Teachers' Strategies in Teaching Speaking English at SMAN 15 Padang

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Article History	Abstract
	This study aimed to teachers' strategy in teaching speaking English. The participants of this research were three teachers grade then in SMA 15 Padang who take the English subject as their elective subject. This study is descriptive research with quantitative. The instrumentation of this research is interview. The research used interview. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking. The result revealed that the strategies used by the teacher were discussion, simulation, and communication games. The impact of speaking strategies used by the teacher are make students more active in learning, creating learner's be more positive thinking and increasing the learner's motivation. Among the three of teacher's strategies, almost all of the students like the communication game as the strategy in teaching speaking, because they regard communication game can improve their speaking ability, built their motivation to speak, and make the teaching-learning process become more fun.
Keywords:	

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INTRODUCTION

In learning language including English, each of the students should learn four language skills (listening, speaking, reading, and writing). According to Bakers (2003:4), the four skills have their own function in a language, one of the most important skills is speaking. Bailey (2005:2) states that the definition of speaking is a productive, oral skill.

Bailey (2005:3) states that students will be familiar with sentences they are using in speaking. The students do not understand yet with the teacher's explanation. Teachers have to get the students to improve their speaking skills. It is essential that English teacher pays great attention in teaching speaking.

Speaking in a foreign language is in order to share understanding with other people who need attention to an accurate specific language. A speaker needs to find the most appropriate words and correct grammar to express meaning accurately and specifically and needs to organize the discourse so that the listener will understand. In other word, speaking is a fundamental skill that foreign language learners should master (Richards, 2008) and (Ur1, 1996).

However, one of the problems in learning speaking is the learners afraid to express their ideas, language, nothing to say, the low participation, how to use grammar, vocabulary and pronunciation in their communication with the people. According to Ur (1991:121), there are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue.

Further research, Ririn (2015) reports in her thesis entitled the teacher strategies in overcoming students' difficulties in speaking at the English intensive program of MA An-Nur Cerebon found that many students often find difficulties in speaking activities when speaking learning with their teacher. Teachers have to choose the appropriate strategy for students with different quality and quantity (Brown, 2001: 160). Besides teachers attempt to create a good learning atmosphere to make students experience the learning process by using both appropriate materials and teaching strategies delivered by teachers.

Teaching speaking strategy is an important aspect in the teaching and learning process. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity to become effective and efficient .According to Bailey (2005:72) states the teacher should adapt and vary the techniques of the teaching speaking. The techniques can be used include free talk, retelling, storytelling, describing a picture, speech contest acting and speaking.

In SMA 15 Padang, there is some cases found that many students do not understand with their material because a problem appears from the teacher or from the student itself. Agung Ginanjar (2013), found that many students often find difficulties in speaking activities when speaking with their teacher.

The teacher has the first obligation for designing strategy and it is followed by the students in learning activities. According to Silver (2007: 1) "The goal of teaching is conversation unites together that these disparate individuals around a common core of learning. Strategies are the different types or styles of plans teachers use to achieve this goal". The teacher should be able to choose an appropriate strategies in teaching. The teacher's strategy can solve the student's difficulties when they try to express their idea in speaking.

So, because there are difficulties faced by students in learning English especially in speaking. I am curious about what makes students difficult to understand English especially in speaking. And what strategies are used by the teachers in teaching English especially in speaking in the classroom?

Wendi (2017) reported in his thesis entitled an analysis of learning strategies in speaking class at second-grade students' of senior high school found that learning strategies have a different difficulty standard which is taught. Therefore, the importance of teaching speaking strategy is a student can talk with people especially in the school. The students can communicate with friends and speak in front of the

classroom. Speaking as well useful nowadays to looking for the job. Many people rejected by the companies because they are cannot good at speaking when interview. So, teaching speaking strategy must be applied appropriately by the teacher.

METHOD

The design of this research is descriptive qualitative. Descriptive research means looking into or to describe something like situations, conditions, events, activities in which the result of the study can be exposed in a research report. Creswell (2012) also argued that qualitative research would be appropriate to be employed when it would identify research participants' opinion, believe, or even perception. In this research, the researcher investigated teacher's strategies in teaching speaking English and the finding will be seen by using the description.

The instruments were used in this study are observation sheet and interview guidelines. According to Arikunto (2013), observation is an effective ways to complete the research with observation form as an instrument. . Arend (2009) says that in adopting descriptive research researcher use observation, questionnaire or interview, and video recording to gather information about the characteristics of some phenomenon or to measures people's opinions or attitude on some subject. Observation is an activity in a certain situation to get the data of view the research subject in detail.

To get the data as complete and valid as possible, the researcher used one instrument, which is an observation checklist and the questions of the interview. While observing, the researcher will record how the teacher teaches speaking in the class. The researcher will use a video recorder to collect the data. The researcher will also ask some questions to the teacher about the problem of using the strategy that she used in teaching.

RESULT AND DISCUSSION.
Data description

The data was conducted to the teachers in two meetings for about two hours for each meeting on February s4rd – 25th 2020. The results of the students' test are as follow:

Table 1.1the data of types of strategies in teaching speaking

Observations	Teacher A	Teacher B	Teacher C
Observations 1	1. Use group work 2.Base the activities on easy language	1. Use group work	1. Use the group work
Observations 2	1. Use the group work	1.Use the group work 2.Give some instructions or training in discussion skills	1.use the group work

Table 1.1 indicates that three teachers have different strategies in each meeting. The total of all the types of strategies that are given by teachers are three

in two meetings. Then, the researcher interviewed three teachers to investigate the reasons for the teacher using the strategy of teaching speaking.

The data can be seen in Table 1.2 the reasons for the strategy below:

No	The reasons of using strategies	Teacher A	Teacher B	Teacher C
1.	To increase the students' motivation	√	√	√
2.	To make student understand the lesson	√		√
3.	To enhance student enthusiasm for learning	√	√	
4.	To convey students' confidence	√		√

The table above showed that teachers' reasons for giving strategies to the students, and the researcher found that most of the teachers used strategy during learning are to motivate students to learn English and enhance students' enthusiasm for learning English.

Findings

From the total of all observation, it was found that from the two meetings, all teachers used four strategies to the students. The total of all the types of strategy that are given by teachers are 10 in two meetings.

The type of strategy mostly use is the first type of strategy or the type of use the group work. While the type that is never given by the teacher is the keep students to speak the target language. On the other hand, the problem faced by teacher when teaching speaking is students keep using their mother language for example that asking about have you ever visisted the cinema exercise 1. They will ask they friend " alah pernah ang ka sinema esersis one". Next, the problem faced the teacher is the students less vocabulary. The last, the media is often used by the teacher are boor games and diary.

Discussion

Based on the finding and discussion above, it found that the most common types of strategy that teacher given to the students is the type of use the group work. Moreover, the reasons of the teachers are given the strategy to the students are to increase the students' motivation in learning process also to make the students understand the lesson, next to enhance students' attention to the teacher when teachers give the learning materials, and the last to convey sudent self convidence. Next, the problems faced by the teachers in implementing the strategies in teaching speaking English for the students are students keep using their mother language and less of vocabulary.

The success or failure of the teacher in teaching speaking is largely determined by how the teacher teaches or is called the teachers' strategy in teaching. It can be said that the strategies that used by teacher in teaching speaking are very influence and helpful for the students and the strategies are very interest to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in speaking. In teaching speaking, the teacher mostly uses some strategies discussion, group work and base the activities on easy language. It can be enjoyable experience for both teacher and student. There were many students joined the class enthusiastically. They students attention to the lesson improved their speaking skill after being taught by the strategies.

Based on the data that has been obtained by the researcher, the researcher found that each teacher has different strategies to teach their students in English subject especially in teaching speaking. There are teachers who teach students verbally every time the meeting because it is most easily implemented because it is done directly to students, there are teachers who teach the students by using strategy to students so that the students is more enthusiasm to compete to learning English especially in speaking. besides that there are teachers who intentionally give the strategies to students therefore the student more easy understand the lesson especially in speaking. That way, students will be more motivated and have a more competitive sense of learning, because for students whose still bad in speaking English, they will feel embarrassed because all of their friends can speak English. While for students whose good in speaking, students will be more proud of themselves which will increase their learning motivation. It was parallel with the research finding of Sayuti (1980) it found that the reasons of the teacher give strategies is to make motivates students and interest them in learning English, And also encourages students to speak by grouping, game and sing a song. For example, playing a game, the students will active in learning English and confident to give their opinion in learning process.

Next, the research finding of Syukriah (1992) also had result with this research about the reason give the strategy in teaching speaking. . The researchers conclude that teacher always used strategy when teaching speaking English in the classsroom. The teacher gives some strategies when teaching speaking becaue it can make the students be more understand the lesson and motivated in learning English especially in speaking. It was similar to this research which was the teacher's gives strastegy to make students motivated in learning English especially in speaking.

. Then, syukriah's research also focuses on the type of strategy used by teacher. Meanwhile, this research is to find out the all of types strategy and the reasons of the teachers are given the strategies to the students.

Based on the finding of the research and the related previous study about this topic, it can be concluded that there are several types of strategy that teachers given to the students during learning English speaking in the classroom. According to Syukriah (1992), the data descriptin of her research that teachers' used the group and the game to the students in order to make the students be more understand and motivated in learning English especially in speaking. While, this research found that the teachers used the strategy to improve students' enthusiasm, students' motivated, and also students' attention of learning materials from teachers in classroom.

CONCLUSION

Based on the findings and discussion above, the use the group work types of strategy that are given by teachers in SMAN 15 Kota Padang are use the group work.

Furthermore, there were several reasons of giving strategy by teacher in teaching speaking English such use the group work, base the activities on easy language, give some instructions or training in discussion skills and keep students to speak the target language.

Based on the findings and the conclusion of the research, there are some suggestions offered. First, the researcher hopes that the teachers could improve their knowledge about types of strategy, so they can give the strategy the variety types. Second, researcher hopes teachers can arrange the strategy to give to student at SMAN 15 Padang in order to improve students' motivation and to change the students' behavior. For other researcher, it would be valuable to study about the strategy in teaching speaking English.

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