



TEACHERS' STRATEGIES IN TEACHING SPEAKING AT SMP NEGERI 18 MEDAN

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ABSTRACT

The writing of this scientific paper aims to find out what strategies the teacher uses in teaching students' speaking skills. The background of this writing is because speaking is one of the skills contained in English that is considered difficult compared to other skills such as reading, listening and writing. Many people find it difficult to learn speaking because of several things. To find out the reasons why students find it difficult to learn speaking and what strategies teachers use in developing speaking skills, researchers conduct research using observation and interview methods. From this study, researchers found that the strategies used in learning speaking were roleplay, drill, listen and repeat.

Keywords: *Teaching strategies, Teaching speaking, Speaking skills*

INTRODUCTION

One of the factors determining the success of students in use textbooks that are determined by the quality of these textbooks. High quality textbooks can provide optimal results in the learning process. Learning is one of the skills needed and developed in language learning. One way to improve reading learning is by reading several books or textbooks according to what they need. In this context students are not only required to be able to read, but students must be able to understand what they have read. But in fact many students find problems in reading comprehension. If the textbook used does not meet the criteria, it is feared that students' understanding will differ from the purpose of the textbook content. Therefore as a teacher those who use textbooks need to first analyze the content of teaching materials in the

textbooks. The book that the researcher will be analyzing is a textbook used by students and teachers who use the 2013 revision curriculum.

Being able to speak English fluently is the aims of English skills. In teaching english in class, the teacher faces various problems. These problems occur when the teacher teaches language competence to students, one of which is when the teacher teaches speaking competence. Reiser and Dick (1996, p. 316) says that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It's mean that the teacher's role is to make effective strategies in order to students' educational needs, whose general purpose is to communicate using the language being learned. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking. To solve these problems, the

teacher uses teaching strategies. This study aims to determine the appropriate use of teaching strategies by teachers when teachers teach speaking and problems faced by teachers when applying teaching strategies.

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Based on the background of the study there are 2 questions from research above;

What do the strategies used by the teacher in teaching speaking in 8th grade at SMP Negeri 18 Medan? And how the teacher applying strategies in teaching speaking in 8th grade at SMP Negeri 18 Medan?

Derived from the above questions, the study aims; To know the teachers' strategies of teaching speaking in the classroom faced by 8th grade at SMP Negeri 18 Medan. The scope of this study is limited only to students and teacher who teaching speaking in 8th grade at SMP Negeri 18 Medan.

As a significance of Study

For the student : as source of information to solve their problem in understanding speaking lesson. For the teacher : as a reference to improve his/her teaching strategy in teaching speaking. And for the researcher : as additional information and knowledge of experience in education, especially in teaching speaking for a better future English teacher.

Speaking

According to Chaney (1998), Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is an interactive process of constructing meaning that involves producing and receiving information Brown (1994), Burns and Joyce (1997). Speaking is language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted. Speaking is an important part of the process of learning and teaching a foreign language

as a second language. Although important, over the years, "talking" talks become unimportant and English teachers continue to teach speaking as a repetition of practice or memorizing dialogue Burns and Joyce (1997).

Strategies of Teaching Speaking

Speaking is an important part of the basic English learning process. Although it is important to consider what is done over and over again there is no point if the method given for teaching is wrong. More teachers in Indonesia when teaching speaking only uses rote dialogue without making an English discussion. Learning systems like this that make our English less effective. English speaking learning system must prioritize students' communication skills, because by making students will be able to communicate themselves to learn to use the rules of English when communicating. Among others, the strategies of teaching speaking are discussion, role-play, creative tasks, and drilling.

Students at Secondary Level

The teacher is in charge as a teacher as well as a guide for each student. For this reason, a teacher must have a good level of quality so that it can be a role model for each student. This applies also in the process of learning English. Middle school students often learn differently from younger students. This requires a different teaching approach.

METHODOLOGY

The method used to conduct this research is a qualitative method. Qualitative research is research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. The places we chose to conduct this research is SMP N 18 Medan at Jalan

Kemuning raya perumnas Helvetia on Tuesday, November 12 2019 Instrument is used to collect data is interview, and observation. For interview, authors make some questions for the teacher about the strategies to teach speaking skill..

Technique of Collecting Data

Technique of collecting data for interview :

1. The researcher prepared question that would asked to the teachers
2. The researcher asked teacher friendly
3. The researchers record the answer that teacher gave

Technique of collecting data for observation instrument :

1. The researcher come into the class
2. The researchers prepared the instrument
3. The researchers observed the teacher while teaching
4. The researcher took a note

The technique of analyzing data that researchers use is content analysis. Qualitative method is common methods to analyze qualitative data. Content analysis is used to analyze responses from interviewers.

FINDING AND DISCUSSION

This chapter contains finding and discussion of the research done at SMP N 18 Medan. This chapter explain the strategy used by teacher and teachers problem in applying the strategies. From the data collected, the researcher found that The strategies used by teacher while teaching speaking were : According to the data derived from Mrs. Y as English teacher of eight grade at SMPN N 18 Medan in interview on 14th of November 2019, she said "The teacher does the strategy, listen and repeat. First I teach them to repeat something and then they repeat it. " According to the data derived from Mrs. Y

as English teacher of eight grade at SMPN N 18 Medan in interview on 14th of November 2019, she said "Then I give a drill which they then practice to their friends in front of the class". Mrs. M as English teacher of eight grade at SMPN N 18 Medan in interview on 14th of November 2019, she said "The strategy is that I like to play a role / roleplay because they have their respective responsibilities"

The teachers' problem in applying the strategies were according to the data derived from Mrs. M, students had such a low motivation to study english especially speaking. Then students are shy to speak English in class because afraid that the grammar isn't good. Students are also ashamed because if they don't answer correctly their friends will laugh at him. they think that grammar is the most difficult subject. They don't know grammar well enough to make them embarrassed and afraid to speak English.

Students also don't think too long about grammar when they make good sentences. Next is students Lack of vocabulary. The researcher finds lack of vocabulary as the causes of students' speaking problem. It is because, the students seldom reading or practice their English. Second, the students are lazy to open dictionary.

CONCLUSIONS

Based on the results, the researcher concludes that speaking skills are the skills in English that are most difficult to be applied by students of SMP Negeri 18 Medan because of a lack of student vocabulary, shy to speak and low motivation in speaking. English teachers at SMP Negeri 18 Medan have a special method for deepening speaking material to students, by doing

Repeat, Drill, and Roleplay method so as to increase students' ability to speak.

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