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# “Speak Up Please!” Teachers’ Strategies in Teaching Speaking Skills at a Vocational High School in Sidoarjo

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# Introduction

The ability to communicate with others is known as speaking. Speaking is essential for daily interaction among individuals to modify information. Students must learn to speak in order to communicate properly and clearly in English. Teaching speaking skills is an essential part of learning a foreign language. It is said that teaching speaking is the teachers' capacity to help interpersonal communication. In this regard, one of the most crucial abilities that teachers need to have, to effectively educate and facilitate learning is the ability to use strategies in teaching. A teaching strategy is a teaching activity that the teacher must carry out with the students to effectively and efficiently accomplish the teaching objectives

# Research Objectives

- To know students difficulties found by the teachers when teaching speaking skills at SMK Negeri 1 Sidoarjo.
- To find out strategies the English teachers use in teaching speaking skills at SMK Negeri 1 Sidoarjo.

# Method

## Research Design

Qualitative Research

## Data and Source of Data

- Verbal and Non-verbal
- Source of Data: 2 Teachers when teaching English class

## Research Setting

At SMK Negeri 1 Sidoarjo in January to March 2024

## Data Collection Technique

- Observation
- Interview
- Learning Documentation

# Findings

Teacher 1 found that students usually have difficulty speaking due to lack of motivation, lack of practice, lack of vocabulary, nervousness, low grammar mastery, and pronunciation challenges. In overcoming students' difficulties, teacher 1 used 9 strategies to improve students' speaking skills, including role-play, presentation, describing pictures, picture narrating, discussion, word wall, brainstorming, interviews, and storytelling.

Similar to teacher 1, the student difficulties that teacher 2 usually encounters are lack of motivation, lack of practice, lack of vocabulary, nervousness, low grammar mastery, and pronunciation challenges. To overcome these difficulties, teacher 2 also uses 9 strategies, but some strategies are different from those used by teacher 1. Among them are role-play, discussion, storytelling, interviews, reporting, playing cards, describing pictures, picture narrating, and brainstorming

# Discussion

This section delves into the correlation between research findings and expert theories, specifically exploring teaching strategies employed by instructors at SMK Negeri 1 Sidoarjo to address student difficulties in English speaking. The study aims to identify these difficulties and the strategies utilized by teachers. Speaking, as emphasized by Bhatti (2021), is crucial for effective communication in English, necessitating teachers' awareness of student challenges and implementation of suitable strategies. The research revealed common hurdles students face including lack of motivation, practice, vocabulary, nervousness, grammar mastery, and pronunciation issues. Various activities such as discussion, role-play, brainstorming, storytelling, among others, were observed to encourage speaking in classrooms. Additionally, strategies like presentation and word wall were noted. While findings align with previous research, this study emphasizes additional student difficulties and teaching strategies, underscoring the importance of teachers employing diverse effective strategies to enhance students' speaking skills.

# Conclusion

In teaching speaking skills, two teachers identified common student difficulties including lack of motivation, practice, vocabulary, nervousness, grammar mastery, and pronunciation challenges. Both teachers employed strategies to address these issues. Teacher 1 utilized 9 strategies including role-play, presentation, describing pictures, picture narration, discussion, word wall, brainstorming, interviews, and storytelling. Similarly, Teacher 2 faced similar student challenges and employed 9 strategies, albeit some differed from Teacher 1's, such as playing cards and reporting. Although the research addressed the study's questions, it's limited by the lack of comparison between strategies in vocational and high schools.

# Referencess

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