

## An Analysis Study on Teacher Strategy to Improve Speaking Skill Students in the Sixth Grade of Elementary School Diniyyah Al Azhar Jambi

Sri Mulyati

STKIP Al-Azhar Diniyyah, Jambi, Indonesia

Correspondence Email : srimulya4503@gmail.com

**Abstrack:** The purpose of this research is to find out what strategies are used by teacher, this study using qualitative research . The subject of this study were students at the elementary school of Diniyyah Al-azhar Jambi. Especially students in the sixth grade. This study uses several speaking Teaching strategies to improve speaking skills in the last semester Diniyyah Al azhar jambi are prepared talk on data 1,9 and 19. Discussion on data 3,5,7,18,20 and 23, questionnaires on data 2,4,11,13,15,16,17,21 and 24 and assuring that misunderstanding can occur in data 11,14 and 22 and building up stock of minimal responses on data 10, researcher also use data collection methods that aim to determine the results of the research conducted. As for the data collection methods used are observation and interviews. Data were analyzed and identified with the strategy prepared previously , the speaking teaching strategies had a significant effect on teaching speaking skill , which occurred in all school Diniyyah Al- Azhar Jambi.

**Keywords:** Teacher's Strategies , Speaking skill , English Language Teaching

**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui strategi apa yang digunakan oleh guru, penelitian ini menggunakan penelitian kualitatif. Subjek penelitian ini adalah siswa SD Diniyyah Al-azhar Jambi. Khususnya siswa kelas VI. Penelitian ini menggunakan beberapa strategi pengajaran berbicara untuk meningkatkan keterampilan berbicara pada semester terakhir Diniyyah Al azhar jambi yaitu menyiapkan ceramah pada data 1,9 dan 19. Pembahasan pada data 3,5,7,18,20 dan 23, kuesioner pada data 2,4,11,13,15,16,17,21 dan 24 dan memastikan bahwa kesalahpahaman dapat terjadi pada data 11,14 dan 22 dan membangun stok tanggapan minimal pada data 10, peneliti juga menggunakan pengumpulan data metode yang bertujuan untuk mengetahui hasil penelitian yang dilakukan. Adapun metode pengumpulan data yang digunakan adalah observasi dan wawancara. Data dianalisis dan diidentifikasi dengan strategi yang telah disiapkan sebelumnya, strategi pengajaran berbicara berpengaruh signifikan terhadap pengajaran keterampilan berbicara, yang terjadi di semua sekolah Diniyyah Al-Azhar Jambi.

**Kata kunci:** Strategi Guru, Keterampilan Berbicara, Pengajaran Bahasa Inggris

### INTRODUCTION

The motivation of learning English is instrumental Djarjowidjojo (2003) young learners join English courses because their parents realize that English is very important nowadays. Teaching English to young learners at elementary school is different from adult. They want their students to use english in most of class activities, teacher definitely want students use English in every occasion. If the task is clear and not too difficult, students may eagerly speak in the target language. However , sometimes when students find the difficult ways to express something in their native language. English especially for primary level in Indonesia has offered as an elective subject and categorized as a local content subject. An elective subject means that it depends on the school readiness, particularly with the teacher resources , learning resources and curriculum. English subject in primary school is from the fourth grade. However, Elementary school of Diniyyah Al azhar Jambi still keeps the policy that English as one of the main subject starting from the first grade. The headmaster of elementary school of Diniyyah Al-azhar Jambi argues that there are positive impact to the teaching of english.

Guoqiang (2009) states that to be a the speaker the English learners have to master all of the components. However, beside those linguistic components above there are many factors that influences speaking ability. Although speaking has been include in the educational plan for the English teaching in college.

Graham Marr ( 2004 ) provides some of the speaking skill that include fluency, strategy in learning English , the objective is to enable students to master language skills, one of them is speaking, Richard & Renandya (2000) stated that we use speaking to give cinstruction or to get things done. It means , when a student wants to convey his goal, it is necessary to speak in order that the purpose is delivered properly. The strategies in teaching this speaking skill cannot be denied as a factor influencing the teaching and learning outcome. Speaking ability in many situation and places in this era. Such as in the school education ,apply to get a job or when someone goes to the other country. Because english is international language. In English

Teacher teaching strategies is very important since it can help the students to speak English well. To achieve it, English teacher may apply different kinds of teaching strategies in the teaching and learning process. The strategies used should be based on students need and interests difficulties in speaking . The teacher faced several barriers in teacher speaking in the classroom such as reluctant students, missing pronunciation and lack of vocabulary. Because of that reason the writer conclude how important teachers strategies in teaching especially in teaching speaking . Therefore , the writer initiated to conduct the study regarding this issue.

## **REVIEW OF RELATED LITERATURE**

### **Teaching strategy in Teaching Speaking Skill**

The strategies of teaching speaking are cooperative activities , role play , creative task and drilling. Strategies are steps or action taken for the purpose of winning , strategy is an effort to achieve of success goal. David (2014) Strategy is a plan, method to achieve a particular educational goal. Harmer ( 2001). First , creative tasks resemble real life task where all their concentration focuses on producing something , rather than on the language itself. Thornburry ( 2005) argues is a strategy to improve pronunciation by imitating and repeating words , phrases and even whole utterances. Fauziati (2010) strategy is useful for learner if it suits with the learners task. Henson (2008) states that “Strategies represent a complex approach to teaching which contain a mixture of teaching method. Teaching strategies refer to the structure , system, methods, techniques, procedures and processes that a teacher uses during instruction. In addition teaching speaking requires some principles to consider. Firstly, speaking activities need to maximize the production of language to provide language use. Secondly , the activities should be performed in the situation where students can show interest , understanding and ask question or make comments called interactivity, and include competitive element where students work together to achieve certain purpose. Thirdly, teacher bear in mind what student need from language based on focus accuracy to message based focus on interaction , meaningful contexts ( Brown,2001). In teaching speaking skill , to teach speaking can be defined as to teach strategy the students to :

1. Selecting the appropriate words and sentences according to the subject.
2. Use the intonation pattern and the rhythm of the second language.
3. Encourage the use of language in meaningful context.
4. Give students opportunities to start the communication .
5. Be more brave to development of speaking strategies.

Teaching speaking especially to young learner is very rewarding since they are less-conscious than older learners ( Philips, 1993) However, teaching speaking for young learners especially elementary school students such as mastering vocabularies, pronunciation , structure, function in order to say they want.

Cameron (2001) hold an assumption that the major part of teaching and learning to young learners . Furthermore, she proposes two guiding principle in teaching and learning to young learning to young learners. Furthermore, she proposes two guiding principle in teaching speaking to young learners : (1) Meaning must come first : if children do not understand the spoken language , they can learn it. (2) To learn discourse skill, children need both to participate in build up knowledge and social roles. In roles play activities, the teacher gives information to the learners such as who they are and what they think or feel.

### **Speaking Skill**

The definition of speaking skill by some expert , Cameron (2001) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak foreign language in order to share understanding with other people . A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precise detail of language is requires to speak in foreign language in order to share understanding with other people. Harmer (2007) states speaking is the ability to speak fluently and presupposes not only knowledge of language features , but also the ability to process information and language. Luoma (2004) define speaking as an interactive process of constructing meaning that involves producing , receiving and processing information.

Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols , in a variety of contexts. Weigle (2002) mentions a list of characteristics which differentiates written language from the spoken one.

Based on the Harmer's Basic methodology , the teacher used several activities in teaching speaking such as :

#### 1. Playing Games

Alwasilah (2010) believes that the use of game in teaching can provide good communication activities and can be a powerful tool in teaching language. For example: Scrabble games, Hangman Games, Pictionary , word match games, missing word games, Crossword puzzle games. All of these games are very helpful in making students more active in speaking .

#### 2. Watching Videos

By watching the video the students that make students more interesting and active in the classroom . The system of learning speaking more various. The counts of videos can be fill with movie , conversation dialogue that based on their needed in improving their skill in speaking.

#### 3. Story telling games

Students can improve their ability in speaking. Story telling is to retell the story having read or heard by using the story teller own words based on their understanding about the story. According to Zaro (2013). Storytelling is an activity involving the interaction between storyteller and audience and between an individual and the listener in the certain level. How to present the procedures of storytelling as follows :

##### 1. The students are asked to sit in the group

2. Then, the students make a story based on sequence of pictures having some key sentences given by the teacher

3. The teacher asks the students to tell the story based on the result of their discussion in front of the class.

The Strategies infocusing on fluency in the classroom activities are summarize as follows ( Richard , 2006) :

##### 1. Reflect natural use of language

##### 2. Focus on achieving communication

##### 3. Require meaningful use of language

##### 4. Require the use of communication strategies

##### 5. Produce language that not may be predictable

##### 6. Seek to link language use to context.

## RESEARCH METHOD

This research using qualitative research. This research site of this research is conduct sixth grade in of primary school in jambi. The participants of this research are sixth grade teachers of SDIT Al-Azhar Diniyyah Jambi. This primary school use english as international class program in teaching and learning in the school. A considering for taking one sixth grade teachers as participants . Looking at the length of time they use international class program. It indicates that the knowledge of English should have been mastered by students. From this consideration the researcher will get deeper information about the teachers experiences of using speaking English as a international class program and the teacher strategies to improve speaking skill as international program at SDIT Al-Azhar Diniyyah Jambi.

EXPERIMENTAL CLASS		
O1	X	O 2

Explanation :

O1 = Result of a pretest

X = Treatment that will be given in the class by using teacher strategy.

O2 = Result of post test

Based on the table above, in the experimental class as a pre-test ( O1) gave to find out students knowledge before giving threatment. Furthermore, given threatment (X) applied

### The improvement of the students speaking in pretest and posttest

Component	Pretest	Posttest	Improvement (%)
Pronunciation	35	80,20	78 %
Fluency	40,52	81,30	81,46 %

## **FINDING AND DISCUSSION**

The teachers' strategies were collected through the observation and after doing the observation and interview, the researcher found the data that displayed in the following: Observation was conducted and facilitated using a camera to take some pictures of each activity in the classroom. Based on the interaction above the occurred between the teacher and the students of sixth grade of SDIT Diniyyah Al-Azhar by using a strategy prepared talk. In the above interaction it can be seen that the teacher asks how the students are doing and ask for their readiness in learning. And this strategy is effective for students in terms of students response to teacher during learning. When the class begin , the researcher took her seat at the back of the class in order that the presence of the researcher did not disturb the teaching and learning process of speaking. When the English teacher came to the class, the leader of the class led her friends to greet the teacher. The teacher checked the attendance list and no student was absent that day. The students in order to remind the previous materials that students had learned before and followed by telling the materials that they were going to learn. Some of them answered the questions but the others were just silent. Then the material about "Asking for Help" was introduced by the teachers that the students were going to learn.

After all students read the example of the dialog, then the teacher divided the students into a group. The students were asked to work in pair with their seatmates. The students prepared themselves before doing the dialog. Before the students practiced, they were discussing the words that they want to speak and were practicing their dialog together not only practicing the dialog but also they tried to create the storytelling around their story of life. In this activity, the students would take the part of particular person as A and B where person A would ask for help and person B would be someone that asked for help. The researcher observed that the students were interested to practice their dialog and created the storytelling because when they did discussion with their seatmates they were very enthusiastic. After having some discussion, then the teachers pointed out the students to come to the front of the class

The improvement of students speaking ability in term of pronunciation and fluency has evolved. It supported by the result of students mean score in term of fluency in pretest was 40,52 , the mean score fluency in posttest 81,30 and the improvement .

The improvement of students speaking ability in terms of fluency also had evolved. It supported by result of students mean score . and it means the method to improve speaking ability focused on pronouciation and fluency was proved. Based on the theory and previous related research finding . it can be concluded that research was done clearly supported with the previous finding. that explain method can improve students speaking ability . From the discussion above can be concluded that the student's speaking ability at the last semester.

## **CONCLUSION**

Based on the result and data analysis , research finding and discussion , the writer conclude that the progress of students speaking ability in term of pronunciation and fluency at the last years students of primary school Al- Azhar diniyyah jambi. The improvement of students speaking ability in term of pronunciation and fluency has evolved. It supported by the result of students mean score in term of fluency in pretest was 40,52 but after the implementation of Project Based Learning , the mean score fluency in posttest 82,30 and the improvement And based on the result of my observation and interview at, then analyzed them based on the related studies: The strategies used by the English teachers in teaching English speaking were: Improving students discussion, forming role play, creating story-telling, and Training interview. Also the mostly strategy used by the teachers in teaching English speaking was forming role play strategy because the teachers concluded that by applying the forming role play strategy, students became more confident and active in playing the role based on the materials which were given by the teachers in the class. Forming role play strategy also made the students become so enthusiastic in learning and became more active to talk with their seatmates or group

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