

JURNAL

TEACHER'S STRATEGIES IN TEACHING SPEAKING AT THE DAFFODILS (Case Study Research at Kampoeng Inggris-Pare Academic Year 2017 on 10th - 25th Period)



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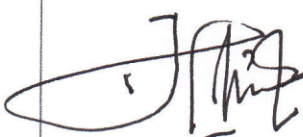
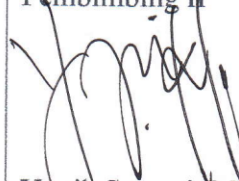
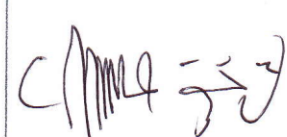
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TEACHER'S STRATEGIES IN TEACHING SPEAKING AT THE DAFFODILS (Case Study Research at Kampoeng Inggris-Pare Academic Year 2017 on 10th - 25th Period)

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ABSTRAK

Speaking is a process of producing and receiving language which contains information to create interaction. In learning speaking, there are many problems that are faced by the English teacher. So, the teacher needs to use the strategy for teaching speaking. The strategies must be suitable to the students' condition. This research is aimed at founding teacher's strategies used in teaching speaking and the areas of speaking knowledge facilitated by the teacher's strategies teaching speaking process at the Daffodils English course Kampung Inggris-Pare. The result of the research showed that teacher used four strategies to make students participated in learning speaking. The areas of speaking knowledge that facilitated by teacher's strategies were the mechanic, function and social cultural-norm. The strategies that dominate that used by the teacher in speaking knowledge areas are recognizing script. the strategies applied by English teacher were appropriate in teaching speaking at The Daffodils English Course, because those strategies had the priority to make students speaking a lot and make them participated by their responses or even just minimal responses. And the areas of speaking knowledge that facilitated in teacher's strategies were very helpful in learning speaking. The researcher suggested for other researcher to use the other creative strategy to compare the result of the success strategies

KEYWORDS: Teacher's Strategies, Speaking, Teaching Speaking, English course, Daffodils.

I. INTRODUCTION

Speaking is one of the skills in English which is important. It can be developed by implementing it in communicating to other people who adopt the target language that wants to be learned. According to Ur (1996: 120) that all the four skills (listening, speaking, reading, writing) speaking seems intuitively the most important. Those statements above mean

that speaking becomes the most important skill because it is needed in daily life for communicating easily and effectively. Besides that, speaking can be a reference of someone's ability in communication. But, the point is that speaking is as the message or information which is understood by other people in communication.

Many linguistics and language teachers agree that students learn speaking skills best through interacting. The students can be said success in speaking skill when they have reached some points in the speaking activity. According to Ur (1996: 120) characteristics of successful speaking activity, the first is learners talk a lot. Means they can express their ideas what they thought by speaking a lot. The second is participation is even. In the learning process the students are not only listening what the speaker talked, but also they respond by their opinion. And then motivation is high, students can motivate themselves to improve their speaking well. And the last speaking is of an acceptable level. Those points are should be tried by the teacher to build their students become that characteristics in classroom activity.

Nowadays, many English courses place are available anywhere in regions. The ones who want to enhance their English speaking ability are provided by so many facilities in which they can learn from. General English courses are designed to improve from beginner level of English in every aspect. Each lesson has clear objectives that contribute to the overall progress and moves to the closer to achieving language goals.

The students need the suitable strategy in gaining the materials from the

teacher. The strategies which are used by the teacher have to match for the students' ability and condition. The speaking strategies help the teacher to conduct teaching speaking better. According to Bashir at al (2011: 39) that speaking strategies used by teacher consist of using minimal responses, recognizing scripts, and using language to talk about language. Using minimal responses means the teacher tries to help the students who are silent in the class creating responses in any exchanges. In recognizing scripts strategy, the teacher teaches the students to use suitable scripts in different context to exchanges information with others. And the last is using language to talk about language. Although the students can't understand what their conversation partners' language, they shouldn't be shy. They have to try to make clarification. Mistakes in speaking often happen, but the mistakes lead the students to create speaking better.

Here the writer conducts a research on The Daffodils English Course. It focuses on the strategies that used in teaching speaking applied by the English teacher. This course is chosen based on the quality in teaching speaking, beacuse this course is the specialist of speaking skill. The study focuses on teacher's strategies in teaching speaking by using minimal responses,

recognizing scripts, and using language to talk about language. The material of teaching speaking at “speak first” class in the Daffodils at 10th- 25th period is about the words, expression and conversation of daily activity. The English teacher called “Tutor” as the subject of the study in The Daffodils English course. This research was conducted to identify the types of teacher’s questions that involved in Reading Comprehension class and the strategies that teacher used in asking questions during teaching reading comprehension class.

II. RESEARCH METHOD

This research used qualitative approach. Then for the design the researcher used case study. It was because the researcher wants to identify the strategies and teaching speaking and the areas of speaking knowledge facilitated by teaching strategies that teacher used which are only could be presented through description.

In this research, the researcher became a key in collecting the data. Based on Ary (2010: 424) “in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data.” It means that the researcher do as instrument of human and she becomes the collector the data of the research.

For collecting the data, the researcher used observation and interview. Then on the observation, the researcher also made a observation checklist to make easily to get the data. From the interview, she made the list of questions to look for the main data based on the purpose of this research.

After the data had been collected, then the researcher analyzed it through three stages, the first is selecting and arranging, the second is reducing, and the third is interpreting and representing the data.

In order to check the validity of the data, the researcher used triangulation based on the types of data which consisted of observation, interview and documentation

This research was held in The Daffodils English Course in 10-25 period. The reason why the researcher interested with this teacher was because this teacher used the strategy that could make the students more active in speaking. And the teacher has good quality in speaking skill, he also has a longest period in teaching even he is younger than other teachers.

III. FINDING AND DISCUSSION

Based on the research questions, the finding were finding out about teacher’s strategies in teaching speaking and the areas of speaking knowledge facilitated by teacher’s strategies.

The researcher did the observation from the beginning till the last teaching process by take a note, took a video recorder, and did the observation checklist. The class was very enjoy and alive, the students try for their best in speaking ability and the students used to practice speaking English because the place is English area.

So, on Monday, 11th of June 2017 at 10.00-11.00 PM the researcher came to the course to interview the teacher to get much and supporting information about strategies in teaching speaking. The researcher asked the question about the strategy in teaching process and took the voice recording from the beginning until the last to take the information easily.

The first finding of the research was the teacher in Daffodils used the strategies in teaching speaking class. The strategies applied by the teacher are not only recognizing script, using minimal response, using language to talk about language, but also the researcher found the new strategy, that is drilling. The teacher asked the students to repeat after the teacher some vocabulary and expression related to the topic.

Then the second finding was areas of speaking knowledge that facilitated by teacher's strategies are mechanic, function and social cultural norms. The strategy that

dominate in teaching facilitated on speaking knowledge areas such as in mechanic, function and social cultural and norm rules is recognizing script. The students could study in three areas above when the teacher applied in recognizing script strategy.

From the result of teacher's strategies is different from the theory belongs to Bashir et al. The strategies that found in the research is not only recognizing script, using minimal responses, and using language to talk about language. But there was drilling that found in teacher's strategies in teaching strategies. The strategies that dominate in teaching facilitated on speaking knowledge areas are recognizing script. This strategy used in three areas on peaking knowledge the strategies are, *the first* is recognizing script. Teacher had difficulty in implementing new vocabulary, that's only using greeting in the beginning. It was monotonous activity.

The second, using minimal responses. Stimulating students to speak was not an easy matter. For students who learnt speaking English at the beginning, making responses to someone who spoke to them was rather difficult. Minimal response produced by them could be progress for them that had to be given high appreciation. The students respond means

they have study about pronunciation and new vocabulary from the teacher's feedback. It's good strategy because the students know the right pronunciation of the vocabulary.

The teacher did some trick to enhance students' response. Interesting activity was needed for it. Students would give nice attention to teacher when they felt enjoyable in the classroom. Beside that asking question or command to the passive students was used to help them to be more active.

The Third, Using Language to Talk about Language. Clarifying was the main part of this strategy. Here, the teacher was not angry to students that made mistake. The teacher told them in a good way and helped them to fix the mistake.

From the interview, good communication among the teacher and students was important to build a good relationship, it's important to study about relationship building. Mistakes done by the students became experience for them. Reminding them every time was also needed.

The forth, drilling. Those strategies conducted when the teacher introduced new vocabularies and expression in two topics. The first in the previous material that the student told about free theme that "Batu Gantung" topic. The teacher gives
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the vocabulary related to that topic, and he asked the students to repeat after him. And the second topic that about home, the teacher also give the new vocabulary and expression. Then the teacher asked the teacher to say after him.

By using the areas of speaking knowledge in mechanic the students studied involved to create the good pronunciation. But the researcher was contra in process of the strategy. The teacher should give the time or asked the students or directed them for repeating the teacher, so the students can be practice the pronunciation well based on the teacher's feedback.

The conclusion is the research of the strategies applied by English teacher were appropriate in teaching speaking at The Daffodils English Course, because those strategies had the priority to make students speaking a lot and make them participated by their responses or even just minimal responses. And the areas of speaking knowledge that facilitated in teacher's strategies were very helpful in learning speaking the students could be learned through the teacher's strategies. The teaching process through the conversation, dialogue and short presentation in free topic. The researcher suggested for other researcher to use the other creative strategy

to compare the result of the success strategies

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