

# AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING SPEAKING TO THE ELEVENTH GRADE STUDENTS OF SMA INSAN CENDEKIA SYECH YUSUF

Nasaruddin<sup>1\*</sup>, Djuwairiah Ahmad<sup>1</sup>, Multazam Abubakar<sup>1</sup>

<sup>1</sup>Universitas Islam Negeri Alauddin Makassar

\*e-mail: [nasaruddin1031@gmail.com](mailto:nasaruddin1031@gmail.com)

## ABSTRACT

This study outlines an English teacher's strategies for teaching speaking to the eleventh grade students of SMA Insan Cendekia Syech Yusuf. The goal of this study is to find out the teacher's strategies used by the teacher in teaching speaking to the eleventh grade students of SMA Insan Cendekia Syech Yusuf. This study uses a descriptive qualitative method and the research design employed is a case study. The subjects of this research are the eleventh-grade English teacher of SMA Insan Cendekia Syech Yusuf. The research instruments used are observations and interviews. The data were collected through direct classroom observations and direct interviews with the subjects. The data analysis techniques used are data condensation, data display, and conclusion. The research results show that teacher in eleventh grade use discussion and prepared talks and presentations strategy in teaching speaking. Additionally, it was found that there are two obstacles in teaching speaking: students' speaking skills are not yet very good, and students sometimes still refer to the text when speaking. The solutions to these problems show that teacher list students' incorrect pronunciations and then correct them at the end of the lesson. Furthermore, the data findings indicate that there are both strengths and weaknesses to using discussion, and prepared talks and presentation. The strengths include facilitating teacher in assessing student abilities, while the weaknesses are that students cannot yet speak spontaneously.

**Keywords:** *An Analysis, Teachers' strategies, Teaching Speaking*

## 1. INTRODUCTION

Teaching speaking is skills in learning English. Improving students' communication skills is one of the goals of teaching speaking in schools. According to Rao (2019), communication for students in this modern world are very necessary and it is the responsibility of English teachers to teach these skills so that English students can enhance their speaking abilities and succeed in real life situations.

Teaching speaking is part of learning English because it helps students become better communicators. Teaching speaking is not just important for improving communication skills in English but also for improving understanding and effective interaction with other people.

Despite the importance of teaching speaking, language learners in Indonesia may face several challenges because English is a foreign language. According to Mandasari and Aminatun (2020), English learners may find it difficult to speak English, because it is a foreign language in Indonesia. Therefore, every teacher needs to determine the right methods and strategies so that the challenges of teaching English in Indonesia can be resolved. According to Rao (2019), to enhance speaking skills the English learners, every teacher should understand the problems of

ELL (English Language Learners) and try various speaking teaching strategies in the classroom so that students' English language skills can be improved.

To improve students English speaking skills, appropriate materials and effective strategies are needed. Effective teaching strategies can make language learning more interesting and easier to adapt so that learning objectives can be achieved. Apart from that, teachers must also establish a setting that is favorable for learning for their pupils. Students' enthusiasm for participating in speaking learning depends on the role of the teacher and the teaching strategies implemented. There are several important things that teachers must pay attention to become good and professional teachers. First, learners have different level of language proficiency, therefore teachers must be aware of their demands. Second, teachers must pay attention to students' backgrounds because each student has a different learning style for understanding language. From the above, it is clear that to help students improve their communication skills, teachers must identify successful teaching tactics and procedures in teaching speaking. one of which is teaching speaking in English, which is used by the teacher in the Eleventh Grade of SMA Insan Cendekia Syech Yusuf.

Based on the above, teaching strategies play a crucial role in improving English language skills, particularly speaking skills. Therefore, the researcher is interested in analyzing teacher strategy in teaching speaking to the eleventh grade students of SMA Insan Cendekia Syech Yusuf because this school has a superior program in teaching English, namely strengthening the English language program. Here the researcher raises the title of the thesis "*An Analysis of Teacher's Strategies in Teaching Speaking to the Eleventh Grade Students of SMA Insan Cendekia Syech Yusuf*".

## 2. METHOD

The descriptive qualitative was the research method employed in this research. Observation, interview, and documentation are the data gathering methods used in descriptive qualitative research. According to Nuardi (2015), descriptive methods are used to gain a better understanding by analyzing data in depth and efficiently. Meanwhile, the research design used in this research is case study. The researcher used case studies to find out the teacher strategies in teaching speaking to the eleventh grade students of SMA Insan Cendekia Syech Yusuf. This research was conducted at SMA Insan Cendekia Syech Yusuf. The subject of this research involved one English teacher who taught eleventh grade students in two different classes of SMA Insan Cendekia Syech Yusuf. This teacher was chosen for his professionalism and experience in the field of English language.

The instrument used in this study is researcher themselves. In addition, the researcher needs supporting instruments. In this research, researcher use two supporting instruments, namely: observation checklist and interview guidelines. observation checklist contains several question items used by researcher to help observe facts, phenomena, and behavior during observation. Second, researcher also conduct interview guidelines. Interview guidelines are a collection of several question items used by researcher to obtain information from the teacher. Observation checklist and interview guidelines are used as references to obtain information and clarification related to teacher strategies in teaching speaking to the eleventh grade students of SMA Insan Cendekia Syech Yusuf.

## 3. RESULTS

### ***The strategies utilized by English teacher in teaching speaking to the eleventh grade of SMA Insan Cendekia Syech Yusuf***

the researcher investigates the strategies utilized by the teacher in teaching speaking to the eleventh grade students of SMA Insan Cendekia Syech Yusuf. The research data were gathered from observation checklists and interview guidelines.

*Finding from observation checklist*

The researcher in this study conducted observations in the classroom for two meetings, and an explanation of these findings is stated as follows:

1. Observation 1 at the eleventh grade of SMA Insan Cendekia Syech Yusuf

The teacher implements strategies in the classroom through several steps. These steps include opening, followed the main activities, and with the closing. In opening, teacher open the class by remembrances to learners, praying before starting lesson, and reviewing the material from the previous meeting. During the main activities, the teacher clarify material, describes activities to be conducted, informs the students of what they will be doing, divides the students in grouped, coordinates them, and assists with their group tasks. Additionally, the teacher Prepared talks and presentations as speaking activities and strategies. Finally, in the closing the teacher allows the students to ask questions regarding the lesson, provides exercises related to the lesson material, summarizes the lesson, and then concludes the class. Based on first observation, Teacher used prepared talks and presentation as the strategies.

2. Observation 2 at the eleventh grade of SMA Insan Cendekia Syech Yusuf

The teacher implements strategies in the classroom through several steps. These steps begin with the opening, followed by the main activities, and end with the closing. In the opening, teacher open the class by remembrances to learners, praying before starting lesson, checking attendance, and reviewing the material from the previous meeting. During the main activities, teacher clarify material for in current meeting, describes activities to be conducted, informs the students of what they will be doing, divides the students into groups, monitors the students as they work on their tasks, and assists students who encounter difficulties with their tasks. Next, the teacher uses strategies in class discussions. Finally, in the closing the teacher allows the students to ask questions regarding the lesson, provides exercises related to the lesson material, summarizes the lesson, and then concludes the class. Based on the second observation, the teacher use discussion as a strategy.

a. Findings from interview guidelines

Researcher conducted an interview session with teacher on May 17<sup>th</sup>, 2024. The interview guidelines used for the English teacher included open-ended questions. There are six questions related to the strategies used by English teacher, adapted from Harmer (2015).

Based on interviews with teacher, the teacher in eleventh grade use strategies when teaching speaking in class. Out of eight strategies mentioned by Harmer theory (Communication games, acting from script, Discussion, Prepared talks and presentations, Questionnaires, Simulation, and role play), Teacher only utilized Discussion and Prepared talks and presentations as the strategies in teaching speaking. This related to the interview:

“Yes, every skill must have a teaching strategy, and teaching speaking is same. The strategy that I usually use in teaching speaking is probably a discussion strategy. yes, I have used this strategy (discussion). The way I apply the discussion strategy is by using Problem based learning (PBL). I gave a topic in the previous meeting for them to prepare a presentation on, and in the following meeting, I instructed my students to present and discuss their topics. The discussions are conducted a week later.” (EXCERPT 1).

Based on the above, teacher in eleventh grade use strategies when teaching speaking in the classroom, one of the strategies usually used by the teacher when teaching speaking is the discussion strategy. Next the teacher also said:

“Yes, I have used this strategy (prepared talks). The way I usually apply this strategy is by instructing them to choose one or two objects and then create a narrative text about those objects. After that, I instruct them to present in front of the class about the objects they have chosen.” (EXCERPT 2).

This indicates that the teacher of the eleventh grade also use prepared talks and presentations as the strategies in the teaching. In implementing prepared talks, the teacher usually instructing students to choose one or two objects and then create a narrative text based on those objects.

Additionally, the teacher also mentioned reasons for using both of these strategies. This can be reinforced by statements from teacher who said:

“The reason I use this strategy (discussion and prepared talks and presentation) is that they fit the material we are currently dealing with. We don't have the option to choose otherwise because we must adhere to the RPP, modules, and syllabus. We are currently covering analytical exposition material, which requires students to express their opinions. Since this involves speaking skills, I chose the discussion and prepared talks and presentation strategy because it aligns well with the material we are working on.” (EXCERPT 3).

From the interview mentioned, it can be concluded that the teacher in eleventh grade use several strategies when teaching speaking in the classroom. it may be concluded that out of the eight strategies mentioned by Harmer (2015), the teacher only uses two strategies for teaching speaking: discussions and prepared talks and presentation. This is because the teacher follows the previously prepared lesson plan, module, and syllabus. Additionally, the teacher mentioned that when using these two strategies, the teacher can directly assess the students' speaking abilities and consider these strategies for application to the students.

### ***The obstacles faced by teacher in applying teaching speaking strategies to eleventh grade students of SMA Insan Cendekia Syech Yusuf.***

The teacher in eleventh grade of SMA Insan Cendekia Syech Yusuf explained that there are certain obstacles in implementing discussion and prepared talks and presentations. This is confirmed by the teacher statement below:

“The first obstacles are of course their pronunciation. Since their pronunciation is not very good, I sometimes have to correct it either by interrupting them in the middle of their presentation or discussion, or by listing some words where their pronunciation is incorrect and then providing them with the correct pronunciation. (EXCERPT 4).

Next, the teacher said that apart from pronunciation, which is not good, there are other obstacles when implementing both strategies. This is reinforced by the teacher who said:

“The second obstacles are that they sometimes focus too much on the text, so they don't use their critical thinking skills effectively and don't speak spontaneously. They still rely on reading the text and so on. However, I think they are doing quite well in applying their speaking skills.” (EXCERPT 5).

From the interviews mentioned, the teacher explained that in implementing the strategy discussion and prepared talks and presentation, there are certain obstacles. Many students still use poor pronunciation. Additionally, many students rely heavily on reading texts and are not able to speak spontaneously. To address these obstacles, the teacher usually lists the words that students mispronounce and then corrects them at the end of the lesson.

### ***The strengths and weaknesses of the strategies employed by teacher in teaching speaking to eleventh-grade students at SMA Insan Cendekia Syech Yusuf***

Based on the result from the interview with teacher, the use discussion and Prepared talks and presentations has both strengths and weaknesses. This same to the teacher statements:

“The strengths of these two strategies are that they make it easier for me to assess the students. Since, eventually, they have to come up one by one to speak, these strategies allow me to focus better on evaluation. It makes it easier for me to assess them. By using discussion or presentation, I can see all my students speaking in their own way.” (EXCERPT 6).

Furthermore, the teacher also mentioned weaknesses when using both strategies. this is reinforced by the teacher who said.

“As for the weaknesses, they might not be very confident. They lack confidence because their English language skills are not very strong yet. Another weakness is that they cannot speak spontaneously or impromptu. Sometimes, they still look at texts or notes when speaking.” (EXCERPT 7).

From the interviews mentioned, it may be concluded that when the teacher implements the strategies of discussion and prepared talks and presentation, there are both strengths and

weaknesses. The teacher explained that the strengths of these strategies is that they facilitate the assessment of students' English proficiency. By using discussions and prepared talks and presentations, the teacher can evaluate the students' abilities directly by observing each student speaking in English. However, the weaknesses are that students lack confidence in using English, are not yet able to speak spontaneously, and sometimes still rely on texts when speaking. As we know, the strategies of discussion and prepared talks require learners are able to speak in English.

#### **4. DISCUSSION**

The researcher discusses the analysis results conducted during the data collection process, explaining the data obtained through observation checklist and interview guidelines. This study focuses on the teacher's strategies in teaching speaking to the eleventh-grade students of SMA Insan Cendekia Syech Yusuf. The research questions are: first, "What strategies does the teacher utilize in teaching speaking to the eleventh-grade students of SMA Insan Cendekia Syech Yusuf?" second, "What are the obstacles faced by the teacher in applying teaching speaking strategies to the eleventh-grade students of SMA Insan Cendekia Syech Yusuf?" and third, "What are the strengths and weaknesses of the strategies used by the teacher in teaching speaking to the eleventh-grade students of SMA Insan Cendekia Syech Yusuf?". After conducting observations checklists and interview guidelines, the researcher obtained the following results.

##### ***Strategies used by teacher in teaching speaking to the eleventh grade of SMA Insan Cendekia Syech Yusuf***

Based on the observations and interviews with the teacher, the researcher found that the teacher in the eleventh grade uses several strategies for teaching speaking in the classroom. According to Harmer (2015), teachers can use the several strategies for teaching speaking, namely communication games, acting from a script, discussion, prepared talks and presentations, questionnaires, simulation, and role play. Out of the eight strategies mentioned by Harmer (2015), the teacher in the eleventh grade of SMA Insan Cendekia Syech Yusuf only uses the strategies of discussion and prepared talks and presentations in teaching speaking.

The first is Discussion, according to Harmer (2015), the most frequently used oral competency classroom activity is probably discussion. Based on the observation results, the teacher carries out several activities in the classroom when implementing the discussion strategy. These steps begin with an opening, followed by the main activities, then the implementation of the strategy, and concluded with a closing. In the opening, the teacher Open the class by remembrances to learners, praying before lesson begins, checking attendance, and clarify material in the previous. In the main activities, the teacher explains the current lesson material, outlines the activities to be performed, informs the students about what they will do, divides the students into several groups, monitors the students while they complete their tasks, and assists students who have difficulties with their assignments. Next, the teacher uses the discussion strategy as a teaching method in the classroom. Finally, in the closing, the teacher allows the students to ask questions regarding the lesson, gives exercises related to the lesson material, summarizes the lesson, and then concludes the lesson. In conducting discussion strategies, the teacher uses Problem-Based Learning (PBL), where the teacher provides a topic to the students. The students use this topic as the basis for the discussion. After that, the discussion is held a week later. According to the teacher, the teacher chooses the discussion strategy because it facilitates direct assessment of students English speaking abilities. It not only allows for individual assessment but also provides a more comprehensive evaluation as each group will present, and everyone can be observed demonstrating their speaking skills. Furthermore, the teacher said when use of the discussion strategy is efficient. According to Sholihah (2022) using group discussion methods is considered very effective in learning activity, the use of the discussion strategy can help learners to solve the obstacle and hone their critical thinking.

The Second is prepared talks and presentations, According to Hammer (2015) prepared talks and presentations are strategies in teaching speaking that involve students preparing and researching a particular topic and then delivering it. In implementing prepared talks, the teacher follows several steps. These steps include opening, followed the main activities, and concluded with the closing. In the opening, the teacher open the class by remembrances to the learners, praying before starting lesson, and concluding material from the previous meet. In the main activities, the teacher explains the current lesson material, describes the activities to be conducted, informs the students of what they will be doing, divides the students in grouped, coordinates them, and assists with their group tasks. Next, the teacher uses prepared talks and presentations as speaking activities and strategies. Finally, in the closing, the teacher allows the students to ask questions regarding the lesson, provides exercises related to the lesson material, and then concludes the class. In applying this strategy, the teacher instructs them to choose one or two objects, then create a narrative text about those objects. After this, the teacher instructs the learners to present their material in front. Similar to using discussions, the teacher's reason for choosing this strategy is that it helps assess the students' overall speaking abilities and is efficient to use.

The reasons the teacher in the eleventh grade of SMA Insan Cendekia Syech Yusuf used discussion, and prepared talks and presentations as strategies in teaching speaking are that these strategies align with the material being taught. Additionally, teachers follow the RPP, modules, and syllabus that have been prepared previously. Another reason is that teachers can more easily assess their students' speaking skills thanks to this strategy. not only through individual assessment but also assessment of all students, as each student and their group will come forward and demonstrate their speaking skills.

### ***The obstacles faced by the teacher in applying teaching speaking strategies to the eleventh-grade students of SMA Insan Cendekia Syech Yusuf***

In teaching speaking, teachers face their own obstacles in implementing teaching speaking. According to Ur (1996), there are several problems in teaching speaking that can become obstacles.

- a. Learners often face obstacles in trying to say something in a foreign language in class.
- b. Students are silent, unable to think about what they are going to say.
- c. Low participation, only a few students dare to speak.
- d. Students are used to speaking their mother tongue and not English.

Based on the results of the interview, the teacher in the eleventh-grade of SMA Insan Cendekia Syech Yusuf faced specific obstacles in applying the teaching speaking strategies. Firstly, students often struggle with pronunciation, as their pronunciation of foreign languages is sometimes incorrect. Incorrect pronunciation can lead to misunderstandings and alter the intended message. Second, students are not yet able to speak spontaneously. They often appear confused and focus on reading the text while speaking, indicating they have not yet developed strong critical thinking skills. According to Oktariani (2020), critical thinking skills are very important and crucial for effective functioning in all aspects of life. the result, learners are not to respond spontaneously to questions during speaking activities. Regardless, in overcoming these obstacles, teacher usually list some words from students whose pronunciation is incorrect, then correct them and inform the students that their pronunciation is incorrect. This delivery is sometimes applied by teacher at the end learning activity.

### ***The strengths and weaknesses of the strategies used by the teacher in teaching speaking to the eleventh-grade students of SMA Insan Cendekia Syech Yusuf***

Based on the interviews with teacher, the use of discussion, and prepared talks and presentations has several strengths and weaknesses. First, the strengths. According to Harmer (2007), the strengths of the discussion strategy include helping to develop students' social skills, collaborating with peers, respecting opinions, and listening. Then, the strengths of prepared talks and presentations strategy allow students to better understand and delve into the material they want to present because they have to conduct prior research, which helps enhance students' critical

thinking skills (Nunan, 2015). Furthermore, according to teacher, the main strength of both strategies is their assistance in assessing students' speaking abilities. This assessment allows teacher to measure students' proficiency levels and determine appropriate materials to provide. By using these strategies, teacher can directly evaluate students' speaking skills, as each student gets the opportunity to speak directly. Additionally, these strategies help teacher observe student interactions, enabling assessment not only of their speaking abilities but also other aspects in the context of speaking.

Second, the weaknesses. According to Ur (2012), the weaknesses of the discussion strategy is that it allows only a few students to actively participate, while others remain silent and shy about participating. Then, the weaknesses of the prepared talks and presentation strategy, according to Harmer (2007), is that it allows students to depend on reading texts, reduces natural interaction with other audiences, and makes the presentation feel stiff. Furthermore, according to the teacher, both strategies (discussion and prepared talks and presentations) require learners to speak directly in front, which often poses problems for students who lack confidence and are shy about speaking in public. When students feel shy and lack confidence, the implementation of these strategies faces significant challenges. Additionally, students sometimes lack confidence in their English language skills and struggle to speak spontaneously, often relying on written texts. This situation demands extra effort from teachers to implement both strategies effectively.

## **5. CONCLUSION**

Based on research result, it can be concluded that the teacher in the eleventh grade used discussions and prepared talks and presentations strategies in teaching speaking. The reasons teacher use discussion and prepared talks and presentations as strategies are that these strategies align with the material being taught and make it easier for teacher to assess students' speaking abilities. In using strategy discussion, and prepared talks and presentations, the teacher in the eleventh grade of SMA Insan Cendekia Syech Yusuf faced two obstacles: first, students' pronunciation is not yet good, and second, students cannot speak spontaneously, so they tend to still focus on the reading text when speaking. To overcome the obstacles, teacher usually correct students' pronunciation by making a list of words that are mispronounced by students when speaking and then correcting them at the end lesson. Furthermore, the strengths and weaknesses of the strategies applied by the teacher in teaching speaking to the eleventh-grade students of SMA Insan Cendekia Syech Yusuf are as follows: The strengths of discussion, and prepared talk and presentations strategies are that they make it easier for teacher to assess students' speaking abilities, as these strategies require students to speak directly. However, the weaknesses are that students are not yet very confident in speaking directly, are not able to speak spontaneously, and sometimes still focus on reading texts while speaking.

## **REFERENCES**

- Anggraeni, W., Wahibah, W., & Assafari, A. F. (2020). *Teachers' Strategies in Teaching Speaking Skills at SMAN 1 Palopo*. FOSTER: Journal of English Language Teaching, 1(1), 83-97.
- Arikunto. S. (2006). *Research Procedures*. Jakarta: PT Rineka Cipta
- Arikunto, S. (2019). *Research Procedures*. Jakarta: PT Rineka Cipta
- Ary D., Jacobs L.C., Sorensen C.K. (2010). *Introduction to Research in Education*. Canada: Wardsworth. Cengage Learning
- Bailey, Kathleen M (2005). *Practical English Language Teaching*: Speaking New York: Mc Graw Hill.
- Baker, J., & Westrup, H. (2003). *Essential speaking skills*. A&C Black.
- Brown.G and Yule 2004. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Crisianita, S., & Mandasari, B. (2022). THE USE OF SMALL-GROUP DISCUSSION TO IMPROVE STUDENTS'SPEAKING SKILL. *Journal of English Language Teaching and Learning*, 3(1), 61-66.

- Cole, R. W. (2008). *‘Educating Everybody’s Children: Diverse Teaching Strategies for Diverse Students, Revised and Expanded 2nd ed.* Virginia: Association for Supervision and Curriculum Development (ASCD).
- Chaney, A. L. and T.L. Burk. (1998). *Teaching Oral Communication in Grades K-8.* Boston: Allyn&Bacon
- Djiwandono, M. Soenardi. (1996). *“Testing English as a Second Language”*: ITB.
- Fitri, A., Hermansyah, H., Pratiwi, E., & Aswadijaya, A. (2021). *“Teacher’s Strategies in Teaching Speaking During Covid-19 Pandemic.”* Journal of English Education and Teaching, 5(3), 349-367.
- Harris, DP (1969). *Testing English as a second language.*” New York: Mc. Graw-Hill.
- Harmer, J. (2007). *How to Teach English.* Pearson Education.
- Harmer, J. (2015). *The Practice of English Language Teaching (Fifth Edit).* Pearson Education. <http://sivers.org/ff.%0Ap>
- Herdiansyah, H. (2010). *Qualitative Research Methodology for the Social Sciences.* Jakarta: Salemba Humanika.
- Maryanti, M., Gani, S. A., & Marhaban, S. (2021). *The strategies applied by teachers in teaching speaking.* English Education Journal, 12(3), 381-398.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook.* 3rd. Thousand Oaks, CA: Sage.
- Mandasari, B., & Oktaviani, L. (2018). *English language learning strategies: an exploratory study of management and engineering students.* Premise Journal, 7(2), 61-79.’
- Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction.* Routledge.
- Nuardi. (2015). *Research Methodology: How to Conduct a Good Research.* Pekanbaru: Education Matters Most Publishing.
- Nurhawary (2022). *An Analysis of Teachers’ Strategies in Online Speaking Class (A Case Study on MTs Pembangunan UIN Jakarta in the Academic Year 2021/2022)* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Oktariani, O., & Ekadiansyah, E. (2020). *The role of literacy in developing critical thinking skills.* Journal of Education, Psychology and Health Research (J-P3K), 1(1), 23-33.
- Pratama, E. Y., & Awaliyah, Y. (2015). *Teacher’s Strategies in Teaching Speaking to Young Learners.* English Journal, 9(2), 19-31.
- Quianthy, R.L. (1990). *Communication is life: Essential college sophomore speaking and listening competencies.* Annandale, VA: National Communication Association
- Rao, P. S. (2019). *The importance of speaking skills in English classrooms.* Alford Council of International English & Literature Journal (ACIELJ), 2(2), 6-18.