



TEACHER'S STRATEGIES TO ENCOURAGE STUDENTS TO SPEAK ENGLISH IN THE CLASS AT SMPN 5 BANJARBARU

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Abstract: *The teacher's strategy includes various actions or steps taken by the teacher to solve problems and achieve learning goals. In this study, researchers examined how the teacher's strategy in encouraging students to be more confident in speaking English. This study aimed to describe the teacher's strategy in encouraging students to speak English in class at SMPN 5 Banjarbaru. This was a qualitative study with data collected from one teacher and two students of class VII of SMPN 5 Banjarbaru. This study uses a closed questionnaire in data collection, and the results of the questionnaire will be presented in a qualitative descriptive form. This questionnaire is used to find out the teacher's strategy in encouraging students to speak English in class. Data analysis was carried out through data condensation, data display, and drawing verification conclusions. The results of this study indicate that teachers use 3 strategies to encourage class VII students of SMPN 5 Banjarbaru to speak English in class, namely; Story Completion, Role Play, and Simulation. In each strategy there are activities used by the teacher, this activity aims to support the strategies used by the teacher. The activities used by the teacher are based on Speaking Activities and the principles of teaching English speaking.*

Keyword: *Teacher's Strategies, Encouraging Students, English Speaking*

INTRODUCTION

Teacher strategies are teacher classroom-based practices such as teaching methods, student discipline, and student assessment. According to Sarode (2018: 58), teaching strategy refers to the methods used to help students learn the content of the desired subjects and can develop goals that can be achieved in the future. To create a second language learning strategy, teachers can use interesting learning media and associate teaching materials with things that interest students. It can be used in teaching speaking English in the classroom.

Speaking is an important thing when students learn a language, because people see the successful of language learning from speaking. He also argued that English has become an international language. Therefore, learning speaking English is important. Some countries like India, Malaysia, and Pakistan even have put English as their second language. Thus, the current generation should be able to speak in English well. In order to make the students able to speak in English, the teachers should motivate them and give explanation that speaking in English is an important

thing. Learning a second language is more complex than learning a first language. Four skills must be mastered in learning English, namely: listening, reading, speaking, and writing. The supporting elements that we must have to master English are mastering vocabulary, being able to pronounce words well, and using correct grammar when speaking. Among these four skills, speaking is one of the most important skills in English. It can be said that speaking is a productive skill that uses a combination of pronunciation, vocabulary, grammar, and even accents. Therefore, when students speak English well, they may think that they have improved their English-speaking skills. If students rarely speak English, their speaking skills may not improve much. This is where the teacher plays an important role in encouraging students to speak English with confidence. This is done so that students' speaking skills can increase from before.

Based on the statement above, the teacher's strategy in learning English as a second language is important, especially in terms of speaking in English. Interesting learning strategies such as being supported by the use of media, giving praise, and prizes will also add to the main attraction for students, so students will be more enthusiastic. Not only strategy but giving encouraging students to want to speak English is also important because the success of a teacher can be seen from the development of the students being educated.

The reason the researcher chose SMPN 5 Banjarbaru as the research location was that some students at SMPN 5 Banjarbaru dared to take part in several English competitions, such as English debates and telling stories in English. From here, the researcher is interested in examining the teacher's strategies in encouraging students to speak English. The researcher examines how the teacher's strategy in encouraging students to be more confident in speaking English. Therefore, the researchers raised the title "Teacher's Strategy to Encourage Students to Speak English in the Class at SMPN 5 Banjarbaru".

METHODS

This study utilizes a descriptive qualitative research design. According to Elliot and Kratochwill (1999:24), a descriptive study involves investigating and reporting things as they truly are, to comprehend and explain them. The purpose of descriptive research is to offer the most accurate portrayal possible of current practices, the process of learning, teaching methodologies employed by instructors, and the overall classroom environment at a specific time and location.

According to Creswell (2012), qualitative research is a means to explore and understand the meaning of individuals or groups that are ascribed to human social problems. The research process involves questions and procedures that arise; data collection in participant settings; analysis of data inductively, building from specific themes to general themes; and interpret the meaning of the data. The final written report has a flexible writing structure.

Based on the explanations above, this research is called descriptive because in this study the researcher will describe how the teacher's strategy in encouraging students to want to speak English in class.

Location and Research Subject

The location of this research is on Jl. Ambulung No. 30 Loktabat Selatan Banjarbaru, Kecamatan Banjarbaru Selatan, Kota Banjarbaru, Provinsi Kalimantan Selatan, and the subject of this study was an English teacher namely Mrs. Maya Sari S.Pd as an English club trainer, and also as a teacher who has undergone a lot of training in language teaching English, the next subject is 2 class VII students of SMPN 5 Banjarbaru.

Instrument

The determination of research instruments in a study is very important. According to Sugiyono (2012), a research instrument is a tool used to measure observed natural or social phenomena. Yin (2011) further explains that the research instrument is a tool for collecting data. Based on this explanation, the researcher used a questionnaire as a data collection tool. Data were obtained on Friday 5 May 2023 at SMPN 5 Banjarbaru, and data were obtained from 1 English teacher and 2 students.

The Technique of Data Collection

This study uses a closed questionnaire in collecting data. This questionnaire is used to find out what teachers do to encourage students to speak English in class. In this study, a questionnaire was used to find out the teacher's strategy in encouraging students to speak English in class. In collecting this data the researcher will give a questionnaire to the teacher, and the teacher will answer every question in the questionnaire.

Technique of Analysis Data

In qualitative research, the data analysis used is descriptive qualitative, meaning that all data found during the study are interpreted qualitatively. This study aims to analyze and describe teacher strategies to motivate teachers in teaching speaking English. Based on (Miles, Huberman, & Saldana, 2014) data condensation, data display, drawing and verifying conclusions.

Data analysis is conducted as follows:

1) Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. That way the data becomes stronger (Miles, Huberman, & Saldana, 2014). In this study, researchers did not use data compaction as a process of selecting, focusing, or simplifying. This is because researchers only provide 2 answer choices,

namely Yes and No, and respondents can only choose one of the 2 answers provided. This is what makes researchers not use data compaction as a technique for analyzing data.

2) Data Display

Display data is organized and compressed information that allows for drawing conclusions and actions. This is so that the data can be understood and analyzed. In qualitative research, data presentation can be done in the form of brief descriptions, tables, and others. In this case, the researcher chose to present the data in the form of tables and qualitative descriptives to make it easier for readers to understand the resulting data so that research results and conclusions can be drawn.

3) Drawing Conclusions and Verifying

According to Sugiyono (2015:345), the initial conclusions are proven by valid and consistent evidence when the researcher returns to the research location to collect data, ensuring that the previously proposed conclusions are credible. The researcher concludes after fully identifying what strategies the teacher uses to encourage students to speak English.

In this study, drawing conclusions and verification will be compared with the theory in Chapter 2. Researchers will conclude what strategies are used by teachers to teach speaking English in class? This study uses a closed questionnaire so that there are only 2 answer choices, namely "yes and no". To identify the teacher's strategy, the researcher drew conclusions with

- 1) If the teacher chooses 1 "yes" from the 3 available indicators, then the teacher does not carry out this strategy;
- 2) If the teacher chooses 2 "yes" from the 3 available indicators, then the teacher carries out this strategy;
- 3) If the teacher chooses 3 "yes" from the 3 indicators available, then the teacher carries out this strategy.

RESULTS AND DISCUSSION

The findings in this study were obtained from the results of a questionnaire conducted by researchers. The questionnaire was conducted to find out what strategies were used by English teachers at SMPN 5 Banjarbaru to encourage their students to want to speak English in class.

Data collection was carried out for one day on May 5 2023, the questionnaire was filled in by the English teacher. Here's the discussion:

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Table 1. Questionnaire Results for Teacher

| Nu | Strategy | Activity | Responses | |
|----|------------------|--|-----------|----|
| | | | Yes | No |
| 1 | Story Completion | 1. Tells but stops after a few sentences | √ | |
| 2 | | 2. Students add four to ten sentences | √ | |
| 3 | | 3. Students combine new characters, events, descriptions | √ | |
| 4 | Role-Play | 1. Use Group | √ | |
| 5 | | 2. Assigned Roles | √ | |
| 6 | | 3. Social content | √ | |
| 7 | Simulation | 1. The learner takes a role | √ | |
| 8 | | 2. Bring props | √ | |
| 9 | | 3. Create a realistic environment | √ | |

In this study, the researchers used a closed-ended questionnaire, based on Table 1. above it can be seen that:

1. Story Completion

Based on the questionnaire, it appears that the first strategy used by the teacher to encourage students to speak English is Story Completion. This is supported by the response of the teacher who chose "yes" in the three available activity options. This shows that teachers use Story Completion as a strategy to teach English in class.

2. Role-Play

The next strategy used by the teacher in teaching English in class is Role-play. This is supported by the response of the teacher who chose "yes" in the three activity options available in the questionnaire. From this it can be concluded that the teacher uses Role-Play to teach speaking English in class

3. Simulations

Based on the questionnaire above, the final strategy used by the teacher to teach English in class is simulation. This is supported by the teacher's response by selecting "yes" in the three activities contained in the questionnaire. From this, the researcher concluded that the strategy used by the teacher to teach English in class was Simulation.

Based on the results obtained from filling out the questionnaire, it is known that the teacher uses 3 strategies, namely story completion, role playing, and simulation. In this strategy there are learning activities carried out, this is intended so that the learning strategy goes well.

a) Story Completion

In completing the story, the learning activities carried out by the teacher are; the teacher tells a story but stops after a few sentences, then students add four to ten sentences, and finally students insert new characters, events, and descriptions into

a story. This activity is in accordance with what has been described in chapter 2, in the story completion strategy section.

b) Role-Play

Role-playing is a strategy commonly used to teach speaking, role playing will usually be played by 2 or more people. In role-playing there are several activities carried out by the teacher, these activities are in accordance with those described in chapter 2, including; the teacher's assigns to make groups in pairs, then the teacher assigns roles to students in the form of social content to be played.

c) Simulations

This simulation is similar to a role-play, but there is a difference, namely the simulation requires preparation with the addition of supporting tools. Meanwhile, role-play does not require supporting tools. The activities carried out in the role play are students taking on the roles to be played in the simulation, then bringing props to support the simulation to be carried out, and finally designing a realistic class/environment according to the theme of the simulation taken. This activity is in accordance with what has been described in chapter 2.

CONCLUSIONS

The results of this study are that the teacher uses 3 strategies in teaching speaking, namely Story Completion, Role Playing, and Simulation. In each strategy, there are activities used by the teacher. This activity is to support the strategies used by the teacher.

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