



## An Analysis of Teachers' Strategies in Teaching Speaking Skill at SMPN 5 Padang

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### Abstract

This research's objective was to describe the teachers' strategies in teaching speaking skills at SMP N 5 Padang. To achieve the lesson's goal, the teacher needs good and exciting method to make the student easier to understand about the material. This research was conducted descriptive qualitative research with a phenomenal approach. Descriptive qualitative research with the remarkable method described the teacher's experience in teaching English speaking skills at SMP N 5 Padang. Participants had 3 English teachers at SMP N 5 Padang. The results showed that the teachers used 6 strategies in teaching English speaking skill. There was plenty of practice, telling and showing, questioning for checking understanding, setting clear lesson and goals, teaching strategies not just content, getting student working together, training interview, improving their discussion, and making your idea.

**Keywords:** Speaking, Teacher, Teacher's Strategies

### 1. Introduction

Teaching is the way to convey information about a topic that the students would learn. The teacher is as a key that should be creative in choosing the material and strategies of teaching to make the students easy to understand the knowledge. Beside that, the role of teacher is also very important to make learning process well. According to Tumanggor, et.al (2018), besides the teacher having full control of the classroom, there is another aspect that can really influence the process of teaching and learning, such as methods, strategies, techniques, and activities.

According to Hakana et.al (2015), language learning strategies are good indicators of how learners approach tasks or problems encountered during language learning, especially in speaking. In other words, language learning strategies give teacher clues about how the students assess the situation, plan, select appropriate skills to understand, learn, or remember new input presented in the language classroom.

Learning strategies are supposed to be used to attain goals or to solve a problem. Meanwhile, Brown (2014) stated that it has raised important aspects to consider when guiding students through their language learning journey; beyond methods, teachers should implement metacognitive, cognitive, and socio-affective strategies. The researcher found that SMP N 5 Padang applied teaching strategies in English learning based on pre observation. It makes it easier for students to understand English and speak English well. Therefore, teaching strategy is important, because it influenced students in learning. As we know, being a teacher must have strategy in teaching. When teacher

do not use strategies in teaching may make students difficult to understand and bored in the classroom. It caused of students do not familiar to use English in their daily. Student will understand better when the teacher uses strategies in teaching.

Thus, based on those explanations above, the researcher is interested in conducting research which is entitled is "An Analysis of Teachers' Strategies in Teaching Speaking Skill at Second Grade of SMP N 5 Padang. In this research, the writer used descriptive qualitative research that focuses on the teacher strategies on English speaking class. Descriptive qualitative it is describes the technique used by the teachers' strategies in teaching speaking skill at SMP N 5 Padang.

### 2. Method

In this research, the writer used descriptive qualitative research that focuses on the teacher strategies on English speaking class. Descriptive qualitative it is describes the technique used by the teachers' strategies in teaching speaking skill at SMP N 5 Padang.

According to Creswell (2012) qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problem.

#### a. Respondents of the research

In this research, the researcher took samples on the teachers of 8th grade at SMP N 5 Padang. They was from teachers of SMP N 5 Padang. They had consisted of 3 Teachers. The English teacher has many effective ways to teach students in speaking class, especially in grade 8th, because students in

class 8th won the storytelling and speech contest. As a prospective teacher, the researcher is interested in researching what kind of strategies will use by teachers' for teaching, especially in speaking class.

b. Identification of the problem

Based on the background of the problem described 3. The Technique of Data Analysis

above, it could identify several problems such as:

1. teachers strategies in teaching speaking skill
2. the student's response teachers strategies in teaching speaking skill

c. Source of Data

The data of this research was teachers' strategies. The data took from the teachers' interview worksheet. The data from this observation were used to know the strategies of teachers using in teaching speaking at the eight grade of SMP N 5 Padang.

d. Technique of Data Collection

The data in this researcher collect by several techniques, such as interviews and observation.

1. Observation

According to Sugiyono (2015), observation is the active acquisition of information from a primary source. Observation technique was done by observing the course of research from the beginning to the end of the research. Everything that was observed becomes a field note that is used as a supporting reference in this study. The researcher observed the subject more closely and in detail, such as observing the subject's activity under study. This observation entered into verbal language. In this research, researchers observe the teachers' strategies in teaching speaking skills of SMP N 5 Padang.

2. Interviews

According to Sugiyono (2015), the interview is the process of explaining by asking questions face to face between researcher and subjects using an interview guide. The interview was a dialogue that the interviewer did to gain information from the interviewee. The researcher as interviewer given a number of questions, ask for explanations, take notes, etc. The interviewee (could be teachers) answer the question, explain and sometimes give question back to the interviewer. In this research, the interview was used to obtain data from teachers about teachers' strategies in teaching speaking skill in SMP N 5 Padang. There are kinds of interview, namely:

1. Unstructure interview. In this type, the interviewer carries out the interview with no systematic plan of question.
2. Structure interview. The interview carries out the interview by using a set questions arrange in advance.
3. Semi structure interview. The interviewer uses a set question which is developed to gain the specific information.

The interview will be conducted to get information in response to an interesting or important answer that arises unexpect from the will plan question. In this case, the researcher will use structure interview.

The Technique of Data Analysis

According to Creswell (2014) the qualitative data analys with three steps involve data reduction, data display, and conclusion drawing. Those could be explained as follows:

a. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions Sugiyono (2014). After collecting the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript. Using data reduction, the researcher will narrow down the data that will obtaine into the core data will study, that the scope of this research will not too wide.

b. Data Display

The next step in analyzing the data was the data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher would easily understand and analyze whatwould happen with the data presented. In this study, the researcher will use an essay to display the data because it was the most common data display used in qualitative research.

c. Conclusion Drawing and Verification

The last step of analysis that will draw conclusion and verification. Conclusion drawing involves stepping back to consider what the will analyze data mean and to asses the implication for the questions at hand. Verification is linked to conclusion drawing and entails revising the data as many times as necessary to cross-check or verifies there emergent conclusion. Verification refers to the process which is able to explain the answer of research questions and research objectives. In this step, the researcher draws the conclusion and verifies the answer to the research question in displaying the data by comparing the observation data and interview data. Thus, The researcher concludes teachers' strategies in teaching speaking skills by the first semester of the 8 th grade at SMP N 5 Padang.

This research aimed to find out the teachers' strategies used by the teachers in teaching speaking skill at SMP N 5 Padang. The researcher wanted to know the teachers strategies in teaching speaking skill that the teachers use at SMP N 5 Padang. The data was teacher strategies in teaching English speaking skill that is used by the teachers who are teaching at class VIII Grade of SMP N 5 Padang. There are 2 expert theories, based on Killian (2015), and Anjaniputra (2013). In collecting the data, the researcher used two instruments, there are observation sheet and interview guideline. After that, the researcher took the documentation in

during teaching learning process in the class based on the data needed. During the observation process, the researcher wrote down every single activity of the teachers based on the indicators of the observation sheet.

In this research, the researcher provided 2 research questions (what are the teachers strategies in teaching English speaking skill, and why the teacher choose that strategies in teaching speaking skill). For the location, the researcher did the research at SMP N 5 Padang in 2021/2022 academic years since August 6th 2021 until August 13<sup>th</sup> 2021 (see appendix). There are 3 English teachers at SMP N 5 Padang in 2021/2022 academic years. In this research, the researcher takes the English teachers at VIII grade as the participants because they teach in ten grades.

The first is Ermalina. She is 39 years old. She started to teach at SMP N 5 Padang since 2008. She teaches at SMP N 5 Padang for 14 years. The second is Iin. She is 43 years old. She started to teach at SMP N 5 Padang since 2005. She teaches at SMP N 5 Padang for 17 years. The third is Desmawita. He is 48 years old. She started to teach at SMP N 5 Padang since 2005. She teaches at SMP N 5 Padang for 17 years.

### **The Teacher Strategies In Teaching English Speaking Skill**

The researcher did the research during one week with five times observations, for each English Teachers. The researcher observed the English teachers based on the teachers strategies in teaching English speaking skill. At first observation, the researcher did observation started from teacher A (EL). The researcher saw that the English teacher A didn't use the all strategies in teaching learning process. From the various the teacher only use 8 strategies based on the expert that researcher made but the teachers has 1 her own strategies. At first meeting, they were plenty of practice, questioning for checking understanding. At second meeting, the teacher used 2 strategies, getting students working together, plenty of practice. Then, at third meeting, the teacher use 1 strategy, make your idea. Next, at fourth meeting, the teacher uses 2 strategies plenty of practice, telling and showing. For the last meeting, the teacher used plenty of practice and training interview. The data can be seen in appendix.

The second observation was the researcher did observation of English teacher B (Iin). The researcher found that the teacher B didn't use all the types of teacher strategies in teaching students in the class. From the eighteen various of teacher strategies in teaching English speaking skill, the teacher B only use 5 strategies in teaching. At the first meeting, there were setting clear lesson and goals it and showing and telling. At the second meeting, teach strategies not just content, At the third meeting, there were plenty of practice. Fourth meeting, there showing and telling and the last meeting, the teacher used plenty of practice.

At third observation, the researcher did observation started from teacher C (DW). The researcher saw that the English teacher C didn't use the all strategies in teaching learning process. From the various the teacher only use 5 strategies based on the expert that researcher made. At first meeting, they were showing and telling, teach strategies not just content. At second meeting, the teacher use strategies, Questioning for Checking Understanding. Then, at third meeting, the teacher used 1 strategies, it was getting student working together. Next, at fourth meeting, the teacher used 2 strategies plenty of practice, Showing and Telling. For the last meeting, the teacher used plenty of practice.

Then, in this part, the researcher presented data analysis of the finding from observation and interview guide. The analysis of the finding covered two research questions in chapter I. thus, in this research, the researcher discussed about the teacher strategies in teaching English speaking skill at SMP N 5 Padang.

After getting the data, the researcher analyzed about the teacher strategies in teaching English speaking skill at SMP N 5 Padang. In analyzing the data, the researcher organized the data from observation sheet and interview guide. Then, the researcher listed the data and classified based on the teacher strategies in teaching speaking skill. The research question are (*What are the teacher strategies in teaching speaking skill at SMP N 5 Padang?, Why the teachers choose the strategies in teaching speaking skill at SMP N 5 Padang?*). The researcher did observation on August 01<sup>th</sup> 2021 until August 13<sup>th</sup> 2021 by using observation sheet.. It was aimed to find out the clear data that is needed for this research. In this observation, the observation have been done by researcher five for each teacher because the data of teacher strategies in teaching English speaking skill had been same or homogeny. There were three teachers who taught in different classes that had been observed by the researche

Based on the observation, there were some strategies that are used by the teacher A. the researcher observed for each meeting. At Wednesday of 3<sup>th</sup> 2021 at 08.00 o'clock until 09.30 am at VIII (1). At the second observation, the researcher observed the teacher on August 3<sup>th</sup> 2021 at 10.45 am until 11.15 am at VIII (2). Next observation, the researcher observed the teacher A on August 5<sup>th</sup> 2021 at 08.00 to 09.00 am at VIII (1). The fourth observation, the researcher observed the teacher on August 6<sup>th</sup> 2021 at 08.45 until 10.15 am at VIII (2). From the eight teacher strategies in teaching English speaking skill at SMP N 5 Padang, the teacher only used 4 strategies. They were plenty of practice, questioning for checking understanding, getting students working together, telling and showing

Next observation was Teacher B, there were some strategies that is used by the teacher B. the researcher observed for every meeting. At Monday of

August 9<sup>th</sup> 2021 at 08.15 o'clock until 09.05 am at VIII (3). At the second observation, the researcher observed the teacher on August 9<sup>th</sup> 2021 at 10.30 am until 11.15 am at VIII (4). Next observation, the researcher observed the teacher B on August 10<sup>th</sup> 2021 at 08.45 to 10.15 am at VIII (3). The fourth observation, the researcher observed the teacher in the class on August 10<sup>th</sup> 2021 at 08.15 until 09.35 am at VIII (4). From the eight teacher strategies in teaching English speaking skill at SMP N 5 Padang, the teacher only used 5 strategies. Setting clear lesson and goals it, plenty of practice, showing and telling, questioning and checking for understanding, teach strategies not just content.

The third observation was Teacher C, some strategies are used by the teacher C. the researcher observed for every meeting. At Monday of August 9<sup>th</sup> 2021 at 09.15 until 10.30 am at VIII (5). At the second observation, the researcher observed the teacher on August 9<sup>th</sup> 2021 at 08.15am until 09.00 am at VIII (6). Next observation, the researcher observed the teacher C on August 10<sup>th</sup> 2021 at 08.15 to 09.45 am at VIII (5). The fourth observation, the researcher observed the teacher in the class on August 10<sup>th</sup> 2021 at 11.15 until 12.10 am at VIII (6). From the eight teacher strategies in teaching English speaking skill at SMP N 5 Padang, the teacher only used 5 strategies. Showing and telling, teach strategies not just content, questioning for checking understanding, getting students working together, plenty of practice.

### 3. The Result of Observation

The first instrument in this research was observation. The researcher needs to observe the members of English teachers at SMP N 5 Padang. The observation was started from teacher A. the data can be seen below:

**Table 1. First Observation (Teacher A)**  
Data I (*Plenty of practice*)

Teacher : Ok, now ***I want you to search one story and then practice. After that, nanti kalian akan bacakan one by one untuk menceritakan cerita tersebut of course in English.*** Dan ingat, cari short story dan do not be noisy. I give you 15 minutes to search and practice. Do you get what I mean?  
Student : Siap mam..  
All of students start to look for the story and the practice it.

For the first observation, the teacher used plenty of practice strategy. Teacher A used these strategies because, as explained by the theory, plenty of practice made the students more confident and more fluent when they spoke in English. For example, the teacher gave the task for the students like story and asked students to practice.

**Table 2. Second Observation**

Data II (*Questioning For Checking Understanding*)

Teacher : what is the title of the story?  
Student : Sangkuriang  
Teacher : Ok, ***how many participants in your story?***  
Students : 3, ***sangkuriang, dayang sumbi, and tumang.***  
Teacher : who is tumang?  
Student : hmmm...tumang is a dog, and sangkuriang's father but sangkuriang did not know about that.

The teacher used this strategy. After the students re-tell the story in front of the class, the teacher asked them and asked some questions about the story to check how deep they understood the task. In this session, the teacher could measure whether the students understood or not because the students were asked to practice and comprehend it.

In third observation, the researcher used 2 strategies when teaching the students. Teacher had to know how to manage the class to be fun. The data can be seen below:

**Table 3. Third Observation**

Data III (*getting student working together*)

Teacher : now, I have a task for you, and ***I want you to do this task in group,remember, berkelompok yaa jadi semuanya punya tanggung jawab terhadap tugas yang diberikan.*** Do you understand?  
Student : yesss mam  
All of the students start to do this task. And the teacher start to control them  
Teacher : apa yang kalian bahas?  
Student : menceritakan kegiatan libur kemarin mam  
Teacher : in English please?  
Student : share about our activities when holiday mam  
Teacher : oh good, what is your activities?  
Student: I go to my grandmother house in padang mam  
Teacher : jika mau menceritakan masa lalu atau yang telah lampau we use verb 2, apa verb 2 dari kata go?  
Student : go – went mam  
Teacher : excellent, lanjutkan!

Killian (2015), stated that Getting Students Working Together (in productive ways) is the teachers must be able to divide the groups so that all students work and responsible with their respective assignment. In this meeting, the teacher divided student into some group and student sit group respectively and the teacher controlled them.

In this class, the teacher used the different strategy, this strategy made the student easy to understood about the lesson. It is evidence by following the data

**Table 4. Third Observation**

Data IV (Telling and Showing)

Teacher : before we start our lesson today, pernahkah kamu pergi ke museum atau tempat bersejarah?
Student : belum pernah mam
Teacher : Ok, <i>Actually descriptive text itu tidak hanya mendeskripsikan tentang orang baik family, diri sendiri. Tetapi juga bisa mendeskripsikna tempat-tempat bersejarah seperti candi Borobudur, museum, park and other.</i> Have you ever visited that place?
Student : Yes mam
Teacher : Iam sure that you have known what we are going to do. Make a description about the place, don't forget to show the picture also, do you understand?
Student : Ok mam

In this meeting, the teacher invited student to pay attention with her. The teacher gave some attention getter that relates with the material that will be learned. But in this time, the teacher tried to tell some examples of the descriptive text and asked the student to find out the picture of the place that will be described by them. It was good way because it made the student easy to comprehend that lesson.

**Table 5. Observation Schedule**

No	Data observation	strategies
1	August 3 2021	-Planty of practice -Questioning for checking for understanding
2	August 3 2021	-Planty practice -Gettnng students working together
3	August 5 2021	-Planty Of practice
4	August 5 2021	-telling and showing -Planty of practice

After doing the observation of Teacher A, the researcher does the observation to the next teacher at SMP N 5 Padang.

**1. First observation (Teacher B)**

In this research, the researcher provided 17 teacher strategies in teaching speaking Skill at SMA N 1 Bungo, and the teacher B only used 5 strategies, For the first observation, the teacher used setting clear lesson and goals it. It is proved by following the data:

Data VII (setting clear lesson and goals it)

Teacher : so, <i>hari ini kita akan belajar tentang descriptive text tapi tidak mendeskripsikan tentang orang but tempat tempat bersejarah, jadi saya mau kalian membuat gambar tentang tempat yang akan kalian deskripsikan.</i>
Student : contoh nya seperti apa mam?
Teacher : seperti museum, taman, candi like Borobudur temple, prambanan temple
Student : taman tampoenek bisa mam?
Teacher : can be, do you understand?
Student : yasss mam

Before the teacher started to teach the student in the class, the teacher had prepared and set the goals to make the students understood about the material easily. For this chance, the teacher asked student to showed and made the picture about the lesson.

In this session, the teacher showed some pictures about the lesson that will be learned by the students just for example. It is following the data:

**2.Second Observation**

Before the teacher gave the task for the students, the teacher gave some strategies to make the students easy to do the task that is given by the teachers. It is proved by following the data:

Data IX (Teach Strategies Not Just Content)

Teacher : before I ask you to find the picture of the material that will be practice next week, I will tell some strategies that maybe you need it to help you do the task easily. <i>First, find the picture that you know, maksudnya adalah cari gambar untuk tugas kalian itu yang kalian tahu contohnya candi Borobudur itukan familiar. Second, baca cerita tentang candi tersebut lalu paraphrase maksudnya ringkas dengan menggunakan kalimat kalian sendiri supaya lebih mudah untuk re-tell nya. Ketiga, jangan menghapal tapi di pahami Karena kalau kalian menghapal nanti akan terlihat sekali bedanya dengan kalian jika memahami.</i> Saya rasa 3 point tersebut sudah sangat membantu kalian untuk mengerjakan tugas ini dengan baik. Is the any question?
Students : No mam
Teacher : Do you understand?
Students : Yasssss mam

Here, the teacher not only gave the task directly, but the teacher gave some tips or some strategies that could be used by the student to did the task. Actually this was a good idea because the student learned and did the task with strategy. Obviously, the lesson can be understood by the student easily.

### 3. Third Observation

In third observation, teacher B used the strategy like practice in the class, so the teacher started to call the students' name and asked them to come to the front of the class. The data can be seen below:

Data X (*Plenty Of Practice*)

Teacher : I saw your picture. ***And now I want you to tell about your task one by one. Are you ready?***

Student : hah? Sesuai absen mam

Teacher : Random, I will choose you, ready or not you must go on.

And the teacher start to choose and the student start to practice in front of the class.

It was time to practice. So the student prepared themselves, start to practice and do not use the book. They have to imagine and tell about the task that is made by them. This strategy is quiet help the teacher to increase the students' speaking skill because they are forced to speak English.

### 4. Fourth Observation

In this meeting, they come to the new topic, it is about the pronoun. The teacher use the strategy that is make sense by the topic at the time. It is proved by following the data.

Data XI (*telling and showing*)

Teacher : oke now, look at on the slide. I give you 5 minute to read it. This is the material today. But before we jump to this lesson, I want to ask you, do you know what is subject in English?

Student : subject in English are I, you, they, we, she, he, and it.

Teacher : good job dear. Nah, jika kalian sudah tau subject maka saya bisa lanjutkan ke materi berikutnya. Kenapa begitu? Karena materi ini sangat berkaitan dengan subject. It is called pronoun. ***Pronoun adalah kata ganti, kata ganti benda, maupun orang. Take a look on the whiteboard. Here, pronoun di bagi dalam beberapa tipe tapi hari ini kita hanya focus kepada possessive pronoun dalam bahasa Indonesia artinya kata ganti kepemilikan.*** For example this is my bag, ini adalah tas saya, kenapa my karena dia menunjukkan saya atau I. do you get the point?

Student : yes mam

Teacher : mention one example please.

Student : this is your book

In this time, the teacher use the strategy is telling and showing. The teacher explained the material. This strategy helps the student easier to understand about the lesson because they can see the example and the form of the material about.

It was the last observation, the researcher found that the teacher use plenty of practice. The student answered the question that is given by the teacher directly. Some of student got the opportunity to answer and they already understood about the material. So, the teacher can make the class be fun.

The second observation is teacher B. in this research, the teacher use 4 strategies by expert theories. And the most strategies that is used by the teacher is Plenty of practice. The schedule of the observation can be seen below:

**Table II (Second teacher)**

No	Data Observation	Strategies
1	August 09 2021	-setting clear lesson -Telling and showing
2	August 09 2021	-Teach strategies not just content
3	August 10 2021	-Planty of practice
4	August 10 2021	-Telling and showing

After teacher B have done, the researcher needs to observe the next member of teacher at SMP N 5 Padang. And the researcher found some strategies by teacher C. the data can be seen below:

#### 1. First observation (Teacher C)

In this research, the researcher provided 3 teacher strategies in teaching speaking Skill at SMP N 5 Padang, and the teacher C only used 5 strategies from 4 experts that is made by the researcher. There were showing and telling, teach strategies not just content, plenty of practice, questioning for checking understanding, getting students working together. It was proved in following the data:

Data XIII (*Telling and Showing*)

Teacher : Now, ***I will show the material that will be learned. But before we start the material, I want you to see this song about our material and after that sing along. In this time, we will learn about expression of congratulation. Siapa yang tahu apa itu congratulation?***

Student : (silent, open the dictionary)

Teacher : Iga, pernahkah kamu mengucapkan selamat kepada seseorang? Selamat atas kemenangan, selamat atas hubungan yang baru?

Student: saya pernah memberikan selamat kepada teman saya yang menang main futsal mr

Teacher : ok, jadi congratulation itu adalah ucapan selamat, I will show to you some of examples of congratulation.

For the first observation was Teacher C, the teacher used telling and showing. The topic was about congratulation. So, the teacher made an attention getter first, after that made an example that relates with the students' life. It was good way because the students can comprehend faster by giving the close example of them.

After the teacher tell and show about the material for the students, teacher start to explain about the material for them. The data can be seen below:

Data XIV (*Teach Strategies Not Just Content*)

Teacher : saya akan memberikan kalian tugas tentang materi yang saya berikan, *tapi sebelum itu saya akan memberikan tips agar kalian lebih mudah untuk melakukan tugas yang saya berikan. Actually this material is quiet easy, its happens in our daily life.* Contohnya teman kalian dapat juara kelas kalian bilang selamat, atau yang lebih canggih mengucapkan selamat di media sosial like congratulation for your winner.  
 Student : baik mr

Before asked the student to do the task, the teacher gave the strategies for the student. The purpose was the student could do the task easier. It help the student to know what is the strategy to do the task that is given by the teacher.

**2.Second Observation**

It was time for teacher to ask them about that material to check they understand about that material. It is proved by following the data:

Data XV(*Questioning For Checking Understanding*)

Teacher : oke start from you, *pernah memberikan ucapan selamat kepada seseorang?*  
 Student : *pernah mr, ucapan selamat kepada teman yang dapat nilai paling tinggi di kelas mr*  
 Teacher : can you translate it?  
 Student : hmm, congratulation for your highest score.  
 Teacher : oke good job

Teacher gave some examples of the material for the students and they understand about that. Then, the teacher ask them to check how deep they understand about the material have learned

**Table third (third teacher)**

NO		
1	August 9 2021	-telling and showing -Teach strategies not just content
2	August 9 2021	-Questioning for check understanding

3	August 10 2021	-Getting student working together
4	August 10 2021	-planty of practice

**4. Result and Discussion**

After getting the data from observation sheet, Based on the analysis that the researcher have been done on August 13 2021, the researcher found and classified the teacher strategies in teaching speaking at SMP N 5 Padang. The researcher did the interview with the English teachers at SMP N 5 Padang and asked them about the teacher strategies in teaching speaking skill.From the interview, good communication among the teacher and students was important to build a good relationship, it was important to study about relationship building. Mistakes done by the students became experience for them. Reminding them every time was also needed. There were 3 English teachers and the researcher do the interview one by one. The researcher provides 6 points of interview that waas included of how to increase the speaking ability.

Based on fourd times observations and one time interviewdone before, there are some strategies found by the researcher used by the teachers of SMP N 5 Padang in teaching speaking skill. The researcher provided two research questions in this research, they were strategies used by the teachers and the reason of choosing that strategies in teaching English speaking skill. The first research question can be answered by observation and second research question can be answered by interview guideline.

**The Teacher Strategies In Teaching English Speaking Skill**

The first instrument that researcher needed was observation. The researcher did the observation started from August 1<sup>th</sup> 2021 until August 13<sup>th</sup> 2021 for fourd times observation and the researcher got the data of the observation. From the data, the researcher found that there were 6 strategies that are used by the teacher. there were Plenty of Practice, telling and showing, questioning for checking understanding, Setting clear lesson and goals it, teach strategies not just content, getting student working together.

Moreover, it could be seen that the teacher only used 6 strategies. Plenty of Practice, in this part, teacher helped students to practice the pronunciation and gave a chance for students to practice their speaking ability by asking a question to the presenter. In the Showing and Telling, teacher told the rule about scoring. It was used before the presenter presented her work in the class. Questioning to Check for Understanding, teacher used this strategy after she gave feedback to the presenter. After the presenter presented her work, teacher used Providing Students with Feedback strategy by gave feedback to correct her work about language used and how to present. Teach Strategies Not just Content, Beside the teachers teach

students about the material also the teachers teach the students about the strategies of each lesson to make the students more easily to understand of the lesson. Getting Students Working Together (in productive ways), Group work is not new and teachers can see it in every classroom. However, productive group work is rare. When working in groups, students tend to rely on the person who seems most willing and able to the task at hand. To increase the productivity of the groups, teachers need to be selective about the tasks they assign to students and the individual role that each group member plays. Setting Clear Lesson Goals, teacher gave time to students to learn while the presenter was presenting their work by prepare a question. Improving Student Discussion, by using this strategy, the quiet students are slowly brave to speak even though the students are still stuttering in arranging the correct sentences. In this way, students do not spend time chatting with each other about irrelevant things. Creative Task, instead of thinking of language, the students focus on making the procedure of making food or drinks, so that the activity is to develop fluency.

In additionally, the result of the observation that the researcher did was the strategies mostly used by the teachers were plenty of practice, telling and showing, and questioning for checking understanding. For plenty of practice, the teacher invited the student to practice more while in front of the class or just practice in their site and the teacher controlled them while practicing. And then telling and showing, in this strategy the teacher came to the class and did not mentioned the material first but the teacher show like picture or video that was relate with the material for that day. After showed and played the picture and video, the teacher asked the imagined what were the material. And the last was questioning for checking understanding. It seems like the question answer, the teacher asked the student about the lesson and the student answered the question that was given by the teacher. Teacher gave the question by random so the students needed to understood and comprehended about the material because they did not know who will be asked by the teacher.

### **Teachers' Reason of Choosing the Strategies in Teaching English Speaking Skill**

After getting the data from observation, the researcher did the interview with the English teacher at SMP N 5 Padang. To get the data from teachers' reason, the researcher did the interview with the allEnglish teacher. There were 6 items of interview and the researcher get 24 data of interview from four English teachers at SMP N 5 Padang. The result of the interviewed from the six questions and answers of Teachers' Interview, the points of the interview are strategies used by teachers, dominant type, reason, progress, and media. The researcher concluded that the teachers used the 6 strategies such were plenty of practice, telling and showing, and questioning for checking understanding,

setting clear lesson and goals it, teach strategies not just content, getting student working together.

Furthermore, teachers have some reason of choosing the strategies. The reason like English Need Practice, improve the students speaking ability, practice is important, describe the picture, comprehend about the lesson, confident with their speaking, get the students' answer directly, measure about the students' understand, sharing about lesson, achieve the goals of the lesson, more focused on the lesson, be active, and can improve the students' speaking skill.

In teaching and learning process, the teachers also stated that they usually used real objects as the media to support their teaching. And after the researcher calculating the result of the teacher, it was found that the strategy mostly used by the teachers same with the data from observation, it was Plenty of Practice. The teachers agree that plenty of practice is one of strategy that could improve students' speaking skill because the student needed to practice more to increase their speaking English.

Based on the result of my observation and interview at SMP N 5 Padang, then analyzed them based on the related studies, the researcher take a conclusion as follows: from the 8 theories that the researcher made, the often strategies used is plenty of practice. The detail analysis of teachers' strategies in teaching speaking skill was needed in teaching English which this is one of all that have to by the teachers.

All the teacher agree that the use of media in teaching learning process can help the teacher to teach the student easier because they can relate about the lesson and the media.

### **5. Conclusion**

In this part, the researcher will give the conclusion of this research. Based on the pre-observation that have been done and discussed by the researcher. The researcher saw the phenomena about the teachers' strategies in teaching speaking. Based on the phenomena, the researcher wants to identify the teachers' strategies in teaching speaking skills.

The teachers' strategies that is used by the teachers at SMP N 5 Padang were plenty of practice, telling and showing, questioning for checking understanding, setting clear lesson and goals it, teach strategies not just content, getting student working together, training interview, improving their discussion, and make your idea.

Teachers have any reason of choosing the strategies in teaching English speaking skill at SMP N 5 Padang like Plenty of practice because English need practice, questioning for checking understanding because practice was important one and got the answer directly, telling and showing because the students could described of picture, setting clear lesson and goals it because the students could easier to comprehend about the lesson, teach strategies not just content because the students could did the task more easier, getting student

working together because the students could be more active, training interview because could measure about the students' understanding, achieve the goals of the lessons, focusing on the lesson, and improving their discussion because the students could sharing the information with others, the last was make your idea because the students had own opinion to answer the question. [6] [7] [8]

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