

## An Appropriate English Foreign Language (EFL) Teacher Strategies in Teaching Speaking for Eleventh Grade at Academic Year 2022/2023

MA Miftahul Ulum Bettet Pamekasan

Hoirunnisak<sup>1</sup>, Arisandi Setiyawan<sup>2</sup>, Ika Meilinda Ummul Ma'rufa<sup>3</sup>

*Universitas Islam Madura<sup>1,2</sup>, STIKES Sukma Wijaya Sampang<sup>3</sup>*

*[Hoirunnisak1304@gmail.com](mailto:Hoirunnisak1304@gmail.com), [ase.sun86@gmail.com](mailto:ase.sun86@gmail.com), [imeilinda90@gmail.com](mailto:imeilinda90@gmail.com)*

### ABSTRACT

This study aims to determine the teacher's strategy used in teaching speaking at MA Miftahul Ulum Bettet Pamekasan. In this study, the researcher used a qualitative descriptive research. The data obtained by observation, interviews and documentation. This study used descriptive qualitative method and there were two EFL teachers involved in this study. Based on the research findings, the teachers' strategy in teaching speaking which was applied by the teacher were role playing and flash cards. The teachers implemented these strategies to help students to be more active, so the students can understand the lessons and also enjoy during the teaching and learning process. In teaching speaking, there were problems and challenges faced by the teachers, but the teacher can overcome them, so that students' English speaking ability can increase.

**Keywords:** teaching speaking; speaking skill; role play, flash card

### INTRODUCTION

Education is a process of changing a person's attitude and behavior to mature and realize one's potential through teaching and training. Furthermore, according to Rahman, et al (2022), Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively realize their potential with religious spiritual strength, self-control, personality, wisdom, noble character and skills needed by individuals and society. A lot of special attention Guided by the development and progress of education, in order to improve the quality of education.

In addition, according to Mailani et al. (2022), language is the most effective communication tool to convey thoughts, intentions and goals for communicating. Language as a means of communication has the main function of language which is the delivery of messages or meanings by one person to another. The function of language is as a means of human communication which includes five basic functions, namely the function of expression, the function of information, the function of exploration, the function of persuasion and the function of entertainment. English is an international language which is the second language in Indonesia. therefore, to learn a second language one needs to understand the basics of English and appropriate learning strategies. for learning English students can use the four skills of speaking, listening, reading and writing to communicate in English as a foreign language in Indonesia.

Furthermore, according to Rosadi, Nuraeni, and Priadi (2020) teaching is an effort that provides stimulation, guidance, direction and encouragement to students when the learning process takes place. According to Pakula (2019), Speaking is very important because it is the most influential skill for students in language learning where students can prove their ability to realize meaningful language. As an information-rich and interactive form of communication, speaking requires a synthesis of the cognitive and emotional abilities of the speaker, which can be hindered by many factors. According to Chairul (2021), speaking strategy is how to speak to produce Interesting part that can be understood by the speaking partner. Speaking is one of the four basic skills of language: listening, writing, reading and speaking

According to Syarifudin (2019), the teaching of speaking with English as foreign language (EFL) learners is one of the most significant learning in learning a foreign language, especially English. Therefore, speaking skills are important in order to be able to communicate EFL students, many Indonesian students at the high school level still find learning to speak English quite challenging and difficult to learn so many students do not like learning foreign languages, especially English. Teaching English certainly has many failures because teaching foreign languages is not easy, especially in teaching speaking which is one of the trivial objects in the learning process because of its role as a foreign language.

## **REVIEW OF RELATED LITERATURE**

### **1. Learning Strategy**

In the world of education, strategy means a plan consisting of a series of activities aimed at achieving certain educational goals. Hasanah (2018) explains that learning strategies are learning activities that must be carried out by teachers and students together so that learning objectives can be achieved effectively and efficiently. Based on the Wina Sanjaya learning strategy from Alifah (2019), which can be interpreted as a plan that contains activities to achieve more specific educational goals. Therefore, strategies in the context of education are interpreted differently from strategies in the context of learning.

According to Miarso in Nasution, N, W (2017) , a learning strategy is a comprehensive learning approach in the form of general guidelines and a framework for activities in a learning system to achieve learning objectives in general, which are defined from a philosophical point of view. particular views and learning theories. According to Suparman in Nasution, N, W (2017) learning strategy is a combined process of a series of learning activities or stages through which learning material, learning methods or techniques are technical procedures for organizing material and managing student learning, learning media or equipment and learning materials used as learning media, process and time Learning is the time needed to complete learning activities.

Therefore, from some of the theories above, it can be understood that learning strategy is the overall pattern of general activities of educators and students in realizing learning events to achieve goals effectively which is formed by a combination of the sequence of activities with the methods and learning media used and the time used by educators and students in learning activities. According to Iskandar and Sunendar (2013) the following are several types of learning strategies that support teachers in the teaching process namely, Affective Learning Strategy, Cooperative learning strategies, Strategy Problem based learning, Inquiry learning strategy, Active learning strategy, Contextual learning strategy, Quantum learning strategy, and Expository learning strategy.

### **2. Teaching Speaking**

According to Baron (2020) speaking skills are communication skills that a person has when expressing thoughts and ideas that he wants to convey to others. The communication process aims to convey an idea to others in order to obtain a response to the information conveyed. Learning spoken language is training students to use language properly and correctly, even complex abilities that involve factors such as preparation for learning, preparation for thinking, motivation and guidance. Oral activities have their own advantages in the classroom. It conveys information or meaning in the form of ideas that are exchanged verbally.

In addition, teaching English speaking is a teacher's process of helping students provide and help achieve student learning goals, to improve students' speaking skills. Teachers may encourage students' desire to learn oral skills during the teaching process and a learning process that helps achieve student goals. According to Brown, H. Douglas (2004) in assessment there are five factors that need to be considered in assessing speaking ability which are usually used as benchmarks. Grammar, fluency, comprehension, pronunciation and vocabulary. Therefore, every factor will help the speaker to communicate in English. Due to the fact, many students find it difficult to speak in the process of learning English. In addition, the teacher must choose and apply a suitable method for students to gain understanding and speaking skills.

## RESEARCH METHOD

In this study researcher used descriptive qualitative research. Saragih, D et al. (2022) said that qualitative research is natural research and the data produced is in descriptive form such as pictures or words. Research results are presented using documents, field notes and interviews. Researcher used descriptive techniques in this study, this descriptive technique aims to describe the strategies of EFL teachers in the process of learning to speak at MA Miftahul Ulum Bettet. In this research, the researcher took two English teachers in eleventh grade. The two teachers explained strategies for teaching speaking, how to apply the strategies used by EFL teachers in eleven grade.

Meanwhile, in data collection, researchers used three methods, namely observation, interviews and documentation. This observation is used as a tool in conducting research with a certain meaning. In this study, researchers directly observed the strategies used by English teachers in teaching speaking at MA Miftahul Ulum Bettet Pamekasan. As for the interview process, the researcher asked questions directly to the two EFL teachers in eleventh grade. During the research process, the researcher collected data documents using photos, recorders, and writing instruments. In the data analysis process, the researcher uses three steps to carry out the data analysis process, namely data compaction, data presentation, delineation, and conclusion verification. After checking the validity of the data used, the researcher used a triangulation technique, namely the source triangulation, the technique triangulation, and finally the time of triangulation.

## RESULT AND DISCUSSION

### 1. EFL Strategies used by Teacher in Teaching Speaking in MA Miftahul Ulum Bettet Pamekasan

Based on the results of the interviews conducted by the researchers, there were several strategies used by the two EFL teachers in the eleventh grade of MA Miftahul Ulum Bettet Pamekasan. In this explanation Tc1 and Tc2 said that there were five strategies used in teaching speaking in eleventh grade.

*"There are five strategies that I use to teach speaking, namely, discussion, storytelling, role playing, story complications, and student handbooks" (Tc1)*

*"Strategies in teaching speaking I use flash cards, discussions, storytelling" (Tc1)*

From the results of interview that have been made, Tc1 uses role play as a strategy in teaching speaking. Therefore, many eleventh grade students liked the game strategy and the students became more active.

*"Role play, yes it's called a game, I think all students like games, and I use role play so that students are more enthusiastic about speaking, even though sometimes the speaking doesn't match grammar, and I often use role play in teaching speaking in eleventh grade IPA." (Tc-1)*

Based on the interviews, Tc-2 explained that of the several strategies applied in class, only one strategy made students more active in speaking. The teacher said that student used flash cards with a cooperative learning approach. This strategy makes it easier for students to speak English.

*"I use flash cards with cooperative learning, later I will ask students to pair up"*

The two teachers used the same rubric which adopted from ibid in Juliani, those are vocabulary, grammar, fluently, comprehension and pronunciation.

In addition, the teacher uses the strategy in learning to speak, of course has reasons. Because of the strategy used by the teacher the students' speaking ability increased.

*"Because role play is very appropriate to be used to improve students' speaking skill in the teaching and learning process" (Tc-1)*

*"Flash cards are easy and practical for learning to speak" (Tc-2)*

### 2. Application of Teachers in Using the Best Strategy

This section describes the steps of the two teachers in implementing the right strategy in teaching speaking in eleventh grade.

*"Before starting the material I explained the steps for role playing and asked students to form groups of five to six people, then I asked group one to practice in front of the prepared scenario. then the group that has not been assigned comes forward, namely observing the group that is playing a role in front of the class, then from each group the student representative gives an assessment or comment to the group that appears" (Tc-1)*

*"Before going into the material, I explain about simple sentences, for example I show a flash card with a picture of a teacher then I say "I want to be a teacher". So later students were trained to use English, then students were asked to say simple sentences based on the pictures on the flash cards, then I asked students to take turns coming forward to tell stories according to the flash cards used by students" (Tc-2)*

### **3. Problems in Teaching Speaking Strategies**

This section is the teacher's second story related to problems in teaching speaking.

*"When I teach speaking to students, of course many students do not like speaking lessons because they do not confident in speaking, only few students like the lesson" (Tc-1)*

*"In teaching speaking some students have difficulties about the meaning of words in flashcard" (Tc-2)*

### **4. How to Solve Problems**

Furthermore, to overcome the problems that exist in teaching speaking, the two teachers say that in the problems that exist in teaching speaking, of course there are ways to overcome these problems.

*"So to overcome this problem I invite students or teach students about simple topic, they choose by themselves, and I give them time to prepare and perform in front when they have been ready" (Tc-1)*

*"To solve this problem I provide the meaning in each sentence" (Tc-2)*

### **5. Challenges in Teaching Speaking**

The strategies used in teaching speaking will certainly foster things that increase the ability to overcome problems that occur in the teaching and learning process. Therefore, the teacher must have a goal to upload students' abilities such as using role play and flash cards in teaching speaking.

*"This role play can make students do a lot of activities and is able to foster enthusiasm in learning to speak and can create a pleasant atmosphere" (Tc-1)*

*"When I meet students who are good at English but lack confidence" (Tc-2)*

Speaking in English is one of the future activities to equip students with language skills. According to Handayani (2019) said that students can speak successfully when students reach a certain point in speaking. Therefore, it cannot be denied that students' saturation in the learning process causes students to become disinterested in the media used by the teacher. Various strategies or methods can be added in the learning process so that students are more interested. Teachers can provide students with various learning activities in new ways that students have never used before, so that students will be more interested in the media teachers have used.

Based on the results of the interviews that have been conducted, there are two best strategies used by the teacher in teaching speaking in eleventh grade. Tc-1 uses the role play method, while Tc-2 uses a flash card. it can be said that the strategies used by the two teachers can help students and are very interesting to implement in improving speaking skills. Because basically teaching speaking is very challenging, making it difficult for students to speak English. therefore, students have many opportunities to learn to speak to be more active and fluent.

Based on the results of the interviews that have been conducted, Tc1 said that there is one appropriate strategy for teaching speaking, namely role play because with these game students become interactive in learning to speak. This is in line with Muhlasin, et al. (2019) who found that role playing can improve students' English speaking skills and help students to be interactive in dialogue. This play activity is one of the teaching techniques in class that encourages students to participate in the English learning process. Therefore, in the role-playing strategy, the teacher needs to provide sufficient background knowledge information so that students can study well and enable students to understand the situation accurately when carrying out role-plays. because teaching speaking is not easy so the teacher must apply the role play strategy in various ways.

Furthermore, the flash strategy used by Tc2 in teaching speaking. According to Fahkrunisa and Rizki (2022) said that by using flash card learning media students will find it easier to memorize

vocabulary and will also improve students' speaking skills correctly. This flash card strategy makes it easier for students to teach speaking. According to Febiola (2020) flash cards are learning media in the form of cards with dimensions on one side. It contains an image and the other side contains a description of the image next to it. Improving speaking skills is in line with research conducted by Khotimah (2020) that the use of flash card media in learning to speak can improve students' abilities so that students are more active and confident in speaking English.

## CONCLUSION

Based on the results of the qualitative descriptive research conducted by the researcher, it can be concluded that the strategy used by the teacher in teaching speaking is by playing roles and flash cards, this strategy is very useful for students so that it can improve the process of learning to speak. Therefore, this strategy can be a solution in teaching speaking for eleventh grade students of MA Miftahul Ulum Bettet Pamekasan. Teachers use this strategy because it is easy to practice. Therefore, from the findings the researcher found problems and challenges faced by teachers in teaching speaking, but teachers can overcome these problems and challenges by using role playing strategies and flash cards.

## REFERENCES

- Alifah, Fitriani Nur. 2019. "Pengembangan Strategi Pembelajaran Afektif." *Tadrib* 5(1):68–86. doi: 10.19109/tadrib. v5i1.2587.
- Baron, Rifai. 2020. "Students' Perception on Online Application in Speaking Skill." *VELES Voices of English Language Education Society* 4(2):213–21. doi: 10.29408/veles. v4i2.2543.
- Brown, H. Douglas. 2004. *Language Assesment: Principles and classroom practices*. second. Logman.
- Chairul, Arni. 2021. "Strategi Bertutur Fisioterapis." *Ranah: Jurnal Kajian Bahasa* 10(1):196. doi: 10.26499/rnh. v10i1.2031.
- Fahkrunisa and Rizki. 2022. "The Effectiveness of Flashcard Vocabulary in Learning Foreign Language (English and Japanese) to Enhance Speaking Skill for Beginner." 1(1).
- Febiola, Silvia. 2020. "Penggunaan Media Flash Card terhadap Kemampuan Berbicara Anak Usia Dini." 4.
- Handayani and Dwi. 2019. "English Teachers' Strategy in Teaching Speaking THESIS."
- Hasanah, Uswatun. 2018. "Strategi Pembelajaran Aktif Untuk Anak Usia Dini." *INSANLA: Jurnal Pemikiran Alternatif Kependidikan* 23(2):204–22. doi: 10.24090/insania. v23i2.2291.
- Iskandar. and Sunendar. 2013. *Strategi pembelajaran bahasa*. Bandung: Remaja Rosdakarya.
- Khotimah, Dhian Khusnul. 2020. "Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa Kelas Vii Smp Dengan Media Pembelajaran Flash Card." 7.
- Mailani, Okarisma, Irna Nuraeni, Sarah Agnia Syakila, and Jundi Lazuardi. 2022. "Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia." *Kampret Journal* 1(1):1–10. doi: 10.35335/kampret. v1i1.8.
- Muhlasin, et al. 2019. "Improving Students' Speaking Ability by Using Role Play." *INTERACTION: Jurnal Pendidikan Bahasa* 6(1):1–8. doi: 10.36232/jurnalpendidikanbahasa. v6i1.296.
- Nasution, N, W. 2017. *Strategi Pembelajaran*. Medan: PERDANA PUBLISHING.
- Pakula, Heini-Marja. 2019. "Teaching Speaking." *Apples - Journal of Applied Language Studies* 13(1):95–111. doi: 10.17011/apples/urn.201903011691.
- Rahman, Andi, Andi Fitriani, and Karlina, yuyun. 2022. "PENGERTIAN PENDIDIKAN, ILMU PENDIDIKAN DAN UNSUR-UNSUR PENDIDIKAN." *Kajian Pendidikan Islam* 2(1).
- Rosadi, Fanny Selvia, Cicih Nuraeni, and Agus Priadi. 2020. "THE USE OF SMALL GROUP DISCUSSION STRATEGY IN TEACHING ENGLISH SPEAKING." *Pujangga* 6(2):134. doi: 10.47313/pujangga. v6i2.992.
- Saragih, D, et al. 2022. "Strategies to Improve Speaking Skill for Tourism Students." *Akselerasi* 4:1.

Syarifudin. 2019. “*An Instructional Model for Enhancing Efl Learners’ Speaking Proficiency.*” *EduLangue*  
2(1):86–97. doi: 10.20414/edulanguae. v2i1.922.