learning experiences described in each unit of this resource. Teachers are encouraged to use their professional judgement to review the suggested strategies and then decide on the most appropriate for meeting the needs of their students and Adapting learning strategies The learning strategies linked to learning experiences are a suggestion only

## **RESEARCH METHODOLOGY**

Donald Ary (2010) says that research design is a plan of how to proceed to gain an understanding of some groups or some phenomenon in its natural setting. The design of this research is descriptive qualitative design. This research is intended to collect information about the teaching strategy in speaking. This study was conducted at SMA RK Serdang Murni Lubuk Pakam, especially for the teacher taught the eleventh grade

students. The instruments of data collection were observation, and interview guidelines.

## **RESEARCH FINDING AND DISCUSSION**

### *Research findings*

After analyzing the data, the researcher found some findings in this research. The findings of this research were answered as following :

1. Among many teaching strategies, there were two strategies used by the teacher in the teaching speaking for the eleventh grade students at SMA RK Serdang Murni Lubuk Pakam. There were discussion and practicing dialogue.
2. The implementation of teaching speaking strategy wasn't going according to lesson plan goal. There were two main reasons which made the strategy wasn't functioning well enough. First, the teacher that taught the eleventh grade students at SMA RK Serdang Murni Lubuk Pakam ran the class activity monotonously. There was less speaking activity in the class. Second, the students didn't have an intention to be involved in class activity. the students' willingness to study was also low.

### *Discussion*

In the research findings above, there were some things that can be noted down. They will be arranged based on the findings research problems. The

researcher will discuss it with references from theories related to the process teaching speaking strategy. Harmer (2001:271-274) argues that there are several activities that can be used in classroom. Teacher can use these activities in teaching English to give variety in teaching. Six classroom speaking activities as explained below:

- 1) Acting from script: students perform the speaking activity based on the script/ scenario and the teacher play role as adirector.
- 2) Communicative games: communicative games are games designed to demand to students to talk to their pairs or partners to solve the games.
- 3) Discussing: it can be planned or just happened in the middle of the lesson.Both kinds of discussion can be productive activity if the teacher can encourage the students to speak and give their opinion in front of their friends by giving them familiar topic/topic they master.
- 4) Prepared talks: students are given a period of time to prepare a script of presentation on a topic of their own performance. However, when they perform, the better speak is from the note not from the script.
- 5) Questionnaire: students can make questionnaire on any topic. While students make it, teacher helps them by being resources. The result take from questionnaire can be prepared for discussion ortalks.
- 6) Simulation and role play: students pretend to be in a certain situation, whether being themselves or to be someone else.

As the theory above, the researcher got research findings that the teacher has important role in teaching speaking. Based on Harmer (2001:275) points out three different roles that the teacher needs to play to get students speak fluently. The first role is as a prompter. Sometimes,



when students are involved in a role-play activity, for example, they are get lost, do not know about what they are going to say next, or they forget for words. In this situation, it is natural that the teacher wants to help the students and acts as a prompter. It means that teachers can help them by offering careful and supportive suggestions. As long as it can be done without disrupting the activity, it will make the activity to progress easier and at the same time, it will stop the students from being anxious as they suddenly cannot express their ideas.

The second role is as a participant. Back then, teachers do not participate and give feedback to the student while they are doing a group discussion or role play. They just listen to them carefully. However, there is a time when teachers want to participate in the discussion or role play. By participating in the activity, the teachers can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere. Here, a teacher should not participate too much because she might dominate the speaking and drawing all the attention to themselves.

The last role is as a feedback provider. It is very important for the teacher to give feedback in his students' speaking activities. In this regard, a teacher should know how and when feedback is given. A teacher also has to avoid over- correction because a helpful and gentle correction can make the students confident and it may get the students out of difficult misunderstanding and hesitations.

These theories can be used as a framework if other researcher want to conduct the relevant study.

## **CONCLUSIONS AND SUGGESTIONS**

### *Conclusions*

Based on the research findings on Chapter IV, it can be concluded that :

1. The teacher used discussion and practicing dialogue as the strategy on teaching speaking for the eleventh grade students at SMA RK Serdang Murni Lubuk Pakam.
2. The implementation of teaching speaking strategy wasn't going according to lesson plan goal. The teacher that taught the eleventh grade students at SMA RK Serdang Murni Lubuk Pakam ran the class activity monotonously. There was less speaking activity in the class. The students didn't have an intention to be involved in class acitivity. The students' willingness to study was also low.

Therefore the researcher believes that the teaching strategy by using discussions and practicing dialog are not effective in teaching and learning process for the eleventh grade students at SMA RK Serdang Murni Lubuk Pakam.

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