Turnitin Thesis Muhammad Erwin

por Kamillaeni Jamillah

"Speak Up Please!" Teachers' Strategies in Teaching Speaking Skills at a Vocational High School in Sidoarjo

["Silakan Berbicara!" Strategi Guru dalam Mengajarkan Keterampilan Berbicara di Sekolah Menengah Kejuruan di Sidoarjo]

Muhamad Erwin Fatahillah[1)], Sheila Agustina *[,2)]

[1)]Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia
[2)] Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia
*Email Penulis Korespondensi: sheilaagustina@umsida.ac.id

Abstract. Speaking instruction is a crucial component of learning a foreign language. The purpose of this study is to learn more about the challenges faced by students and the methods that teachers at a Sidoarjo vocational high school employ to teach speaking. In this work, a case study methodology is combined with a qualitative method. Two English teachers served as the research subjects. Observations, interviews, and learning documents were used to gather data both during and after classes. The findings demonstrated that instructor 1 encountered issues brought on by low grammar proficiency, anxiety, lack of practice, lack of drive, and problems pronouncing words correctly. Teacher 1 employed nine strategies—role-playing, presentations, word walls, brainstorming, interviews, telling stories, describing pictures, and telling pictures—to get beyond these obstacles. Teacher 2 also encountered the same issues. In addition to teacher 1, teacher 2 employed nine tactics, some of which were unique. Role-playing, conversation, storytelling, interviews, reporting, card games, drawing and explaining pictures, and brainstorming are some of them. Thus, by employing these techniques, teachers can help pupils who struggle with speech.

Keywords - teaching speaking skills; students' difficulties; teachers strategies

I. INTRODUCTION

Speaking is the capacity to interact with people. Speaking is necessary for people to adjust information in daily interactions. For students to communicate effectively and clearly in English, they must learn to speak [1]. In this process, speakers must anticipate and create the expected patterns of specific discourse situations in addition to controlling specific elements like taking turns and providing feedback. Furthermore, Rahayu [2] said that students are more likely to pick up a second language when they actively engage in the communication activity. Kuning [3] added that the most crucial skill to master when studying a foreign or second language is speaking ability. Thus, in order for EFL (English as a Foreign Language) students to freely express their opinions, ideas, and thoughts, they must develop their speaking abilities. Speaking ability is the process of combining codes and messages [4]. Therefore, the ability to communicate effectively through spoken language requires the intricate integration of linguistic codes as well as the ability to convey meaning. Anjaniputra [5] noted that teaching speaking is a major focus of many language programs and that the impact of instructional strategies on the learning process is immeasurable. In this case, teachers' speaking instruction tactics for students are required.

A crucial component of learning a foreign language is teaching speaking abilities [6]. It is believed that one of a teacher's abilities to support interpersonal communication is through teaching speaking. In order to change knowledge in daily life through interpersonal contact, speaking instruction is crucial. Consequently, given that speaking has such a profound influence on people's lives, realizing the importance of speaking training is considered to be a crucial component of learning a second language [7]. Thus, being able to communicate successfully in a second language will be extremely beneficial to them in the future. It must take into account all important instructional components, especially oral instruction strategies [8]. It is impossible to ignore the role that oral instruction plays in shaping students' learning and teaching outcomes. Teachers' methods are necessary for teaching speaking since they can help pupils speak English more fluently [9]. During the teaching and learning process, English teachers may use a range of teaching tactics to achieve this.

Using strategies in the classroom is one of the most important skills that educators must possess in order to successfully instruct and support learning. According to Asmin [10], A teaching strategy is an instructional activity that the instructor does with the class to achieve the learning objectives in a way that is both efficient and successful. A teaching strategy is an approach or method that educators use to accomplish particular learning objectives. Rao [11] said that a range of techniques or approaches are used by instructors as part of the teaching and learning process as teaching strategies. As a result, teaching strategies include all of the different techniques and procedures that teachers use to simplify the teaching and learning process in a variety of useful ways. While Anggraeni et al [12] asserted that

the factors influencing how speaking lessons are taught are the teaching strategies. According to this assertion, effective teaching strategies can affect how a speaking talent develops.

Teaching methods are defined as an instructor's capacity to help pupils develop language and communicate their ideas, particularly when speaking [13]. It is stated to be one of the skills that instructors need to have, and by employing it when speaking with or instructing pupils in the classroom, teachers' techniques can also be improved [14]. It is important for teachers to use tactics that work when they are teaching or having conversations in order to reduce anxiety. Foreign language anxiety can be detrimental to language learners [15]. Effective learning strategies might be investigated in order to address this issue [16]. Speaking is an essential talent that may be honed by practice while conversing with others who speak the language of your choice, as the statement that follows highlights. In the classroom, there are thirteen activities that promote speaking. Among the exercises are role-playing, brainstorming, storytelling, interviewing, information gaps, identifying the difference, playing cards, picture narrating, image describing, and discussion [17].

Discussion is an activity in which various viewpoints, either verbally or in writing, are conveyed regarding a specific situation [18]. It is a crucial method of instruction that helps pupils assimilate knowledge and engage in critical thinking regarding the subject matter. According to Razi et al [19], role- Students have to role-play a variety of social circumstances and roles during playing activities. Therefore, during role-playing activities, students adopt diverse personas and act out scenarios that mimic varied social contexts. As stated by Ganna [20], Through simulations, students pretend to be people in different situations and social roles. Through the opportunity for students to gain knowledge, make mistakes, and improve in a practical, interactive setting, simulations encourage students to actively participate in the learning process and gain firsthand experience. The exercises in the information gap techniques are made to help you practice particular language items and short phrases [21]. In this technique, students are grouped or paired, given the same book with distinct missing sections, and pushed to interact with each other using appropriate language to obtain the necessary information without looking at each other's texts because each has specific knowledge that the other does not.

Kayi [17] said that children benefit from brainstorming since they don't have to worry about being corrected for their ideas, which encourages more participation. This approach makes it possible to explore a broad variety of concepts, leading to more creative and varied outputs in group settings. The completion of the story is the next tactic. Completing a story is one of the engaging and enjoyable activities [8]. This method invites kids to create meaning and build their own opinions about a story while also giving them a comfortable environment in which to exercise their creativity and creative thinking. Pratiwi & Ayu [22] also substantiate the idea that teachers can teach words with real meaning by using the description of an image. This means that using a strategy like image description can help teachers teach words that have real-world meaning. Then, Tumanggor et al [23] claimed that teaching pupils new language structures and enhancing their vocabulary are two aspects of the language development process through storytelling. As the previous explanation explains, the instructor uses a wide range of instructional strategies to help students develop their speaking skills.

Based on their findings, the researchers concluded that when this English course was introduced particularly during a speaking exercise, pupils at a Sidoarjo vocational high school were less engaged and engaged. Students' lack of confidence in their language abilities and fear of making mistakes may be the root of this decline in involvement during speaking exercises. Students frequently have a variety of speaking difficulties when learning to speak, such as insecurity, lack of drive, low self-esteem, poor vocabulary mastery, poor grammatical mastery, worry about making mistakes, and abuse of the mother tongue [24]–[26]. These challenges may impede students' development of effective communication skills and necessitate the implementation of particular developmental interventions. The researchers also point out that using dynamic and interesting teaching strategies can boost students' interest in studying English in the classroom.

In this context, earlier researchers have conducted a number of studies, including Sapna et al [27] who investigated high school public speaking instructors' methods and discovered that role plays, interviews, describing imagery, and storytelling are the methods that teachers employ most frequently. Maryanti et al [28] who looked at how teachers taught speaking revealed that role-playing, picture description, interviews, and simulations made up the bulk of the approaches the teachers utilized. Anggraeni et al [12] who conducted a study on the methods used by teachers at SMAN 1 Palopo to teach speaking skills discovered that these methods typically included role play, discussion, interviews, narrative, reporting, and image description. It is feasible to draw the conclusion from prior study that teachers employ a variety of strategies while instructing students in speaking in the classroom. These strategies include role playing, interviews, describing pictures, narrative, simulations, conversations, storytelling, and reporting.

Apart from that, very little research has been done on Sidoarjo's vocational schools; most previous studies focused on high school students who attended institutions outside of the city. This study concludes that it is crucial to examine English language acquisition, particularly speaking, in students from backgrounds that differ from those of state school students by examining the variations in instructional materials between state schools and vocational institutions. Thus,

the purpose of this study is to examine the challenges that teachers have with their students when instructing speaking and to ascertain the methods that teachers employ in this regard at a Sidoarjo vocational high school.

II. METHOD

One crucial aspect of this study was the use of a qualitative approach. Aspers & Corte [29] outlined the process of using qualitative research to study and understand people's experiences, attitudes, beliefs, and behaviors. Direct data sources from natural environments were a feature of qualitative research. In order to find a thorough assessment of the methods used in speaking instruction, a case study was carried out during this research. A case study is a sort of qualitative research where the focus is on in-depth investigation of a particular subject or a small number of cases [30].

This investigation was carried out at a Sidoarjo vocational high school. Prior to selecting the topic, the researchers took into account the requirements for English teachers based on the features of this investigation. criteria that the researchers employed, specifically educators who employ a variety of speaking instructional techniques. Two English teachers met the research criterion after the investigators looked into every English teacher at the school. This was because the teachers used a variety of methods while instructing speaking.

This study makes use of a few instruments. They are as follows: documentation, interviews, and observation checklists. The researchers used an observation sheet to observe the professors as part of the observation checklist. With this, the researchers were able to see what the English teacher did and the methods that were employed to teach speaking in the classroom. It was employed to look into the methods the instructor employed to teach speaking. Oral data about the challenges teachers faced when teaching speaking to their pupils, the teaching strategies they utilize, and how they implement these tactics were collected from the teachers using the interview instrument. Twelve questions made up this instrument, which included modified and incorporated interview procedures from other studies [12]. We spoke with two English professors in interviews. Following the conclusion of the teaching and learning process, data was obtained from each teacher through one-on-one face-to-face interviews utilizing the face-to-face approach. Although it served as an extra tool to supplement the observation checklist in the documentation.

To collect data, the instruments used by the researchers included observation checklists, interviews, and documentation. They also employed direct observation. Additionally, the following actions need to be followed when conducting research: (1) Two English teachers at a Sidoarjo vocational high school were chosen for this study. (2) Created an interview guide and an observation checklist specifically for this research tool. (3) Keep an eye on the three meetings that comprise the class. There were two hours of instruction per meeting, each lasting forty minutes. (4) Using field observations as a basis, completed a checklist. (5) Proceeded with interviews after making observations. (6) To get the necessary detailed data, data from observations, interviews, and documents were analyzed. (7) Explained the instrument's results. And came to a conclusion based on the information gathered.

Qualitative data analysis was done using the information gleaned from the observations and interviews. Following the procedures, the data was examined after it had been gathered [31]. Through observations, interviews, and documentation, the researchers gathered unprocessed data; determined which information was most pertinent to the study questions; chosen significant data for more examination; made tables to aid in the understanding of the facts; determined significant results or information to bolster or clarify the response to the study questions; restored the accuracy of the data; and came to well-defined conclusions in light of the completed data analysis.

III. FINDINGS AND DISCUSSION

A. Findings

The study's conclusions are displayed as a table with captions underneath. The results are given in the following order: teachers' strategies are explained first, followed by students' challenges. The results are all shown in the section that follows.

Students Difficulties

Following data collection and analysis, researchers discovered through interviews that a number of students had issues with speaking that are often identified by teachers. Table 1 presents the results of the teachers' observations regarding the challenges faced by the students during speaking lessons.

Table 1. Student Difficulties Found by the Teachers

No	Teachers	Students Difficulties
1.	Teacher 1	Lack of motivation Lack of practice Lack of vocabulary

		Nervousness
		Low grammar mastery
		Pronunciation challenges
		Lack of motivation
		Lack of practice
2.	Teacher 2	Lack of vocabulary
		Nervousness
		Low grammar mastery
		Pronunciation challenges

Researchers discovered that the two professors were similar in identifying the challenges that students typically encountered when learning to speak, based on the data in Table 1. One of the teachers' observations of the pupils' problems in Table 1 was their lack of motivation. Thus, the researchers investigated the reasons behind the pupils' lack of enthusiasm for speaking instruction. Teacher 1 responded that the peers that surround them are sometimes mocking and unsupportive, and they don't know where to get learning materials that would help them practice speaking on their own. These issues are what make pupils unmotivated to learn how to talk. Teacher 2 did note, though, that parents do occasionally have an impact on their children. For instance, some students' parents may prefer that they attend a vocational school rather than a conventional school, even though they initially wish to study well and attend one. Students may become disinterested in learning and feel lazy as a result.

The researchers inquired about particular difficulties or barriers that typically keep students from honing their speaking abilities in the second question on lack of practice. Teacher 1 stated that most students struggle with a restricted vocabulary and that being lazy as a result of using cell phones carelessly causes them to lose focus during class. Teacher 2 stated that there were disparities in the speaking proficiency of the students in one lesson, in contrast to Teacher 1. As a result, harder assignments for more advanced students and increased monitoring and support for low-proficiency pupils were required.

Regarding the third query concerning vocabulary deficiency. In this section, the researchers requested an example of a scenario in which students struggled during speaking exercises because of their low vocabulary. Teacher 1 used a scenario as an example during the discussion phase. Teacher 1 always gives a list of words that will be covered in the conversation during the process. In a lesson about "activities in the park," for instance, children may mispronounce or misunderstand terms like "picnic," "playground," or "exercise." Similar to this, teacher 2 offers a list of unfamiliar terms before to the session, such as "hobbies" like "cycling" or "painting," Students still struggle to comprehend these terms and accurately utilize them in phrases, which makes it problematic for them.

In the fourth anxiety-related question, the researchers inquired about specific scenarios or subject matter that frequently caused students to become more anxious before giving speeches. Teacher 1 clarified that students experience anxiety for all speaking assignments, including giving a presentation in front of the class. Therefore, pupils' speaking needs to become accustomed to one another. The response was corroborated by teacher 2's response, which added that speaking fluently can also cause anxiety in addition to the restricted vocabulary that children have, which makes presentations one of the scenarios that frighten pupils.

In the sixth question, the researchers focused on particular grammatical mistakes or issues that students frequently encountered when speaking. According to teacher 1's response, the majority of students were not aware of proper word choice and pronunciation when speaking. For instance, they typically say "I happy" while stating "I am happy." Additionally, pupils were pronouncing phrases like "I don't know anything" in the original language while using the phrase "I don't know what what" instead. Teacher 2 concurred, noting out that many pupils had difficulty speaking clearly, had a small vocabulary, and frequently used the incorrect terms. These problems had an immediate effect on their capacity for understanding and clear communication.

Additionally, the last question focused on how inaccurately pupils spoke their pronunciation. The frequency with which students struggle with appropriately pronouncing words during speaking tasks was the question the researchers posed. The first teacher said, "very often." In addition, a lot of students correct each other's pronunciation mistakes. Teacher 2's response corroborated the claim that pupils frequently struggle with appropriately pronouncing words. The student's degree of linguistic proficiency is one of the variables.

Teachers' Strategies

Regarding the methods, the researchers discovered a number of methods that educators employ to instruct speaking. Table 2, which lists the methods the teachers used to teach speaking, is shown below.

Table 2. Teachers Strategies

No	Strategies for Teaching Speaking	Teacher 1	Teacher 2
1.	Discussion	√	√
2.	Role-play	√	√
3.	Simulation	-	-
4.	Information Gap	-	-
5.	Brainstorming	√	√
6.	Storytelling	√	√
7.	Interview	√	√
8.	Story Completion	-	-
9.	Reporting	-	-
10.	Playing Cards	-	√
11.	Picture Narrating	√	√
12.	Picture Describing	√	√
13.	Find the Difference	-	-
14.	Presentation	√	-
15.	Word Wall	√	-

It is clear from the above table that both professors employed a variety of instructional techniques when instructing speaking. Instructor 1 employed nine different tactics. The conversation came first. The teacher implemented the discussion technique by assigning a discussion topic to each of the various small groups that she had formed. Every group was asked to deliberate the subject, share their thoughts, and come to a consensus as a unit. Through group engagement and the open exchange of ideas, this technique helped students improve their speaking abilities. Role-playing was the second. In this method, the instructor assigns the class to write a dialogue scenario based on a given circumstance, and the students are expected to act out the role that their creation represents. Students role-played an interaction scenario from a store, for instance. Through role-playing, this method could encourage children to communicate and aid in their comprehension and application of language in authentic settings.

Idea generation was the third. The teacher used this technique at the start of the class; often, it involved playing a video or posing questions that would compel students to use their imaginations and share their thoughts about how to communicate concepts. Storytelling ranked fourth. Teacher 1 used this tactic by having students share personal anecdotes in front of the class. By sharing stories and making up stories, this could assist kids develop their speaking abilities and enhance their verbal expression. Fifth, teacher 1's interviewing technique involved designing interview activities where students participated as either interviewers or respondents. Students can practice speaking in a more formal setting with questions and answers, which helps them develop their speaking abilities in interview scenarios. Interview questions are tailored to the subject matter expert in the field. Sixth, teacher 1 engaged students in picture narrating. Each student received an image or set of pictures, and they were asked to narrate a story based on what they saw. By using stories to communicate ideas orally, this method would help students become more proficient speakers.

The seventh described an image. Teacher 1 used this technique by showing or sharing an image or drawing and asking pupils to describe every element in great detail. Students, for instance, described an image showing park activities. This would enhance pupils' capacity to communicate specifics and make appropriate use of terminology. The eighth was a presenting technique in which students were required to create posters and then give an oral presentation based on the poster design in relation to the subject matter or content being studied. Students must work on developing the confidence and bravery to get up in front of the class. The final project involved teacher 1 creating a word wall with terminology associated with the lesson's subject. additionally requesting that students employ these terms in discussion. By comprehending, retaining, and using new words in regular learning situations, students can improve their speaking abilities by employing vocabulary visualization, which would be provided by doing this.

Teacher 2 employed nine techniques concurrently. The conversation came first. In contrast to teacher 1, who only offered discussion topics, teacher 2 typically employed this tactic by giving students short articles or current news to read. After reading the material, students were asked to summarize the key points and discuss the implications. As a result, this strategy could help students become more proficient speakers through group discussions of diverse topics. A role-play with a script was the second. In a similar manner to teacher 1, teacher 2 requested students to write a script for a conversation involving three students. Following the creation of the script, students were asked to act out a part in the conversation to assist students use language in a practical context by replicating real-life scenarios. Idea generation was the third. Like teacher 1, teacher 2 typically led brainstorming sessions to inspire pupils to come up with original answers to opening-lesson questions. Fourth, compared to teacher 1, teacher 2's storytelling approach was marginally different. Using a collaborative tale in which each student contributed a segment, Teacher 2 used this

technique. In order to enhance speaking skills through the production and presenting of stories, this required shared creativity and culminated in a performance in front of the class.

The fifth was interviewing. Teacher 2 conducted a simulated interview, utilizing topics relevant to their area of expertise, with students acting as interviewers and responders in turn, just as Teacher 1. With a set of questions and an interview situation, students were able to practice speaking in a formal setting. Reporting was the sixth. Following Teacher 2's presentation of a news article or made-up incident, students were expected to report it live in front of the class and answer questions from the reporter and other pupils. Students could use this to display and arrange their information. Card games accounted for the seventh. Teacher 2 employed a variety of card games with different letter combinations to help students improve their speaking abilities. The goal was to get students to seek up vocabulary terms that started with the letters on the cards. The usage of image cards and a blackboard as the media was different from that of teacher 1, but otherwise it was rather similar. Eighth, picture narrating: Using the same method as teacher 1, which involved showing students a series of random pictures on the school TV media, students are required to put together a story based on the order in which these pictures are presented. This encourages students to improve their speaking abilities by using illustrations or pictures that have narrative components. Using photographs or photos with multiple elements or objects, students were asked to explain pictures orally in the last exercise, which was implemented in the same way as instructor 1.

B. Discussion

The link between the expert's hypothesis and the research findings is covered in this section. Some ideas regarding the speaking teaching tactics used by the teachers at SMK Negeri 1 Sidoarjo are presented in this debate. The goal of this study is to ascertain the challenges that English teachers encounter when instructing speaking to their students. This study also attempts to ascertain the kinds of speaking instruction tactics employed by English teachers.

According to Bhatti [1], Speaking is necessary for people to engage with one another on a regular basis and to communicate effectively in English. As a result, teachers should prepare their pupils by being aware of the speaking challenges that they will experience and using the right techniques to overcome them. The first research question's findings needed to be discussed by the researchers after the procedure of gathering and evaluating study data. According to some researchers, students typically experience a variety of speaking issues, including as insecurity, low motivation, low self-esteem, poor vocabulary mastery, poor grammatical mastery, worry about making mistakes, and abuse of the mother tongue [24]–[26]. The researchers concur, based on data from instructor observations and interviews. When teaching speaking, the teacher noticed several issues with the students that the researchers discovered. Among these are a lack of drive, insufficient practice, a lack of vocabulary, anxiety, a lack of proficiency in grammar, and difficulties pronouncing words correctly.

According to Kayi [17], In the classroom, there are thirteen activities that promote speaking. Some of the activities include role-playing, brainstorming, storytelling, interviews, completing stories, finding differences, playing cards, picture narrating, image describing, and discussion. The researchers discovered a number of strategies teachers use to teach speaking, including role-playing, brainstorming, storytelling, interviewing, reporting, playing cards, picture narrating, and picture describing. These findings are based on the findings of classroom observations and teacher interviews. In addition, the researchers discovered that word walls and presentations can be used to educate speaking. In this instance, the researchers think that all teaching tactics are effective and that pupils would eventually show the results.

Subsequently, the researcher's findings confirmed the findings of other studies, including Anggraeni et al [12] which shown the use of role play, discussion, interviews, storytelling, reporting, and image description by teachers as teaching methods for speaking. These two studies do differ slightly from one another, though. Researchers discovered more tactics teachers employed in teaching speaking, as well as the challenges teachers had with their pupils, in this study. Researchers discovered in this study that inadequate grammatical mastery, anxiety, lack of practice, low motivation, and pronunciation issues are some of the reasons why students struggle to learn how to speak. studies discovered in this study that teachers additionally employed word walls, image narrating, playing cards, brainstorming, and presentations in addition to the six tactics discovered by earlier studies. In this case, Muhsin [14] demonstrated how crucial it is for educators to be able to teach kids utilizing a variety of successful tactics in order to help them become better communicators.

IV. CONCLUSION

When teaching speaking skills in the classroom, two teachers saw that certain students had trouble during speaking exercises. Both teachers then employed various tactics to help the pupils get over their issues. Teacher 1 discovered that pupils typically struggle with speaking because of low grammar proficiency, anxiety, lack of practice, lack of drive, and pronunciation issues. Teacher 1 overcame the challenges faced by the students by implementing nine tactics

to enhance their speaking abilities: role-playing, storytelling, brainstorming, word walls, describing visuals, picture narrating, and presentations. Teacher 2 often faces the same student challenges as Teacher 1, including low grammar proficiency, anxiety, lack of practice, lack of enthusiasm, and pronunciation issues. Teacher 2 likewise employs nine ways to get past these obstacles, however some of them are distinct from those employed by Teacher 1. Role-playing, conversation, narrative, interviews, reporting, playing cards, describing images, picture narrating, and brainstorming are a few of them. Additionally, even though our research has addressed the study's research questions, it is constrained by the absence of a comparison between the teaching strategies used in high schools and vocational schools. As a result, it is advised that future researchers look into any similarities or differences between the teaching strategies used in state schools and vocational high schools to improve students' speaking abilities.

ACKNOWLEDGEMENTS

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